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DEPARTMENT OF EDUCATION

*Working Together for Student Success*



# Indiana Academic Standards Social Studies: Grade 7 Crosswalk

2014 Standard Language	2020 Standard Language	Changes
<b>Standard 1: History</b>		
<b>Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.</b>		
<p>7.1.1 Identify and explain the conditions that led to the rise of early river valley civilizations* and evaluate how the achievements in art, architecture, written language, and religion of those civilizations and their respective forms of government and social hierarchies. *River Valley Civilizations: Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)</p>	<p>7.1.1 Identify and explain the conditions that led to the rise of early river valley civilizations* and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies. *River Valley Civilizations: Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)</p>	<p>Added <i>are related to</i></p>
<b>The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)</b>		
<p>7.1.2 Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. Example: Hinduism, Buddhism, Judaism, Christianity, and Islam</p>	<p>7.1.2 Describe, compare, and contrast the historical origins, central beliefs, and spread of major religions. Example: Hinduism, Buddhism, Judaism, Christianity, and Islam</p>	<p>No change</p>
<p>7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.</p>	<p>7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers to the spread of resources, disease, and culture.</p>	<p>Added <i>to the spread of resources, disease, and culture.</i></p>

7.1.4 Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.	7.1.4 Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.	No change
7.1.5 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.	7.1.5 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.	No change
7.1.6 Describe the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific and analyze the impact slavery had on different civilizations.	7.1.6 Compare and contrast the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific and analyze the impact slavery had on different civilizations.	Changed <i>describe</i> to <i>compare and contrast</i> .
7.1.7 Trace the rise, spread and influence of the Mongols. Examples: Yuan dynasty, Marco Polo, Black Death, feudalism.	7.1.7 Trace the rise, spread and influence of the Mongols. Examples: Yuan dynasty, Marco Polo, Black Death, feudalism.	Added <i>Examples: Yuan dynasty, Marco Polo, Black Death, feudalism.</i>

**2020 Standard: Major Civilizations, States, and Empires through 1650 CE**

7.1.8 Describe the rise, contributions, and decline of the Chinese dynasties. Example: The dynastic cycle and the influence of Confucianism	7.1.8 Describe the dynastic cycle and the cultural and technological contributions of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming). Examples: Zhou - established Feudalism leading to Warring States Period, Mandate of Heaven, start of Confucianism, Daoism, and Legalism; Qin - "China", Terracotta Army, Great Wall; Han - Silk Road	Added <i>the dynastic cycle and the cultural and technological</i>  Removed <i>and decline of the Chinese dynasties.</i>  Added <i>of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming). Examples: Zhou - established Feudalism leading to Warring States Period, Mandate of Heaven, start of Confucianism,</i>
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	starts, paper & compass, merit-based jobs; Tang - gunpowder, woodblock printing, clocks & porcelain; Song - paper money, moveable type; Ming - international trade/isolation, porcelain arts	<i>Daoism, and Legalism; Qin - "China", Terracotta Army, Great Wall; Han - Silk Road starts, paper &amp; compass, merit-based jobs; Tang - gunpowder, woodblock printing, clocks &amp; porcelain; Song - paper money, moveable type; Ming - international trade/isolation, porcelain arts</i>
7.1.9 Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions. Example: Feudalism, shogunate court life, samurai culture	7.1.9 Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social, and artistic traditions. Example: Feudalism, shogunate court life, samurai culture	No change
<b>Exploration, Conquest and Post-Colonial States: 1500 to the Present</b>		
7.1.10 Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. Example: The voyages of the Ming dynasty, and Ibn Battuta	7.1.10 Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. Example: The voyages of the Ming dynasty, and Ibn Battuta	No change
7.1.11 Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and	7.1.11 Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and	No change

economic development of these societies from both European and indigenous perspectives.	economic development of these societies from both European and indigenous perspectives.	
7.1.12 Analyze the Japanese imperial period (1868-1945), including Japan’s involvement in World War II.	7.1.12 Analyze the Japanese imperial period (1868-1945), including Japan’s involvement in World War II.	No change
7.1.13 Identify and explain the significance of historical events in the Middle East since the end of World War II. Example: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present)	7.1.13 Identify and explain the significance of historical events in the Middle East since the end of World War II. Example: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present), Arab Spring (2011- present)	<i>Added Arab Spring (2011-present)</i>
7.1.14 Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.	7.1.14 Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.	No change
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>		
7.1.15 Create and compare timelines that identify major people and events and	7.1.15 Create and compare timelines that identify major people and events and	No change

developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.	developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.	
7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs, and chance in history.	7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.	No change
7.1.17 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.	7.1.17 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.	No change
7.1.18 Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources.	7.1.18 Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources.	No change
	7.1.19 Using primary and secondary sources, analyze issues confronting the Eastern hemisphere.	2020 7.1.19 is a new standard.
<b>Standard 2: Civics and Government</b>		
<b>Foundations of Government</b>		
7.2.1 Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. Examples: Australia, India and South Africa	7.2.1 Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific. Examples: Australia, India, and South Africa	No change

7.2.2 Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. Examples: Japan, North Korea, India, South Africa, and China	7.2.2 Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. Examples: Japan, North Korea, India, South Africa, and China	No change
<b>Functions of Government</b>		
7.2.3 Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.	7.2.3 Describe how major forms of governments of Japan, North Korea, India, South Africa, and China currently protect or violate the human rights of their citizens.	No change
7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.	7.2.4: Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific. Examples: United Nations, World Bank, International Monetary Fund (IMF), Organization of Petroleum Exporting Countries (OPEC)	<i>Added Examples: United Nations, World Bank, International Monetary Fund (IMF), Organization of Petroleum Exporting Countries (OPEC)</i>
<b>Roles of Citizens</b>		
7.2.5 Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia, and the Southwest Pacific.	7.2.5 Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia, and the Southwest Pacific. Examples: Japan, North Korea, India, South Africa, China	<i>Added Examples: Japan, North Korea, India, South Africa, China</i>
<b>Standard 3: Geography</b>		
<b>The World in Spatial Terms</b>		
7.3.1 Formulate a broad	7.3.1 Formulate a broad	No change

understanding of the location of countries of Africa, Asia and the Southwest Pacific.	understanding of the location of countries of Africa, Asia, and the Southwest Pacific.	
7.3.2 Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).	7.3.2 Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).	No change
<b>Places and Regions</b>		
	7.3.3 Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. Examples: language, religion, recreation, clothing, diet, fine arts, family structure, and traditions	2020 7.3.3 is a new standard.
7.3.3 Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.	7.3.4 Use historical maps to identify changes in Africa, Asia, and the Southwest Pacific over time.	2014 standard indicator 7.3.3 becomes standard indicator 7.3.4 in 2020.
7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.	7.3.5 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.	2014 standard indicator 7.3.4 becomes standard indicator 7.3.5 in 2020.
<b>Physical Systems</b>		
7.3.5 Describe ecosystems of Africa's deserts, Asia's	7.3.6 Describe ecosystems of Africa's deserts, Asia's	2014 standard indicator 7.3.5 becomes standard indicator



mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.	mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.	7.3.6 in 2020.
7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.	7.3.7 Compare and contrast the distribution of natural resources in Africa, Asia, and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.	2014 standard indicator 7.3.6 becomes standard indicator 7.3.7 in 2020.
7.3.7 Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia and the Southwest Pacific.	7.3.8 Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia, and the Southwest Pacific.	2014 standard indicator 7.3.7 becomes standard indicator 7.3.8 in 2020.
<b>Human Systems</b>		
7.3.8 Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns. Example: Life expectancy, income, literacy rate, industry, education, natural resources, and climate.	7.3.9 Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns. Example: Life expectancy, income, literacy rate, industry, education, natural resources, and climate.	2014 standard indicator 7.3.8 becomes standard indicator 7.3.9 in 2020.
7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.	7.3.10 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.	2014 standard indicator 7.3.9 becomes standard indicator 7.3.10 in 2020.
<b>Environment and Society</b>		

<p>7.3.10 Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.</p>	<p>7.3.11 Analyze current issues and developments related to the environment in selected countries in Africa, Asia, and the Southwest Pacific.</p>	<p>2014 standard indicator 7.3.10 becomes standard indicator 7.3.11 in 2020.</p>
<p><b>Standard 4: Economics</b></p>		
<p><b>Economics</b></p>		
<p>7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and Southwest Pacific. Examples: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.</p>	<p>7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and Southwest Pacific. Examples: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.</p>	<p>No change</p>
<p>7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.</p>	<p>7.4.2 Illustrate how international trade requires a system for exchanging currency between and among countries.</p>	<p>Changed <i>nations</i> to <i>countries</i></p>
<p>7.4.3 Trace the development and change over time of the economic systems (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time. Definitions: a. Traditional economy: an economy in which resources are allocated based on custom and tradition.</p>	<p>7.4.3 Trace the development and change over time of the economic systems (traditional*, command*, market*, and mixed*) of various cultures, societies or nations in Africa, Asia, and the Southwest Pacific. and analyze why these changes occurred over time. Definitions: a. Traditional economy: an economy in which resources are allocated based on custom and tradition.</p>	<p>No change</p>

<p>b. Command economy: an economy in which resources are allocated by the government or other central authority.</p> <p>c. Market economy: an economy in which resources are allocated by individuals and businesses responding to changes in prices.</p> <p>d. Mixed economy: an economy in which resources are allocated by some combination of traditional, command, or market systems.</p>	<p>b. Command economy: an economy in which resources are allocated by the government or other central authority.</p> <p>c. Market economy: an economy in which resources are allocated by individuals and businesses responding to changes in prices.</p> <p>d. Mixed economy: an economy in which resources are allocated by some combination of traditional, command, or market systems.</p>	
<p>7.4.4 Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.</p> <p>a. Gross Domestic Product (GDP): the value of all final goods and services produced in a country in a year</p>	<p>7.4.4 Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.</p> <p>a. Gross Domestic Product (GDP): the value of all final goods and services produced in a country in a year</p>	<p>No change</p>
<p>7.4.5 Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital*.</p>	<p>7.4.5 Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital*.</p>	<p>No change</p>

<p>a. human capital: the skills and expertise people acquire from education, training, and experience.</p>	<p>a. human capital: the skills and expertise people acquire from education, training, and experience.</p>	
<p>7.4.6 Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Africa, Asia or Southwest Pacific. Example: Government support of public education and governments taxing or regulating pollution a. Externality (spillover): the impact of an activity (positive or negative) on the well-being of a third party</p>	<p>7.4.6 Identify ways that societies deal with helpful and harmful externalities in Africa, Asia, or Southwest Pacific. Example: Government support of public education and governments taxing or regulating pollution</p>	<p>Removed <i>Externality (spillover): the impact of an activity (positive or negative) on the well-being of a third party</i></p>