

Semester 1 – 7 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<b>Strand 1: Concept 1</b> <b>American History: Research Skills for History</b>	<b>PO 1.</b> <i>Construct</i> charts, graphs, and narratives during historical date.	Textbook Pages  Supplementary Resources
	<b>PO 2.</b> <i>Interpret</i> historical data displayed in graphs, tables, and charts.	
	<b>PO 3.</b> <i>Construct</i> timelines of the historical era being studies (e.g., presidents/world leaders, key events, people)	
	<b>PO 4.</b> <i>Formulate</i> questions that can be answered by historical study and research.	
	<b>PO 5.</b> <i>Describe</i> the relationship between a primary source document and a secondary source document.	
	<b>PO 6.</b> <i>Determine</i> the credibility of primary and secondary sources.	
	<b>PO 7.</b> <i>Analyze</i> the cause and effect relationships between and among individuals and/or historical events.	
	<b>PO 8.</b> <i>Describe</i> two points of view on the same historical event.	

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Semester 1 – 7 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<p align="center"><b>Strand 1: Concept 6</b></p> <p><b>American History: Civil War and Reconstruction</b></p> <p>(Note: The Civil War was introduced in Grade 5.)</p>	<p><b>PO 1. Analyze</b> the factors leading to the Civil War:</p> <ul style="list-style-type: none"> <li>a. role of abolitions and the Underground Railroad</li> <li>b. sectionalism and States' Rights</li> <li>c. westward Expansion</li> <li>d. Missouri and 1850 Compromises</li> <li>e. Dred Scott Decision</li> <li>f. Kansas- Nebraska Act</li> </ul>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p><b>PO 2. Determine</b> the significance of the following events of the Civil War.</p> <ul style="list-style-type: none"> <li>a. firing on Fort Sumter</li> <li>b. major battles- Bull Run, Antietam, Vicksburg, Gettysburg</li> <li>c. Enactment of the Emancipation Proclamation</li> <li>d. Sherman's march</li> <li>e. Surrender at Appomattox</li> </ul>	

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	<p><b>PO 3. Describe</b> significance of the following key individuals or groups in the Civil War:</p> <ul style="list-style-type: none"> <li>a. political leaders (e.g., Abraham Lincoln, Jefferson Davis)</li> <li>b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William T. Sherman, Thomas “Stonewall Jackson)</li> <li>c. role of African-Americans</li> <li>d. role of women</li> </ul>	
	<p><b>PO 4. Analyze</b> the impact of the Civil War on the following personal, social, and economic aspects of American life:</p> <ul style="list-style-type: none"> <li>a. Americans fighting Americas</li> <li>b. high casualties caused by disease and the type of warfare</li> <li>c. widespread destruction of American property</li> <li>d. change in status of freed slaves</li> <li>e. value of railroads and industry</li> </ul>	

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	<p><b>PO 5. Describe</b> the impact of various events and movements that influenced Reconstruction:</p> <ol style="list-style-type: none"> <li>a. Lincoln’s assassination</li> <li>b. Ku Klux Klan and the development of Jim Crow Laws</li> <li>c. Freedmen’s Bureau</li> <li>d. Civil War Constitutional Amendments</li> <li>e. Industrialization</li> </ol>	
	<p><b>PO 6. Describe</b> the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.</p>	

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<b>Strand 1: Concept 10</b> <b>American History: Contemporary United States</b>	<b>PO 1. Describe</b> current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Textbook Pages  Supplementary Resources
	<b>PO 2. Identify</b> the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	
	<b>PO 3. Describe</b> how key political, social, geographic, and economic events of the late 20 <sup>th</sup> century and early 21 <sup>st</sup> century affected, and continue to affect, the United States.	

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<b>Strand 2: Concept 1</b> <b>World History: Research Skills for History</b>	<b>PO 1.</b> <i>Construct</i> charts, graphs, and narratives during historical date.	Textbook Pages  Supplementary Resources
	<b>PO 2.</b> <i>Interpret</i> historical data displayed in graphs, tables, and charts.	
	<b>PO 3.</b> <i>Construct</i> timelines of the historical era being studies (e.g., presidents/world leaders, key events, people)	
	<b>PO 4.</b> <i>Formulate</i> questions that can be answered by historical study and research.	
	<b>PO 5.</b> <i>Describe</i> the relationship between a primary source document and a secondary source document.	

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	<b>PO 6. Determine</b> the credibility of primary and secondary sources.	
	<b>PO 7. Analyze</b> the cause and effect relationships between and among individuals and/or historical events.	
	<b>PO 8 Describe</b> two points of view on the same historical event.	

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<b>Strand 2: Concept 9</b> <b>World History: Contemporary World</b>	<b>PO 1. Describe</b> current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Textbook Pages  Supplementary Resources
	<b>PO 2. Identify</b> the connections between current and historical events and issues identified in Concept 8 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	
	<b>PO 3. Analyze</b> how world events of the late 20 <sup>th</sup> Century and early 21 <sup>st</sup> Century (e.g., terrorism, globalization, conflicts, interdependence, natural disaster, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic and economic climate of the world.	
	<b>PO 4. Compare</b> the economic, political, and social aspects of a country identified in Concept 8 during the first half of the 20 <sup>th</sup> century to its contemporary economic, political, and social aspects.	

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Concept	Performance Objectives	Resources
<b>Strand 3: Concept 1</b> <b>Civics/Government: Foundations of Government</b>	<b>PO 1. Analyze</b> the significance of the principles and ideals of the following documents: a. Bill of Rights (as related to specific time periods) b. Emancipation Proclamation	Textbook Pages  Supplementary Resources
	<b>PO 2 Analyze</b> Arizona’s transition from territory to statehood: a. locations of capital b. founding people c. Arizona’s constitution	

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Concept	Performance Objectives	Resources
<b>Strand 3: Concept 2</b> <b>Civics/Government: Structure of Government</b>	<b>PO 1. Describe</b> how the powers of checks and balances are used in the following: <ol style="list-style-type: none"> <li>a. impeachment</li> <li>b. declaring war</li> <li>c. treaties</li> <li>d. veto</li> <li>e. judicial review</li> </ol>	Textbook Pages  Supplementary Resources

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<b>Strand 4: Concept 1</b> <b>Geography: The World in Spatial Terms</b>	<b>PO 1. Construct</b> maps, charts, and graphs to display geographic information.	Textbook Pages  Supplementary Resources
	<b>PO 2. Identify</b> purposes and differences of maps, globes, aerial photographs, charts, and satellite images.	
	<b>PO 3. Interpret</b> maps, charts, and geographic databases using geographic information.	
	<b>PO 4. Locate</b> physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.	
	<b>PO 5. Interpret</b> thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. <u>(Apply to regions studied.)</u>	

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Concept	Performance Objectives	Resources
<b>Strand 4: Concept 2</b> <b>Geography: Places and Regions</b>	<b>PO 1. Describe</b> the human and physical characteristics of places and regions.	Textbook Pages  Supplementary Resources
	<b>PO 2. Explain</b> the concept of regions and why they change.	
	<b>PO 3. Compare</b> the historical and contemporary interactions among people in different places and regions.	
	<b>PO 4. Describe</b> how a place changes over time. (Connect with content studied)	

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<b>Strand 5: Concept 1</b> <b>Economics: Foundations of Economics</b>	<b>PO 1. Explain</b> how limited resources and unlimited human wants cause people to choose some things and give up others.	Textbook Pages  Supplementary Resources
	<b>PO 2. Analyze</b> how scarcity, opportunity costs, and trade-offs influence decision-making.	
	<b>PO 3. Identify</b> how governments and businesses make choices based on the availability of resources.	
	<b>PO 4. Describe</b> the characteristics of a market economy: <ul style="list-style-type: none"> <li>a. property rights</li> <li>b. freedom of enterprise</li> <li>c. competition</li> <li>d. consumer choice</li> <li>limited role of government</li> </ul>	

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<b>Semester 2 – 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 1: Concept 7 American History: Emergence of the Modern United States</b>	<b>PO 1. Examine</b> the reasons why people emigrated from their homelands to settle in the United States during the late 19 <sup>th</sup> century.	Textbook Pages  Supplementary Resources
	<b>PO 2. Describe</b> how the United States was positively and negatively affected by factors and events resulting from the arrival of large numbers of immigrants.	
	<b>PO 3. Discuss</b> how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, and global markets).	
	<b>PO 4. Discuss</b> the relationship between immigration and industrialization.	

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	<p><b>PO 5. Analyze</b> the impact of industrialization on the United States;</p> <ul style="list-style-type: none"> <li>a. rural to urban migration</li> <li>b. factory conditions</li> <li>c. unions</li> <li>d. influence of big businesses</li> </ul>	
	<p><b>PO 6. Describe</b> the following Progressive Reforms that a resulted from the Industrial Revolution:</p> <ul style="list-style-type: none"> <li>a. labor unions</li> <li>b. Women’s Suffrage</li> <li>c. trust busting</li> <li>d. conservation of natural resources</li> <li>e. Temperance Movement</li> </ul>	
	<p><b>PO 7. Describe</b> how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, and improvements) contributed to U.S. growth and expansion.</p>	

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	<p><b>PO 8. Identify</b> the following groups' contributions to the changing social and political structure of the United States:</p> <ol style="list-style-type: none"> <li>a. labor leaders (e.g., Samuel Gompers, Mother Jones)</li> <li>b. social reformers (e.g., Susan B. Anthony, Elizabeth Stanton)</li> <li>c. industrialists (e.g., Andrew Carnegie, John D. Rockefeller)</li> <li>d. inventors (e.g., Thomas Edison, Henry Ford)</li> <li>e. populists (e.g., William Jennings Bryan)</li> <li>f. financiers (e.g., J.P. Morgan, Jay Gould)</li> </ol>	
	<p><b>PO 9. Describe</b> the following factors that fostered the growth of American imperialism during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries:</p> <ol style="list-style-type: none"> <li>a. desire for military strength</li> <li>b. interest in new markets</li> <li>c. need for inexpensive source of raw materials</li> </ol>	
	<p><b>PO 10. Analyze</b> the United States' expanding role in the world during the late 19<sup>th</sup> and early 20<sup>th</sup> Centuries:</p> <ol style="list-style-type: none"> <li>a. Spanish American War</li> <li>b. Panama Canal</li> <li>c. Alaska and Hawaii</li> <li>d. Open Door Policy</li> <li>e. China- Boxer Rebellion</li> </ol>	

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	<p><b>PO 11. Describe</b> major factors in Arizona history (e.g., territorial status, mining, constitutional convention) leading to statehood.</p>	
	<p><b>PO 12. Describe</b> the following events that led to United States involvement in World War I</p> <ol style="list-style-type: none"> <li>a. shift away from isolationism</li> <li>b. sinking of the Lusitania</li> <li>c. Zimmerman Telegram</li> </ol>	
	<p><b>PO 13. Describe</b> important events associated with World War I:</p> <ol style="list-style-type: none"> <li>a. anti-German feelings in the United States</li> <li>b. passing of the Selective Service Act</li> <li>c. migration of African- Americans to the north (The Great Migration)</li> <li>d. Wilson’s Fourteen Points</li> <li>e. controversy over the Treaty of Versailles</li> </ol>	

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<b>Semester 2 – 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 1: Concept 8 American History: Great Depression and World War II</b>	<b>PO 1. Identify</b> economic policies and factors that led to the Great Depression: (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash).	Textbook Pages  Supplementary Resources
	<b>PO 2. Determine</b> the impact of natural and manmade crises of the Great Depression (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers.)	
	<b>PO 3. Describe</b> how the following New Deal programs affected the American people: <ul style="list-style-type: none"> <li>a. works programs (e.g., WPA, CCC, TVA)</li> <li>b. farm subsidies</li> <li>c. social security</li> <li>d.</li> </ul>	
	<b>PO 4. Describe</b> how Pearl Harbor led to United States involvement in World War II.	

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	<b>PO 5. Describe</b> the impact of World War II on economic recovery from the Great Depression.	
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<b>Strand 2: Concept 6 World History: Age of Revolution</b>	<b>PO 1. Describe</b> how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.	Textbook Pages  Supplementary Resources
	<b>PO 2. Determine</b> the effect of the Industrial Revolution on the Western World: <ul style="list-style-type: none"> <li>a. growth of cities</li> <li>b. rise of middle class</li> <li>c. spread of industrialization</li> <li>d. rise of imperialism</li> <li>e. foundation for future technological advances</li> <li>f. labor issues</li> </ul>	

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<b>Strand 2: Concept 7 World History: Age of Imperialism</b>	<p><b>PO 1. Describe</b> the effects of the following factors on the rise of imperialism:</p> <ul style="list-style-type: none"> <li>a. increased need for raw materials</li> <li>b. increased need for consumers</li> <li>c. nationalism-countries increased power</li> </ul>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p><b>PO 2: Describe</b> how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries.</p>	
	<p><b>PO 3. Describe</b> how industrialization in Japan led to its rise as a world power.</p>	
	<p><b>PO 4. Describe</b> the impact of American interests in the following areas during the early 20<sup>th</sup> century:</p> <ul style="list-style-type: none"> <li>a. Philippines, Cuba, Puerto Rico-Spanish American War.</li> <li>b. China-Boxer Rebellion</li> <li>c. Colombia-Panama Canal</li> <li>d. Hawaii</li> <li>e.</li> </ul>	

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<b>Strand 2: Concept 8 World History: World at War</b>	<b>PO 1. Explain</b> how the following world movements led to World War I: a. militarism b. Imperialism c. nationalism d. formation of alliances	Textbook Pages  Supplementary Resources
	<b>PO 2. Summarize</b> the outcomes of World War I: a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries) b. economic issues (e.g., national debt, spread of socialism)	
	<b>PO 3. Describe</b> the rise of totalitarianism in Europe following World War I: a. Italy under Mussolini b. Germany under Hitler c. Soviet Union under Stalin	

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<b>Semester 2 – 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 3: Concept 3 Civics/Government: Functions of Government</b>	<b>PO 1. Analyze</b> the significance of the following judicial decisions: <ul style="list-style-type: none"> <li>a. Dred Scott</li> <li>b. Plessy v. Ferguson</li> <li>c. Scopes Trial</li> </ul>	Textbook Pages  Supplementary Resources
	<b>PO 2. Identify</b> the government’s role in progressive reforms (e.g., women’s suffrage, labor unions, temperance movement, civil rights).	

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<b>Semester 2– 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 3: Concept 4 Civics/Government: Rights, Responsibilities, and Roles of Citizenship</b>	<b>PO 1. Describe</b> the benefits of community service.	Textbook Pages
	<b>PO 2. Discuss</b> the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.	Supplementary Resources
	<b>PO 3. Describe</b> the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).	
	<b>PO 4 Explain</b> the obligations and responsibilities of citizenship: <ul style="list-style-type: none"> <li>a. upholding the Constitution</li> <li>b. obeying the law</li> <li>c. paying taxes</li> <li>d. registering for selective service</li> <li>e. jury duty</li> </ul>	

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	<p><b>PO 5. Describe</b> the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Eighteenth, Nineteenth, Twenty-first Amendments and Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied.</p>	
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<b>Semester 2– 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 3: Concept 5 Civics/Government: Government Systems of the World</b>	PO 1. <b>Discuss</b> how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points League of Nations).	Textbook Pages  Supplementary Resources
	PO 2. <b>Compare</b> different types of governments: a. dictatorship b. totalitarian c. monarchies	

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<b>Semester 2 – 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<p style="text-align: center;"><b>Strand 4: Geography</b> <b>Concept 3: Physical Systems</b></p> <p>(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p>	<p><b>Connect with:</b> Science Strand 3 Concept 1</p> <p><b>Analyze</b> environmental benefits and risks of human interactions.</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p><b>Connect with:</b> Science Strand 4 Concept 3</p> <p><b>Analyze</b> relationships in the environment (food chains, food webs, carrying capacity, problems associated with population growth, environmental factors) affecting living organisms.</p>	
	<p><b>Connect with:</b> Science Strand 6 Concept 1</p> <p><b>Describe</b> the basic properties of earth materials (rocks, fossils, layers of the earth) and how change over time is estimated.</p>	

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	<p>Connect with: Science Strand 6 Concept 2</p> <p>Relate plate tectonics to the resulting landforms and earthquakes.</p>	
	<p>Connect with: Science Strand 6 Concept 3</p> <p>Explain the relationships between the Earth and other objects in the solar system.</p>	

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<b>Semester 2– 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 4: Concept 4 Geography: Human Systems</b>	<b>PO 1. Discuss</b> the implications of the demographic structure of places and regions.	Textbook Pages  Supplementary Resources
	<b>PO 2. Describe</b> the push and pull factors that cause human migrations (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom).	
	<b>PO 3. Describe</b> the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism).	
	<b>PO 4. Analyze</b> how social (e.g. family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g. jobs) resources influence where human populations choose to live.	
	<b>PO 5. Analyze</b> the effects of settlement on places (e.g., quality of life, transportation, population density).	
	<b>PO 6. Describe</b> the distributions and patterns of cultural characteristics (e.g., religions, language, standard of living) over time.	

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	<p><b>PO 7. Describe</b> the factors (e.g., nearness to transportation routes, markets, raw materials, and labor force) that influence the location, distribution and interrelationships of economic activities in different places.</p>	
	<p><b>PO 8. Explain</b> how cooperation and conflict contribute to political, economic, and social activities.</p>	
	<p><b>PO 9. Identify</b> cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors.</p>	
	<p><b>PO 10. Describe</b> <i>how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.</i></p>	

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<b>Semester 2– 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 4: Concept 5 Geography: Environment and Society</b>	<b>PO 1. Identify</b> the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources.	Textbook Pages  Supplementary Resources
	<b>PO 2. Describe</b> the consequences of natural hazards (e.g., Dust Bowl hurricanes, droughts, earthquakes).	
	<b>PO 3. Describe</b> how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.	
	<b>PO 4. Describe</b> the positive and negative outcomes of human modification on the environment.	
	<b>PO 5. Explain</b> how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.	
	<b>PO 6. Describe</b> the ways human population growth can affect environments and the capacity of environments to support populations.	

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	<b>PO 7. Compare</b> different points of view and research on environmental issues (e.g., land use, natural resources, wildlife, biomes).	
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<b>Semester 2– 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 4: Concept 6 Geography: Geographic Applications</b>	<b>PO 1.</b> <i>Describe</i> ways geographic features and conditions influenced history. ( <b>Connect</b> to time periods studied as well as current events)	Textbook Pages  Supplementary Resources
	<b>PO 2.</b> <i>Describe</i> how environments influence living condition (e.g., Sun Belt, seasonal residents, urbanization).	
	<b>PO 3.</b> <i>Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</i>	

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<b>Semester 2– 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 5: Concept 2 Economics: Microeconomics</b>	<b>PO 1. Identify</b> the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, and corporations) that make up an economic system.	Textbook Pages  Supplementary Resources
	<b>PO 2. Describe</b> how (private) investment in human capital such as health (e.g. immunizations), education (e.g. college), training of people (e.g. on the job experience), leads to economic growth.	
	<b>PO 3. Describe</b> how investment in physical capital (e.g., factories, machinery, new technology) leads to economic growth.	
	<b>PO 4. Describe</b> the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller, J.P. Morgan, and Vanderbilt) in the free enterprise system.	
	<b>PO 5. Describe</b> the function of private business in producing goods and service.	
	<b>PO 6. Describe</b> how the interaction between buyers and sellers determines market prices.	

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	<p><b>PO 7. Explain</b> how the (unequal) distribution of income affects public policy and standards of living.</p>	
	<p><b>PO 8. Describe</b> the government’s investment in human capital:</p> <ul style="list-style-type: none"> <li>a. health</li> <li>b. education</li> <li>c. training of people (e.g. New Deal programs)</li> </ul>	
	<p><b>PO 9. Describe</b> the government’s investment in physical capital (e.g., NASA, transportation).</p>	
	<p><b>PO 10. Describe</b> the government’s role in economic recovery for the individual (e.g., farm subsidy, securities, Social Security and exchange regulations).</p>	

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<b>Semester 2– 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 5: Concept 3 Economics: Macroeconomics</b>	<b>PO 1. Describe</b> the effects of inflation (e.g., raising prices, interest rates, business activities).	Textbook Pages  Supplementary Resources
	<b>PO 2. Analyze</b> the effects (e.g., inflation, unemployment) of the Great Depression.	
	<b>PO 3. Analyze</b> the government’s role in national economic recovery (e.g., FDIC, Securities and Exchange Commission).	
	<b>PO 4. Describe</b> how scarcity influences the choices made by governments and businesses (e.g., war times-rationing, women in the work force, reallocation of resources).	

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<b>Semester 2– 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 5: Concept 4 Economics: Global Economics</b>	<b>PO 1. Explain</b> how voluntary exchange benefits buyers and sellers.	Textbook Pages  Supplementary Resources
	<b>PO 2. Identify</b> the patterns of economic interaction between countries (e.g., national debt, balance of trade).	

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<b>Semester 2– 7<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 5: Concept 5 Economics: Personal Finance</b>	<b>PO 1. Describe</b> how scarcity influenced the historical times studied.	Textbook Pages  Supplementary Resources
	<b>PO 2. Describe</b> how scarcity influences personal financial choices (e.g., budgeting, saving, investing, and credit).	
	<b>PO 3. Describe</b> how income for most people is determined by the value of the goods and services they sell.	
	<b>PO 4. Describe</b> types of personal investment (e.g., saving accounts, stock, buying on margin, bonds).	

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