

SUBJECT: SOCIAL STUDIES GRADE: 7



National Common Core Standard Code & Language	Michigan Standard (GLCE) Code & Language	What this Standard means:	Lessons or Days Per Standard	Examples of Formative Assessments	Vocabulary
			180		
	Students will				

Standards Taught Daily, Throughout the Year





The World in Temporal Terms: Historical Habits of Mind

Historical Inquiry and Analysis

	7-H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	Students can identify knowledge and interpret meaning from a historical passage.	Taught daily throughout year	Reading prompt w/ assessment questions	Passage Consequence Literal Outcome Primary/Secondary Context Perspective
	7-H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	Students identify point of view and context when using historical sources.	Taught daily throughout year	Reading prompt w/ assessment questions	Bias Historiography Role Significance Iconoclast Theme Continuum
	7-H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	Students will be able to identify the role of individuals in history. All types of individuals, not just the dominate people in that period.	Taught daily throughout year	Report	Social Pyramid Civilization Contrast Differentiate Thematic Analyze Settlement




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Historical Understanding						
	7-H1.4.2	Describe and use themes of history to study patterns of change and continuity.	Students will identify examples of global issues in the past and today.	Taught daily throughout year	Timeline	Empire Economic system Government systems Primogeniture
World History Era 3-Classical Traditions, World Religions, & Classical Traditions in Regions and the Eastern Hemisphere						
	7-W3.1.3	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	Students will be able to understand and can tell the difference between a city-state, civilization, and empire.	Taught daily throughout year	Graphic organizer	Mosaic Cultural diffusion Cultural borrowing Architecture Conflict Cooperation
Places and Regions Human Characteristics of Place						
	7-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	Students will be able describe an area's languages, religions, economic system, government system, and cultural traditions.	Taught daily throughout year	Test questions, poster project, homework questions	Hemisphere Region Latitude Interaction Longitude Landform Physical Geography
Human Systems Cultural Mosaic						



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	Students will			180		
	7-G4.1.1	Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).	Students will be able to identify different aspects of an area's culture.	Taught daily throughout year	Charts/graphs, Map progression	Pattern Navigable Mega city Nation state
Forces of Cooperation and Conflict						
	7-G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).	Students will be able to identify why groups cooperate or why groups are prone to conflict.	Taught daily throughout year	Graph/Chart	
Quarter 1				Lessons this Quarter		
				45		
World History Era 2-Early Civilizations and Cultures						
Early Civilizations and Early Pastoral Societies						





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	Students will			180		
	7-W2.1.2	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).	Students will identify the characteristics of early Civilization and societies raising animals for food.	8	Map, project	
The World In Spatial Terms: Geographical Habits of Mind						
Geographical Inquiry and Analysis						
	7-G1.2.1	Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.	Students will be able to locate major landforms, rivers, and climate regions of the Eastern Hemisphere.	8	Map worksheets	
Geographical Understanding						
	7-G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	Students will be able to understand and describe the geographic elements in an area.	8	Project, map worksheets, graphic organizer	





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<p>Places and Regions Physical Characteristics of Place</p>	<p>Students will</p>				
<p>Physical Systems Ecosystems</p>	<p>7-G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p>	<p>Students will be able to describe a region and explain how it is similar or different from another region.</p>	<p>7</p>	<p>Thematic map, map work, test questions</p>	
<p>Human Systems Patterns of Human Settlements</p>	<p>7-G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).</p>	<p>Students will be able to explain how relative location and human activities effect an area.</p>	<p>7</p>	<p>Geography review, homework questions, graphic organizer</p>	
	<p>7-G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).</p>	<p>Student will be able to identify ways humans modify an area for settlement and common elements in places humans settle.</p>	<p>7</p>	<p>Graph/Chart</p>	

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	Students will					
Quarter 2			Lessons this Quarter			
45						
World History Era 3- Classical Traditions, World Religions, & Major Empires						
Classical Traditions in Regions and the Eastern Hemisphere						
	7-W3.1.1	Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).	Students will identify characteristics of classical civilizations in the Eastern Hemisphere. Civilizations that invented laws and other tools still used today.		Graphic organizer	Culture, Classical, Contemporary, Polytheism, Monotheism, Denomination,
	7-W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	Students will understand the significance of codes, beliefs, language, and communication in the development of civilizations			Creed, Sect, Alternative Persuasive Argumentative Scales
Growth and Development of World Religions						
	7-W3.2.1	Identify and describe the beliefs of the five major world religions.	Students will understand the history, grow, and beliefs of the world's five major religions.		Test or Project	

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	Students will			180		
	7-W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.	Students will locate and map the spread of major religions.			
	7-W3.2.3	Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.	Students will identify religions influence on perceptions and culture.			
The World in Spatial Terms: Geographical Habits of Mind						
Geographical Understanding						
	7-G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	Students will understand the importance of interconnectedness between regions.			
Spatial Thinking						
	7-G1.1.2	Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).	Students will draw an accurate sketch map of the Eastern Hemisphere.			
Human Systems						
Patterns of Human Settlement						





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	7-G4.3.1	Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).	Students will understand modifications necessary for settlements/civilizations.			
	7-G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel)	Students will use maps to describe what would be a suitable location for the development of societies.			
Places and Regions						
Physical Characteristics of Place						
	7-G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	Students will understand climate and landform features.			
Human Characteristics of Place						
	7-H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	Students will utilize history to understand global issues.			





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The World in Temporal Terms: Historical Habits of Mind Historical Understanding						
	7-H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	Students will utilize history to understand global issues.			
	7-H1.4.1	Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).	Students will understand a cultures contribution to eras and regions.			
WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples Early Civilizations and Early Pastoral Societies						
	7-W2.1.2	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).	Students will locate and understand the importance of river systems in the development of civilizations.			
Structure and Functions of Government Characteristics of Nation-States						







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	Students will			180 		
	7-C3.6.1	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.	Students will understand the traits of the nation-state and how they interact.			
The National Economy						
Role of Government						
	7-E2.3.1	Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).	Students will understand the impact of a government's policies on resources.			
Purposes of Government						
Nature of Civic Life, Politics, and Government						




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	Students will			180 		
	7-C1.1.1	Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.	Students will understand the purpose of government and the differences of various forms of government.			
Relationship of United States to Other Nations and World Affairs						
Conflict and Cooperation Between and Among Nations						
	7-C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	Students will identify the challenges of international cooperation.			
International Economy						
Economic Systems						







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	7-E3.3.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).	Students will be able to describe how different economic systems answer the three economic questions of production.			
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Issues						
	7-P3.1.1	Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions.	Students will take a stand on an issue and write a five paragraph essay.		Rubric driven essay with Internet search	
		Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.				



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	Students will				
	<ul style="list-style-type: none"> Identify public policy issues related to global topics and issues studied. Clearly state the issue as a question of public policy orally or in written form. Use inquiry methods to acquire content knowledge and appropriate data about the issue. Identify the causes and consequences and analyze the impact, both positive and negative. Share and discuss findings of research and issue analysis in group discussions and debates. Compose a persuasive essay justifying the position with a reasoned argument. Develop an action plan to address or inform others about the issue at the local to global scales. 				

Quarter 3 Lessons this Quarter

45

Relationships of United States to Other Nations
Characteristics of Nation-States



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	Students will			180		
	7- C3.6.1	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.	Students will be able to understand different government types and how the governments interact.		Graphic organizer, Poster	Territory sanction monarchy decomcracy theorcracies dictatorship
The Market Economy						
Individual, Business, and Government Choices						
	7-E1.1.1	Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).	Students will be able to explain incentives within an economic system.		Poster, Power Point	jurisdiction Incentive Profit Society
	7-E1.1.2	Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).	Students will be able to describe how households, businesses, and governments are interconnected with money.		Debate, Discussion	Flow Chart Sanction Tariff Most Favored Nation
The National Economy						
Role of Government						





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	7-E2.3.1	Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).	Students will be able to explain how decisions governments make, may effect other countries fiscally.		Reading prompt with associated questions	
The World in Spatial Terms: Geographical Habits of Mind						
Geographical Understanding						
	7-G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	Students will explain how countries are dependent upon one another and how those relationships change access to resources.			
Geographical Inquiry and Analysis						
	7-G1.2.1	Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.	Students will be able to locate physical features, rivers, and climate types.			





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	7-G1.2.3	Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.	Students will use various mediums to answer questions about the human and physical characteristics of a region.			
	7-G1.2.6	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.	Students will pose a question, complete research, organize data, analyze the data, and use the analysis to answer their own question about a problem or issue in the Eastern Hemisphere.			
Spatial Thinking						
	7-G1.1.1	Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.	Students will be able to use a variety of maps or globes to study the world at various levels.(Global, Regional, Local)			
Places and Regions Physical Characteristics of Place						

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	Students will				
	7-G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	Students will be able to describe physical features and climates or a region.		
Human Characteristics of Place					
	7-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	Students will be able to describe human traits of a specific region.		
Physical Systems Physical Processes					
	7-G3.1.1	Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).	Students will create climate maps for various regions and elevation and use the graphs to answer questions and make predictions.		
Human Systems Cultural Mosaic					





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	Students will			180		
	7-G4.1.1	Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).	Students will be able to explain how cultures in close proximity to one another start to blend traits of each of those cultures.			
The World in Temporal Terms: Historical Habits of Mind						
Historical Inquiry and Analysis						
	7-H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	Students will identify the importance of one person's ideas on history.			
	7-H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	Students will read and understand a selection to identify the who, what, where, what led to the event, and what the outcome was.			

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	Students will					
	7-H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	Students will describe how historians use a variety of sources to study history.			
<p>WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.</p> <p>Early Civilizations and Early Pastoral Societies</p>						
	7-W2.1.3	Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).	Students will compare various civilizations describing what the civilizations have in common.			
<p>WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.</p> <p>Classical Traditions in Regions of the Eastern Hemisphere</p>						





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	Students will			180		
	7-W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	Students will understand the significance of codes, beliefs, language, and communication in the development of civilizations			
Growth and Development of World Religions						
	7-W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.	Students will locate and map the spread of major religions.			
The World in Temporal Terms: Historical Habits of Mind						
Historical Understanding						
	7-H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.				
Relationships of the United States to Other Nations and World Affairs						
Conflict and Cooperation Between and Among Nations						
	7-C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights)	Students will identify the challenges of international cooperation.			







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	7-C4.3.3	Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).	Students will explain the importance of countries belonging to various organizations.			
International Economy Economic Interdependence						
	7-E3.1.4	Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).	Students will explain how new technology has changed the work place for many people.			






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	7-E3.3.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).	Students will be able to describe how different economic systems answer the three economic questions of production.			
Quarter 4				Lessons this Quarter		
				45		
Relationships of United States to Other Nations Conflict and Cooperation Between and Among Nations						





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	7-C4.3.3	Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).	Students will be able to understand how national policies are established, what problems might be caused when national interests conflict and what benefits come from international organization.		Simulation	Nation State Euro, Currency, NATO, OPEC, EU AU Import Export Role of business
International Economy Economic Interdependence						
	7-E3.1.1	Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).	Students will understand and be able to explain trade, imports, and exports.		Graphic organizer, Power Point, Poster	supply and demand Manufactured Supply chain Labor Capital
	7-E3.1.2	Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	Students will be able to diagram the life of a product.		Flow chart	
Places and Regions Human Characteristics of Place						



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	7-G2.2.3	Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).	Students will understand how life experience changes people's perceptions of places or locations.			
Human Systems Patterns of Human Settlement						
	7-G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).	Student will be able to identify ways humans modify an area for settlement and common elements in places humans settle.			
The World in Spatial Terms: Geographical Habits of Mind Spatial Thinking						





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	Students will			180		
	7-G1.1.1	Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.	Students will be able to use a variety of maps or globes to study the world at various levels.(Global, Regional, Local)			
The World in Temporal Terms: Historical Habits of Mind						
Historical Understanding						
	7-H1.4.1	Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).	Students will understand a cultures contribution to eras and regions.			
Temporal Thinking						
	7-H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	Students will explain how eras and periods are organized and why there is a need to do so.			
WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300						
Growth and Development of World Religions						
	7-W3.2.1	Identify and describe the beliefs of the five major world religions.	Students will understand the history, grow, and beliefs of the world's five major religions.			





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	Students will					
WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.						
Peopling of the Earth						
	7-W1.1.1	Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.	Students will be able to describe how and when human communities populated the Eastern Hemisphere and how they adapted to those environments.			
Purposes of Government Nature of Civic Life, Politics, and Government						
	7-C1.1.1	Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.	Students will understand the purpose of government and the differences of various forms of government.			
Structure and Functions of Government Characteristics of Nation-States						
	7-C3.6.1	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.	Students will understand the traits of the nation-state and how they interact.			





SUBJECT: SOCIAL STUDIES GRADE: 7



National Common Core Standard Code & Language	Michigan Standard (GLCE) Code & Language	What this Standard means:	Lessons or Days Per Standard 180	Examples of Formative Assessments	Vocabulary	
	Students will					
Relationships of United States to Other Nations and World Affairs Conflict and Cooperation Between and Among Nations						
	7-C4.3.1	Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).	Students will explain how governments need to make decisions based on the needs of their people and how those may differ from the decisions made by other countries on the same issue.			
	7-C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	Students will identify the challenges of international cooperation.			
International Economy Economic Interdependence						
	7-E3.1.2	Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	Students will be able to draw a map that follows a product through the various stages and locations of its production			




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National Common Core Standard Code & Language	Michigan Standard (GLCE) Code & Language		What this Standard means:	Lessons or Days Per Standard	Examples of Formative Assessments	Vocabulary
	Students will			180		
						
	7-E3.1.1	Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).	Students will explain the role that trade has on economies.			
Economic Systems						
	7-E3.3.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).	Students will be able to describe how different economic systems answer the three economic questions of production.			
The National Economy Role of Government						

SUBJECT: SOCIAL STUDIES GRADE: 7



National Common Core Standard Code & Language	Michigan Standard (GLCE) Code & Language		What this Standard means: 	Lessons or Days Per Standard	Examples of Formative Assessments 	Vocabulary 
	Students will			180		
	7-E2.3.1	Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).	Students will be able to explain how decisions governments make, may effect other countries fiscally.			