

Fayette R-III

CMS- Curriculum Guide for 7th Grade Social Studies

Fayette R-III Mission: To educate all students to be ethical, successful citizens.

The 7th grade Social Studies Learning Goals are based on the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. This document is designed to make clear what each child should know and be able to do by the end of 7th grade social studies.

Course Description: Seventh grade is the study of geography and economics. Geographic study includes but is not limited to: the Vikings migration, Antarctica, Australia, Africa, Latin America, North America, Europe, and Asia. Map projections, as well as the five themes of geography: location, place, human-environment interaction, movement, and region are discussed throughout the units. Throughout the year and during most every project we will also discuss current events, combining our knowledge of past events to better understand the world as it exists today. Skills developed include reading and creating timelines and maps, note-taking skills, how to properly read a textbook (it's not cover to cover), analysis of primary and secondary documents, how to read, write, and think like a historian, and how to compare and contrast other cultures to each other and your own.

Course Rationale: The Social Studies Department of the Fayette School District believes that Social Studies is a diverse subject that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance and multicultural education, decision making and civic responsibility are all a part of Social Studies education. The importance of social studies in the curriculum is paramount because of the connections to real life. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish the instructional goals, both as individuals and as group members.

7 th Grade Social Studies Student Learning Goals	Standard Alignment
1. Students will analyze the archaeological remains of Viking settlements and technology to determine the connection between population pressure and migration.	5.C.7, 5.E.7, 5.J.7 SS5, 1.6, 3.2, 3.6
2. Students will create maps after recognizing the purpose and bias of different map projections.	5.A.7.b, 5.B.7.b SS5, 1.4, 1.8, 1.10
3. Students will describe the ecosystem of Antarctica and explain the unique interaction of its wildlife amid seasonal changes.	5.B.7.c, 5.C.7.a, 5.D.7.a, 5.I.7.d SS5, 1.4, 1.5, 1.6, 1.10, 3.5
4. Students will apply knowledge of the Great Barrier Reef and various	4.B.7, 4.F.7, 5.C.7.b,

human perspectives to create a propaganda campaign.	5.D.7.b, 5.I.7.c, 6.F.7, 6.J.7 SS4, SS5, SS6, 1.6, 3.4, 3.5, 3.7, 3.8
5. Students will explain human characteristics such as diversity and settlement patterns by investigating European-Aboriginal interactions in Australia.	5.C.7.b, 5.I.7.b, 6.D.7, 6.G.7 SS5, SS6, 1.6, 1.9, 3.6
6. Students will debate solutions to desertification in the Sahel.	4.A.7, 4.B.7, 4.F.7, 5.B.7.b 5.C.7.a, 5.D.7.b, 5.I.7.b, 6.D.7, 6.J.7 SS4, SS5, SS6, 1.4, 1.6, 1.9, 1.10, 3.4, 3.7, 3.8
7. Students will investigate the origins of the trans-Atlantic slave trade.	4.A.7, 5.B.7.b, 5.C.7.b, 5.F.7 5.J.7, 6.F.7, SS4, SS5, SS6, 1.4, 1.6, 1.10, 3.2
8. Students will create atlases of Latin America to demonstrate their knowledge of place, location, and human-environment interaction.	5.A.7.a, 5.A.7.b, 5.B.7.c, 5.C.7.a, 5.C.7.b, 5.D.7.b SS5, 1.4, 1.5, 1.6, 1.8, 1.10, 2.1, 3.2,
9. Students will investigate natural and man-made wonders of the United States and apply their learning through written and hands-on projects.	5.A.7.b, 5.B.7.c, 5.C.7.a, 5.I.7.b, 6.F.7 SS5, SS6, 1.4, 1.5, 1.6, 1.8, 1.10
10. Students will analyze documents to interpret the Cold War's effect on the present geopolitical climate.	4.B.7, 4.F.7, 5.A.7.a, 5.C.7.b 5.E.7, 5.F.7, 5.I.7.b, 5.J.7 6.F.7, 6.G.7, 6.J.7, SS4, SS5, SS6, 1.4, 1.5, 1.6, 2.1, 3.2, 3.4, 3.6, 3.7, 3.8
11. Students will model an economic scenario that compares the economic indicators of an emerging market with that of a more industrialized country.	4.A.7, 4.B.7, 4.F.7, 5.A.7.a 5.B.7.c, 5.C.7.b 5.I.7.a, SS4, SS5, 1.4, 1.5, 1.6, 1.10, 2.1, 3.2, 3.8
12. Students will conduct a trading simulation to understand the importance of supply and demand and the interdependence of the global market.	4.A.7, 4.B.7, 4.F.7, 5.B.7.a, 5.E.7, 5.F.7, 5.I.7.a, 5.I.7.b, 5.J.7 SS4, SS5, 1.4, 1.5, 1.6, 1.10, 3.2, 3.6, 3.8

Tools of Social Science Inquiry Standards will be implemented throughout the curriculum.

Resources:

Textbook – Prentice Hall - World Studies: Foundations of Geography

Safari Montage

Multiple teacher-developed units of study utilizing a variety of websites and source documents

Assessments:

Teacher-created assessments