

SOCIAL STUDIES - GRADE 7

Course Overview

Focus Area: *World History—Prehistory through the Ancient Roman Empire*

The content of the social studies curriculum is based upon Montana Content Standards and Benchmarks for Social Studies 1-6. The Grade 7 social studies curriculum begins with prehistoric man through the development of civilizations. The main focus being the civilizations of The Fertile Crescent, Ancient Egypt, Ancient India, Ancient China, Ancient Greece and Ancient Rome. The World History course combines the study of current events and contemporary problems within these geographic regions. The course is taught through a variety of learning methodologies to include lecture, note taking, research, reading, discussions, presentations, simulations, debates, and projects to encourage an understanding of the past and an appreciation of the past's connection to the present. Students will use a variety of resources such as computers, libraries, videos, speakers, texts, and multimedia materials. Skills taught will include: organizing, assessing, interpreting, analyzing, applying, mapping, graphing, and reporting in areas such as anthropology, history, economics, and geography.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and Outlining
 - Introduction to various methods
 - Text orientation as it applies to notetaking
2. Demonstrating a Sense of Chronology
 - Introduced in each section
 - Timeline activities
3. Identifying, Classifying and Summarizing Ideas
 - Skills activities as they apply to identifying and classifying
 - Determining historical, geographic, economic and cultural factors of greatest significance

(Content Strands cont.)

- Practice with group and individual verbal and written summaries
- B. Communication Skills
 1. Writing and Research
 - Student written reports
 - Worksheets
 2. Listening and Oral
 - Lecture and class discussions
 - Student oral presentations
 - Group discussions
 - Audio-visual materials
 - News programs
 3. Reading and Vocabulary
 - Text and supplementary reading
 - Social studies terminology as applicable
- C. Map and Globe Skills
 - Specific map assignments as applicable
- D. Group Participation Skills
 1. Conflict Resolution
 - Discussions related to current events
 - Student developed solutions to problems
 2. Simulations
 - Group simulations as they apply to topic areas and controversial world issues
 3. Class Discussion
 - Continual throughout the year relative to daily lessons
 - Current event topics

II. Citizenship Skills

- A. Comparing and Evaluation of Political Process
 - Development of various political systems
 - Evaluating other political systems and contrasting with our own
- B. Investigating Historical and Geopolitical Interrelationships
 - Elements of geopolitical strength and their relationships to historical development of nations
- C. Evaluating the Contributions of Cultures and Regions
 - Continuing process throughout the year
- D. Comparing Different Values, Traditions and Religious Beliefs
 - Values and traditions of each region explored and compared to our own
 - Origin of the world's great religions
 - Drawing comparisons between different religions and discussing the influence of religion on various regions
- E. Exploring Social, Psychological and Economic Forces

(Content Strands cont.)

F. Critical and Analytical Skills

1. Drawing inference
 - Text skills workshop
2. Distinguishing Fact, Bias and Propaganda
 - Mythology
 - Current events
3. Understanding Cause and Effect Relationships
 - Throughout the year in history class
4. Interpreting Charts, Graphs, Tables, Diagrams, and Visuals
 - Text and support materials
5. Developing Hypotheses and Gathering and Evaluating Data
 - Student research
6. Using Primary and Secondary Sources
 - Library, audio-visual, guest speakers
 - Internet
7. Relating the Past to the Present
 - Continuous through class discussion
8. Predicting the Future Using Past and Present Trends
 - Class discussions
 - Current events

Social Studies Content Standards and Benchmarks

Standard 1: Students will develop a grade-level knowledge of geography. (SSCS—1, 3, 4, 5)

Benchmarks

1.1 Students will recognize that positions of people and places on the Earth’s surface can be described according to their absolute and relative locations. (3.8.1)

Students will:

	Essential Learnings	Assessment	Map
1.1.1	use the map title, key and symbols to make and read maps.	W, P for all.	D for all.
1.1.2	recognize and use cardinal and intermediate directions.		
1.1.3	use a number/letter grid to describe specific locations.		
1.1.4	use latitude and longitude to locate places on maps and globes.		
1.1.5	locate the hemispheres on a map.		

1.2 Students will demonstrate that all places on Earth have distinctive characteristics that make them different from other places. (3.8.1, 3.8.5)

Students will:

	Essential Learnings	Assessment	Map
1.2.1	name and locate the Earth’s continents.	O, W, P	D for all.

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1.2.2	identify the major types of land forms.	W, P	
1.2.3	identify the major kinds of bodies of water.	W, P	
1.2.4	describe the difference between climate and weather.	W, P	
1.2.5	describe the relationship between latitude, longitude elevation and climate.	V, W, P	

1.3 Students will appreciate how people affect the physical environment and how the physical environment affects people’s lives. (3.8.3, 3.8.5-6, 4.8.1, 5.8.1)

Students will:

Essential Learnings		Assessment	Map
1.3.1	recognize that natural resources are unevenly distributed in and on the Earth.	V, O	D
1.3.2	identify renewable and nonrenewable resources.	V, O, P	D
1.3.3	explain why people live where they do.	V, W	D
1.3.4	recognize economic interdependence among nations.	V, W	I, D

1.4 Students will organize and group regions by common characteristics. (1.8.1, 3.8.5)

Students will:

Essential Learnings		Assessment	Map
1.4.1	name and locate geopolitical cultural regions of the Eastern Hemisphere.	O, P for all.	I for all.
1.4.2	recognize the purpose of identifying world regions.		

Standard 2: Students will understand the beginning of civilization. (SSCS—1, 4, 5, 6)

Benchmarks

2.1 Students will recognize that civilization development has influenced our ideas about society, government, religion, art and science. (4.8.2, 4.8.5, 6.8.3)

Students will:

Essential Learnings		Assessment	Map
2.1.1	describe a civilization.	V, W, O, P	I,
2.1.2	describe how early civilizations began.	V, W	I, D
2.1.3	identify major accomplishments of early civilizations.	V, W, O	I
2.1.4	recognize differences between early civilizations.	V, W	I

2.2 Students will comprehend the role of Middle Eastern Civilization. (4.8.5, 5.8.2)

Students will:

Essential Learnings		Assessment	Map
2.2.1	locate and identify the Tigris and Euphrates Rivers and the Fertile Crescent.	O, P	I, D for all.
2.2.2	describe where Mesopotamian civilizations began.	O, W, P	

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2.2.3	apply a timeline of Mesopotamian civilizations.	P	
2.2.4	explain the development of religion in Mesopotamia.	V, W, O, P	

2.3 Students will understand the role of Egyptian civilization. (1.8.1, 6.8.3)

Students will:

	Essential Learnings	Assessment	Map
2.3.1	locate and identify the Nile and the borders of ancient Egypt and Nubia.	V, W, O, P	I, D for all.
2.3.2	describe where ancient Egyptian civilizations began.	V, W, O, P	
2.3.3	use a timeline of Egyptian civilization.	P	
2.3.4	explain the development of religion in Egypt.	V, W, O, P	

2.4 Students will recognize the role of Indian civilization. (6.8.3)

Students will:

	Essential Learnings	Assessment	Map
2.4.1	locate and identify the major land forms including the Indus and Ganges Rivers.	O, P	I, D
2.4.2	describe where ancient Indian civilization began.	V, W, P	I
2.4.3	use a timeline of Indian civilization.	P	I, D
2.4.4	describe the religions in India.	V, W, O, P	I, D

2.5 Students will comprehend the impact of Chinese civilization. (3.8.1, 3.8.4, 6.8.6)

Students will:

	Essential Learnings	Assessment	Map
2.5.1	locate and identify major landforms.	V, P	I, D for all.
2.5.2	describe where ancient Chinese civilization began.	V, W, O, P	
2.5.3	use a timeline of Chinese civilization.	P	
2.5.4	identify three doctrines of China.	V, W, O, P	

Standard 3: Students will demonstrate an understanding of the beginnings of Western Civilization. (SSCS—2)

Benchmarks

3.1 Students will understand the contributions of Greece. (2.8.1, 2.8.4, 2.8.8)

Students will:

	Essential Learnings	Assessment	Map
3.1.1	recognize the ancient migrations of people in the region.	V, W, O, P for all.	I, D for all.
3.1.2	describe how democracy began in Athens.		
3.1.3	identify the contributions of Greek civilization.		
3.1.4	describe the effects of wars and rulers on the spread of the Greek Empire.		

3.2 Students will recognize the contributions of Rome. (2.8.4, 2.8.8)

Students will:

	Essential Learnings	Assessment	Map
3.2.1	describe how early Rome was governed.	V, W, O, P for all.	I, D for all.
3.2.2	explain how the Roman Republic expanded.		
3.2.3	identify the causes of the Roman Empire's decline.		
3.2.4	describe how Christianity developed.		