

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 7**

Theme: World Regions...Europe, Latin and South America

<p><i>Students will demonstrate an understanding of the following concepts:</i></p> <p>Compare information shown on modern and historical maps of the same region. (G)</p> <p>Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (<i>decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa</i>).</p> <p>Identify in BC/BCE dates the higher number as indicating the older year (<i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i>) (H)</p> <p>Construct and interpret timelines of events and civilizations studied. (H)</p> <p>Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)</p> <p>Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)</p> <p>Define and use correctly words and terms relating to government such as <i>city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military</i>. (C)</p> <p>Define and apply economic concepts learned in pre kindergarten through grade 5: producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, <i>supply, and demand</i>. (E)</p>	<p>STUDENT LEARNING OUTCOMES*</p> <p><i>A student will be able to:</i></p> <p>7.1 Create a timeline that delineates the climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)</p> <p>7.2 Describe sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)</p> <p>7.3 Compare and contrast hunter-gatherer societies of the Paleolithic Age with another early society. (H)</p> <p>7.4 Analyze the societal impact of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)</p> <p>7.5 Correlate the invention of agriculture with settlement, population growth, and the emergence of civilization. (H) <i>7.1 to 7.5 are directly related to outcomes taught at the sixth grade level: origins of human beings in Africa</i></p> <p>7.6 Identify the characteristics of civilization as they apply to Latin America, Africa, China, and India. (H, G, E)</p> <p style="margin-left: 20px;">A. the presence of geographic boundaries and political institutions</p> <p style="margin-left: 20px;">B. an economy that produces food surpluses</p> <p style="margin-left: 20px;">C. a concentration of population in distinct areas or cities</p> <p style="margin-left: 20px;">D. the existence of social classes</p> <p style="margin-left: 20px;">E. developed systems of religion, learning, art, and architecture</p> <p style="margin-left: 20px;">F. a system of record keeping</p> <p>E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barnets Ses. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe. (G)</p>	<p>ASSESSMENT STRATEGIES/ACTIVITIES</p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Create one of the following related to target region:</p> <p style="margin-left: 40px;"><i>physical, political, resource and economic activity, climate or population map.</i></p> <p>SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES</p> <p>Map & Atlas & Almanac Analysis</p> <p>Problem Solving Initiatives Group Activities</p> <p>Art/Music integrations Role Play</p> <p>Research Project Timelines</p> <p>Reading for contend and relevance</p> <p>Analyze Primary & Secondary documents</p> <p>Open-response questions Oral Presentations</p> <p>Interdisciplinary Activities Simulations</p> <p>Locate information using indexes, table of contents, computerized directories</p> <p>Lecture/note taking Graphic Organizers</p> <p>Teacher Produced Materials</p> <p><i>Geography Awareness Week</i></p> <p><i>Geography Bee</i></p> <p><i>Field Study</i></p> <p><i>Newswatch with USA Today</i></p>
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* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.33-41

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<i>Students will demonstrate an understanding of the following vocabulary/concepts:</i>	STUDENT LEARNING OUTCOMES*	ASSESSMENT STRATEGIES/ACTIVITIES
Time zones travel time topographic map Delta glacier island Archipelago isthmus strait Erosion drought climate Hurricane monsoon ocean current Wind current river source tropics Rainforest tundra desert Desertification Sub-Saharan town City country nation Continent settlement urbanization maritime civilization region natural resource human resource indigenous ethnic group demographic religious group linguistic group currency trade barriers market economy command economy per capita network gross domestic product (GDP) diversity standard of living Human Development Index economic development international trade	<p style="text-align: center;"><i>A student will be able to:</i></p> <p>E.2 Use a map key to locate countries and major cities in Europe. (G)</p> <p>E.3 Explain how the following five factors have influenced settlement and the Economies of major European countries (G, E) <i>Absolute and relative locations</i> <i>Climate</i> <i>Major physical characteristics</i> <i>Major natural resources</i> <i>Population size</i></p> <p>LA1 On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)</p> <p>LA2 Explain how the following five factors have influenced settlement and the economies of Central American and the Caribbean Islands. (G, E) <i>Absolute and relative locations</i> <i>Climate</i> <i>Major physical characteristics</i> <i>Major natural resources</i> <i>Population size</i></p> <p>LA3 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)</p> <p>LA4 Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados and Jamaica). (H)</p> <p>LA 4 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)</p>	<p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Create one of the following related to target region:</p> <p style="text-align: center;"><i>physical,</i> <i>political,</i> <i>resource and economic activity,</i> <i>climate or</i> <i>population map.</i></p> <p>Latin America Journal/Calendar Maya Writing Recipe Country/Region Profiles</p> <p>SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES</p> <p><i>The Ancient World</i> <i>Prentice Hall World Explorer Series</i></p> <p><i>Map and Globe Handbook</i></p> <p><i>World Geography</i> Silver, Burdett, Ginn <i>Human Heritage: A World History</i></p> <p>Primary Sources</p> <p>Books, videos and other materials from Primary Source Network in Watertown, MA and the Five Colleges Resource Center at Smith College in Northampton, MA</p>

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<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Outsourcing trade barriers corrupt Refugee colonization status Military</p> <p>RELATED SOFTWARE AND WEBSITES:</p> <p><i>CountryReports.com</i> <i>NationalGeographic.com</i></p> <p>Marco Polo resources; www.marcopolo-education.org</p> <ul style="list-style-type: none"> • <i>Cultural Symbols and the Characteristics of Place</i> • <i>Where in the World would you like to live?</i> • <i>International Food Court</i> • <i>Xpedition Hall</i> • <i>Earth from Space</i> • <i>Fast Food Around the World</i> • <i>Culture Shock</i> • <i>Comparative Economic Systems</i> • <i>Explore It!</i> 	<p style="text-align: center;">STUDENT LEARNING OUTCOMES*</p> <p><i>A student will be able to:</i></p> <p>SAM.1 On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. (G)</p> <p>SAM.2 Use a map key to locate the countries and major cities of South America. (G, E)</p> <p>SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. (G, E)</p> <p style="margin-left: 20px;">A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size</p> <p>SAM.4 Identify when South American countries became independent nations and explain how independence was achieved. (H, G))</p>	<p>ASSESSMENT STRATEGIES/ACTIVITIES <i>Students will demonstrate their knowledge/skill by:</i></p> <p>Create one of the following related to target region:</p> <p style="margin-left: 40px;"><i>physical, political, resource and economic activity, climate or population map.</i></p> <p>SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES</p> <p>Map & Atlas & Almanac Analysis Problem Solving Initiatives Group Activities Art/Music integrations Role Play Research Project Timelines Reading for contend and relevance Analyze Primary & Secondary documents Open-response questions Oral Presentations Interdisciplinary Activities Simulations Locate information using indexes, table of contents, computerized directories Lecture/note taking Graphic Organizers Teacher Produced Materials</p>
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