

Course Syllabus

Social Studies, Grade 7

Jefferson County Schools Curriculum, Final
Jefferson County Schools

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

Core concepts covered in this course are a unique combination of United States and world history, civics, geography and economics. Students should attempt to synthesize the wide array of historical information presented thus far in their Social Studies education before moving on to concentrated study in each area. Seventh graders expand on what was learned in the fifth grade course for U.S. history, as well as building on the content covered in sixth grade for world history. Discussions in civics include the electoral process, political party system, and the Supreme Court. Geography studies focus on human-environment interaction, resource patterns, and populations. Issues presented in economics range from U.S. fiscal policy to an understanding of international trade.

Culture

- The learner will be able to analyze the role of cultural diffusion and identify the location of major cultural attributes such as language, religion, political systems, economic systems and population centers locally, regionally, and globally.
- The learner will be able to understand the complex nature of culture by recognizing the basic components of culture, identify how people living in the same region maintain different ways of life, and identify how communities reflect the cultural background of their inhabitants.
- The learner will be able to identify physical environment characteristics that contribute to the growth and development of a culture, compare how cultures differ in their use of similar environments and resources, and evaluate the effect of technology on various cultures.

- The learner will be able to recognize cultural definitions (i.e. language, religion, customs, political system, economic system).
- The learner will be able to identify how information and experiences may have different interpretations from different cultures and identify how language, art, music, belief systems, and other cultural elements facilitate global understanding or misunderstanding.
- The learner will be able to identify the roles of language, literature, the arts, architecture, traditions, and identify how they contributed to the development and transmission of culture.
- The learner will be able to recognize methods for appropriately handling conflicts about diversity.
- The learner will be able to compare and contrast the tenets of the five major world religions (i.e. Christianity, Buddhism, Islam, Hinduism, Judaism).
- The learner will be able to locate cultural information on a thematic map (i.e. languages, political systems, economic systems, religions).
- The learner will be able to recognize the role of major religions by recognizing a definition of religion, defining the beliefs of the world's major religions, and evaluating the role of religious beliefs on local, regional, nation-wide, and global levels.

Economics

- The learner will be able to define demographic concepts (i.e. population, population distribution, population density, growth rate).
- The learner will be able to list the major resources, industrial, and agricultural products locally, regionally and globally, apply basic economic concepts in studying the various regions of the world, and explain the interactions between domestic and global economic systems.
- The learner will be able to interpret economic issues as expressed with maps, tables, diagrams, and charts.

Course Syllabus

Social Studies, Grade 7

Jefferson County Schools Curriculum, Final
Jefferson County Schools

- The learner will be able to understand early economic systems.
- The learner will be able to identify various types of economies and their methods of production and consumption (e.g., market economy, free enterprise, capitalism, communism, and socialism).
- The learner will be able to analyze the relationship among scarcity of resources, economic development, and international conflict and use economics concepts to evaluate contemporary developments.
- The learner will be able to recognize basic economic concepts (i.e. imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, depression).
- The learner will be able to determine the social effects caused by economic conditions, such as unemployment.
- The learner will be able to understand fiscal concepts including the concept of balanced budget, deficit, surplus, and national debt.
- The learner will be able to analyze how the government borrows money from individuals, corporations, financial institutions, and/or foreign governments to run a budget deficit.
- The learner will be able to understand global economic connections, conflicts, and interdependence including the interactions between domestic and global economic systems and the economic impact of improved communication and transportation.
- The learner will be able to analyze issues related to the location, availability, use distribution and trade of natural resources including the relationship between the use, availability and accessibility of resources in a country's standard of living.
- The learner will be able to define renewable and nonrenewable resources.
- The learner will be able to recognize patterns of resource distribution and utilization and ways resources are recycled.

- The learner will be able to select the major resources, industrial, and agricultural products for the three grand divisions from a map of Tennessee.
- The learner will be able to understand the connection between taxes and government services.
- The learner will be able to compare and contrast national economies in terms of government direction and private markets.

Geographic Perspectives

- The learner will be able to distinguish the differences among rural, suburban, and urban communities.
- The learner will be able to define demographic concepts (i.e. population, population distribution, population density, growth rate, family size, and infant mortality).
- The learner will be able to locate on a map specific lines of longitude and latitude (i.e. Prime Meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn, Arctic, Antarctic Circles).
- The learner will be able to locate the Earth's major physical characteristics (i.e. 7 continents, 4 oceans).
- The learner will be able to understand how physical processes shape the Earth's natural landscapes and affect recognize specific physical processes that operate on the Earth's surface (i.e. erosion, volcanoes, earthquakes, wind and water currents, plate tectonics, and weathering).
- The learner will be able to understand the characteristics and uses of spatial organization of Earth's surface including graphic tools used to understand spatial organization, distance, direction, scale, movement, region, describe factors that affect spatial organization (transportation, migration, communication) and explain why some areas are more understand populated than others.
- The learner will be able to examine how population growth, urbanization, industrialization, warfare, and/or the global market economy have influenced environmental changes in the 20th century.

Course Syllabus

Social Studies, Grade 7

Jefferson County Schools Curriculum, Final
Jefferson County Schools

- The learner will be able to examine reasons and patterns of human migration through the use of maps, charts, diagrams (i.e. famine, natural disasters, political and religious oppression, wars).
- The learner will be able to understand the characteristics and uses of maps, globes, and other geographic tools including distinguishing between types of maps (i.e. political, physical, climatic, land use resource, contour, elevation, topographic).
- The learner will be able to identify and use the basic elements of mapping including using scale, distance and direction.
- The learner will be able to read and interpret a time zone map and a population pyramid.
- The learner will be able to recognize the definitions of modifications on the physical environment (i.e. global warming, deforestation, desert, urbanization).
- The learner will be able to analyze the environmental consequences of humans changing their physical environment (i.e. air and water pollution, mining, deforestation, global warming).
- The learner will be able to understand the physical and human characteristics of place including physical, physical, and human characteristics, human movement and migration, and symbiotic relationships between human and physical environments.
- The learner will be able to identify the location of Earth's major landforms and bodies of water (i.e. Rockies, Andes, Himalayas, Alps, Urals, Sahara Desert, Nile River Valley, Great Plains, Mississippi River, Amazon River, Thames River, Seine River, Rhine River, Danube River, Tigris River, Euphrates River, Ganges River, Volga River, Yellow River).
- The learner will be able to predict the consequences of population changes on the Earth's physical and cultural environments.
- The learner will be able to understand that common physical and cultural characteristics create regions by identifying criteria used to define a region, types of regions, how cultures influence the characteristics of regions, and factors that contribute to changing influence characteristics and boundaries.
- The learner will be able to understand how physical systems and the physical environment affect human systems.
- The learner will be able to compare the five largest cities of Tennessee using a bar graph.
- The learner will be able to identify the major river systems of Tennessee.
- The learner will be able to select the natural resources found in the 3 grand divisions of Tennessee (coal, copper, timber, plants, animals).
- The learner will be able to identify the six physical regions of Tennessee (i.e. Unaka Mountains, Valley and Ridge, Cumberland Plateau, Highland Rim, Central Basin, Gulf Coastal Plain).
- The learner will be able to view and discuss a show which shows a diverse global culture.

Governance and Civics

- The learner will be able to recognize and analyze the specific guarantees of the Bill of Rights.
- The learner will be able to identify the powers and responsibilities of the executive branch of the United States government.
- The learner will be able to identify the powers of the judicial branch of government.
- The learner will be able to identify the powers and responsibilities of the legislative branch of government.
- The learner will be able to recognize how the boundaries of Congressional districts change in the state of Tennessee (i.e. statutory requirements, population shifts, political party shifts).
- The learner will be able to recall various individual amendments to the Constitution (including the 1st and the 19th).

Course Syllabus

Social Studies, Grade 7

Jefferson County Schools Curriculum, Final
Jefferson County Schools

- The learner will be able to draw conclusions about the United States Constitution.
- The learner will be able to identify Constitutional rights.
- The learner will be able to identify how cooperation and conflict among people influence the division and control of resources, rights, and privileges by identifying organizations of cooperation, describing current struggles over energy resources, conditions and motivations that contribute to influence, cooperation, and interdependence, and explore governmental responses to environmental issues, and describe ideas and mechanisms governments develop to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
- The learner will be able to identify and analyze the jurisdiction of the different courts.
- The learner will be able to identify the major ideas expressed in the Declaration of Independence and their effects on other nations.
- The learner will be able to understand different systems of governance (i.e. democracy, autocracy, oligarchy, monarchy, dictatorship).
- The learner will be able to recognize and compare different political systems with that of the United States.
- The learner will be able to identify how the economy, geography, and social factors have contributed to the shaping of American identity and society.
- The learner will be able to using a map, locate various governance systems.
- The learner will be able to identify political leaders from selected contemporary settings (i.e. United States, India, Canada, Mexico, Great Britain, Russia, China).
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in patriotic writings.

- The learner will be able to recognize contemporary issues dealing with conflicts between rights.

History

- The learner will be able to analyze the influence of individuals, ideas, decisions, and/or events on history.
- The learner will be able to identify historical figures and their accomplishments.
- The learner will be able to read and analyze information presented in various graphs (line, bar, pie).
- The learner will be able to make predictions based on information presented in a graph or chart.
- The learner will be able to recognize the importance of agriculture, evolution of writing, education, law, and trade in the development of early civilizations.
- The learner will be able to identify the physical and human factors that influence a place and analyze the causes and effects of changes in a place over time.
- The learner will be able to use a timeline to determine the order of a historical event.
- The learner will be able to identify reasons people choose to settle in a particular region (i.e. occupation, family, climate, natural resources) recognize how and why location of settlements change over time.
- The learner will be able to map large civilizations to discover the impact of water as a main reason behind a society's founding.
- The learner will be able to identify the main idea of a biographical passage.
- The learner will be able to sequence events on a timeline.
- The learner will be able to identify the causes and consequences of urbanization (i.e. industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, crime).

Course Syllabus

Social Studies, Grade 7

Jefferson County Schools Curriculum, Final
Jefferson County Schools

Individuals, Groups, and Interactions

- The learner will be able to understand how groups can effect change by identifying ways family, groups, and community influence daily life, demonstrate an understanding of concepts such as role, status, and social class, explore the causes and consequences applied by governing bodies to global issues (health, security, resource allocation, economic development, environmental quality).
- The learner will be able to recognize that individuals can belong to a group but still retain their own identity, recognize, how to share and give opinions in a group, describe personal connections to a place, identify and describe how culture influences daily lives, and examine issues involving the rights, roles, and status of the individual in relation to the general welfare in various regions.
- The learner will be able to identify the effect of human and identify factors on identify policies and issues (land use, urban identify, conservation) describe the impact of consumption, production, and population growth on the future spatial organization of the Earth, and use multiple points of view to analyze and evaluate contemporary geographic issues.
- The learner will be able to recognize the causes, consequences and possible solutions applied by governing bodies to persistent global issues using a narrative (i.e. health, security, resource allocation, economic development, environmental quality).