7th Grade Global Studies

Jake Hestbech
Harding Middle School
Room 251
Office Hours: Monday, Tuesday, Thursday, Friday 1:35pm – 2:45pm
                    Wednesday 12:25pm – 1:00pm

Harding Main Office Phone: 515 242-8445
Email: jacob.hestbech@dmschools.org

Course Expectations

Students will explore people, places, and environments in this country and in different regions of the world; with an emphasis on Africa, Asia and Oceania. As students progress through each unit they will respond to an essential question that will drive their learning. Students will take authentic roles and work collaboratively, as well as independently, to acquire the knowledge and skills to develop answers to big questions. This approach relies on a student-centered learning approach and culminates in a product demonstrating a student's learning.

Students will review how to use maps and other geographic tools to acquire, process, and report information. Instructional time in each of the units will emphasize physical and human characteristics, history, and culture. Students will also learn to evaluate issues specific to each region of study.

Link to DMPS Social Studies Curriculum 101 Guide (video introduction to 7th grade global studies curriculum): https://mix.office.com/watch/9ysu2fefi3oh.

Unit	Content and Skill Standards	Content Topics	Unit	Content and Skill Standards	Content Topics
Unit 1 Colonization in Sub-Saharan Africa 8 weeks	Iowa Core Standards 6-8.G.1, 6-8.H.1, 6-8.H.7 Common Core English/Language Arts Standards in History and Social Science RH.6-8.4, RH.6-8.1, RH.6-8.2, RH.6-8.7, WH. 6-8.2	• Geographic Applications • Chronology & Consequence • Summary of a Source • Using information from different sources • Writing informative and explanatory text	**Unit 4 Social Structures in Central and South Asia 6 weeks**	Iowa Core Standards 6-8.E.1, 6-8.E.2, 6-8.E.7 Common Core English/Language Arts Standards in History and Social Science RH.6-8.4, RH.6-8.6, RH.6-8.7, WH.6-8.2	• Individual and the Economy • Author's Point of View • Using information from different sources • Writing informative and explanatory text
Unit 2 North Africa 4 weeks	Iowa Core Standards 6-8.G.2, 6-8.G.3, 6-8.G.4 Common Core English/Language Arts Standards in History and Social Science RH.6-8.4, RH.6-8.1, RH.6-8.2, RH.6-8.7, WH. 6-8.2	• Geographic Analysis • Summary of a Source • Using information from different sources • Writing informative and explanatory text	**Unit 5 Economics in East Asia 6 weeks**	Iowa Core Standards 6-8.E.3, 6-8.E.4, 6-8.E.5, 6-8.E.6 Common Core English/Language Arts Standards in History and Social Science RH.6-8.4, RH.6-8.6, RH.6-8.7, WH.6-8.2	• Economic Interdependence • Author's Point of View • Using information from different sources • Writing informative and explanatory text
Unit 3 Religion in Southwest Asia 4 weeks	Iowa Core Standards 6-8.BS.1, 6-8.BS.5, 6-8.BS.6 Common Core English/Language Arts Standards in History and Social Science RH.6-8.4, RH.6-8.1, RH.6-8.2, RH.6-8.7, WH. 6-8.2	• Issues in Society • Summary of a Source • Using information from different sources • Writing informative and explanatory text	**Unit 6 Internationalism in Southeast Asia and Oceania 6 weeks**	Iowa Core Standards 6-8.PSCL.7, 6-8.PSCL.8 Common Core English/Language Arts Standards in History and Social Science RH.6-8.4, RH.6-8.6, RH.6-8.7, WH.6-8.2	• Internationalism • Author's Point of View • Using information from different sources • Writing informative and explanatory text

Unit 1: Colonization in Sub-Saharan Africa – August 24 to October 21

Topic	4	3	2
Geographic Applications Sub Saharan Africa	*In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* Example: Use a specific map to draw conclusions about an area/place.	Analyze information and data using different types of maps. Given different types of maps, explain how the maps provide different types of information and the significance of the information provided.	Basic knowledge/skill such as: Identify physical, political, and thematic maps.
History in Sub Saharan Africa	*In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* Example: Analyze how present day Sub-Saharan Africa has been determined by its historical past.	Explain, with two examples, the impact of colonization on Sub-Saharan Africa. Analyze how nationalism helped create change in a country.	Basic knowledge/skill such as: cause and effect Specific vocabulary such as: colonization, apartheid, nationalism
Summary of a Source	In addition to meeting the learning goal, the response demonstrates the ability to analyze the historical significance of the source as related to the concept(s).	Demonstrates the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary.	Demonstrates the ability to use evidence to identify the main idea.
Using Information from Sources	In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.	Creates a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used.	Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.

| **Writing Informative Text** | Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal.

-Organizes information clearly (chronologically, thematically, etc.) with strong transitions.

-Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary.

-Provide analysis of evidence and support for topic. | Write informative text.

-Introduce a topic clearly (a sentence or a paragraph).

-Organize information clearly (chronologically, logically, thematically, etc.).

-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.

-Provide a concluding statement (a sentence or a paragraph). | Writes informative text.   .

A level 2 writing sample fails to meet the learning goal in one or more areas:
     -Introduction
     -Organization
     -Use of evidence
     -Conclusion

A level 1.5 writing sample fails to meet the learning goal in two areas.
A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student. |

Unit 2: Trade in North Africa – October 24 to December 4

Topic	4	3	2
Geographic Analysis in North Africa	*In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* Example: Think of an area that is modified by human interaction. Do the benefits outweigh the risks? Evaluate the situation by explaining the pros and cons (i.e. Aswan Dam).	Explain how physical features allowed societies to emerge in North Africa and have facilitated movement within the region. Explain, with examples, why North Africans try to modify their physical environment. Describe why Sub-Saharan Africa and North Africa are two different regions.	Basic knowledge such as: -identify and define physical features -identify the importance of physical features in region (Nile, Suez Canal, Aswan Dam, Mediterranean Sea) -define scarcity -define natural resources
Summary of a Source	In addition to meeting the learning goal, the response demonstrates the ability to analyze the historical significance of the source as related to the concept(s).	Demonstrates the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary.	Demonstrates the ability to use evidence to identify the main idea.
Using Information from Sources	In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.	Creates a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used.	Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.

Writing Informative Text	Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal.
	
	 -Organizes information clearly (chronologically, thematically, etc.) with strong transitions.
	
	 -Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary.
	
	 -Provide analysis of evidence and support for topic.
		Write informative text.
		
		 -Introduce a topic clearly (a sentence or a paragraph).
		
		 -Organize information clearly (chronologically, logically, thematically, etc.).
		
		 -Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.
		
		 -Provide a concluding statement (a sentence or a paragraph).
			Writes informative text.
			
			 A level 2 writing sample fails to meet the learning goal in one or more areas:
			    -Introduction
			    -Organization
			    -Use of evidence
			    -Conclusion
			
			 A level 1.5 writing sample fails to meet the learning goal in two areas.
			 A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.

Unit 3: Conflict in Southwest Asia – December 5 to January 13

Topic	4	3	2
Issues in Society	*In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* Example: Create a proposal that establishes a permanent border between Palestine and Israel. Explain the compromise that each side has to agree to for this compromise to be successful.	Analyze the similarities and differences between the three major religions (Judaism, Christianity, and Islam). Generalize how a person's identity (gender, ethnicity, nationality, religion) shapes a person's view on current issues (Israeli/Palestine, ISIS, women's rights, etc.). Analyze data to show an understanding of ethnic and religious groups in the region.	Basic knowledge of concepts: -the three major religions: Judaism, Christianity, Islam -identify conflict between Israelis and Palestinians Basic vocabulary such as: -culture, religion, identity, extremism, median income
Summary of a Source	In addition to meeting the learning goal, the response demonstrates the ability to analyze the historical significance of the source as related to the concept(s).	Demonstrates the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary.	Demonstrates the ability to use evidence to identify the main idea.
Using Information from Sources	In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.	Creates a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used.	Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.

Writing Informative Text	Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal.
	
	-Organizes information clearly (chronologically, thematically, etc.) with strong transitions.
	
	-Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary.
	
	-Provide analysis of evidence and support for topic.
		Write informative text.
		
		-Introduce a topic clearly (a sentence or a paragraph).
		
		-Organize information clearly (chronologically, logically, thematically, etc.).
		
		-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.
		
		-Provide a concluding statement (a sentence or a paragraph).
			Writes informative text. .
			
			A level 2 writing sample fails to meet the learning goal in one or more areas:
			   -Introduction
			   -Organization
			   -Use of evidence
			   -Conclusion
			
			A level 1.5 writing sample fails to meet the learning goal in two areas.
			A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.

Unit 4: Social Structures in Central and South Asia – January 17 to February 24

Topic	4	3	2
The Economy in Central and South Asia	*In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* Example: Can we really eradicate poverty?	Explain, with examples, how South Asian history has created inequalities in different communities. Evaluate the effectiveness of microloans, foreign aid, and affirmative action in increasing social mobility and decreasing social inequalities.	Basic knowledge such as: -define caste, the caste system (ethnic groups, economic standing), microloans, foreign aid, affirmative action, standard of living Basic vocabulary such as: -GDP per capita, scarcity, social mobility, financial inequality, developed countries, developing countries
Author's Point of View	In addition to meeting the learning goal, the response demonstrates the ability to accurately identify and explain an author's purpose or point of view using evidence <u>and</u> can justify or challenge it.	Demonstrates the ability to accurately identify and explain an author's purpose or point of view using textual and/or contextual evidence.	Identifies author's purpose or point of view, but with some misconceptions within the context/unit of study.
Using Information from Sources	In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.	Creates a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used.	Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.

Writing Informative Text	Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal.
	
	-Organizes information clearly (chronologically, thematically, etc.) with strong transitions.
	
	-Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary.
	
	-Provide analysis of evidence and support for topic.
		Write informative text.
		-Introduce a topic clearly (a sentence or a paragraph).
		
		-Organize information clearly (chronologically, logically, thematically, etc.).
		
		-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.
		
		-Provide a concluding statement (a sentence or a paragraph).
			Writes informative text.
			A level 2 writing sample fails to meet the learning goal in one or more areas:
			    -Introduction
			    -Organization
			    -Use of evidence
			    -Conclusion
			
			A level 1.5 writing sample fails to meet the learning goal in two areas.
			A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.

Unit 5: Economics in East Asia – February 27 to April 14

Topic	4	3	2
Economic Interdependence	*In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* Example: Take a position on the economic system of both North Korea and South Korea.	Evaluate, with examples, why some East Asian countries turn to communism. *Explain, using examples, why China failed to develop economically under the leadership of Chairman Mao.* Evaluate how a capitalist country (i.e. Taiwan) increased their standard of living.	Specific vocabulary such as: democracy, capitalism, socialism, mixed economy, communism, command economy,
Author's Point of View	In addition to meeting the learning goal, the response demonstrates the ability to accurately identify and explain an author's purpose or point of view using evidence <u>and</u> can justify or challenge it.	Demonstrates the ability to accurately identify and explain an author's purpose or point of view using textual and/or contextual evidence.	Identifies author's purpose or point of view, but with some misconceptions within the context/unit of study.
Using Information from Sources	In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.	Creates a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used.	Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.

Writing Informative Text	Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal.
	
	-Organizes information clearly (chronologically, thematically, etc.) with strong transitions.
	-Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary. -Provide analysis of evidence and support for topic.
		Write informative text.
		
		-Introduce a topic clearly (a sentence or a paragraph).
		
		-Organize information clearly (chronologically, logically, thematically, etc.).
		
		-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.
		
		-Provide a concluding statement (a sentence or a paragraph).
			Writes informative text. .
			
			A level 2 writing sample fails to meet the learning goal in one or more areas:
			    -Introduction
			    -Organization
			    -Use of evidence
			    -Conclusion
			
			*A level 1.5 writing sample fails to meet the learning goal in two areas. *A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.*

Unit 6: Internationalism in Southeast Asia and Oceania – April 17 to May 31

Topic	4	3	2
Internationalism in Southeast Asia	*In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* Example: In an era of globalizations, should the United States trade with countries that have a history of human rights violations?	Evaluate, with example, how different countries treat their citizens when it comes to human rights. Make and defend the role the United States should take in world affairs when it comes to human rights.	Basic vocabulary such as: -human rights, globalization
Author's Point of View	In addition to meeting the learning goal, the response demonstrates the ability to accurately identify and explain an author's purpose or point of view using evidence <u>and</u> can justify or challenge it.	Demonstrates the ability to accurately identify and explain an author's purpose or point of view using textual and/or contextual evidence.	Identifies author's purpose or point of view, but with some misconceptions within the context/unit of study.
Using Information from Sources	In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.	Creates a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used.	Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.

Writing Informative Text	Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal.
	
	-Organizes information clearly (chronologically, thematically, etc.) with strong transitions.
	
	-Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary.
	
	-Provide analysis of evidence and support for topic.
		Write informative text.
		
		-Introduce a topic clearly (a sentence or a paragraph).
		
		-Organize information clearly (chronologically, logically, thematically, etc.).
		
		-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.
		
		-Provide a concluding statement (a sentence or a paragraph).
			Writes informative text. .
			
			A level 2 writing sample fails to meet the learning goal in one or more areas:
			    -Introduction
			    -Organization
			    -Use of evidence
			    -Conclusion
			
			A level 1.5 writing sample fails to meet the learning goal in two areas.
			A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.