

7TH GRADE GLOBAL STUDIES

2019/2020 SYLLABUS

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YEAR AT A GLANCE:

SEMESTER 1	Unit 1: History of Colonization	Unit 2: People and Movement		Unit 3: Scarcity
Topic Scales to be reported in IC	Cultural Identity and Differences	Population Changes	Migration	Scarcity
<u>Reporting frequency of topic scores</u>	6 weeks	3 weeks	3 weeks	6 weeks
<i>Approximate beginning and end dates for the topics</i>	8/23 – 10/4	10/7 – 10/25	10/28 – 11/22	11/25 – 1/15

SEMESTER 2	Unit 4: Standard of Living	Unit 5: Human Rights		Unit 6: Taking Care of Our World
Topic Scales to be reported in IC	Standard of Living	Rights	Trade	Habitat Preservation
<u>Reporting frequency of topic scores</u>	7 weeks	4 weeks	3 weeks	4 weeks
<i>Approximate beginning and end dates for the topics</i>	1/21 – 3/6	3/9 – 4/10	4/13 – 5/1	5/4 – 5/28

****See following pages for detailed description of each unit**

Year-long literacy scales:

Investigating

GOAL: 3A: **Demonstrates** the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary.

3B: **Demonstrates** the ability to accurately identify and explain an author's purpose or point of view using textual and/or contextual evidence.

Thinking Critically:

GOAL: **Create** 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.

Communication:

GOAL: **Write** informative text that introduces topic clearly, organizes information clearly and chronologically. Writing develops a topic with relevant facts, definitions, details, examples, and uses content-related vocabulary. Provides a concluding sentence or paragraph.

UNIT 1: IMPACT OF COLONIZATION

Essential Question: Why do some of our inequalities exist? 6 weeks

Big Idea: *In this unit, students will explore the lasting effects of colonization in regions around the world. This unit should include in introduction to geographic skills such as examining data through maps and statistics as well as a review of general geographic knowledge about the world. The goal is that students question the reasons inequalities exist in the world and determine some reasons the world currently interacts the way that it does.*

Topic: Cultural Identify and Differences

Standards: 3A – **Explain** costs and benefits of the diffusion of culture, ideas, and goods (SS.7.13).

3B – **Explain** the economic motivations for colonization around the world (SS.7.22).

3C – **Assess** the impact of colonization on indigenous cultures around the world (SS.7.14).

UNIT 2: POPULATION AND MIGRATION

Essential Question: How does geography influence the way people live? 6 weeks

Topic: Population Changes & Migration

Goals:

Population Changes:

3A – Evaluate why some populations are increasing and some are decreasing. (SS.7.26)

3B – Compare and contrast the effects of increasing and decreasing demographics on countries.

Migration:

3A – Describe connections between push and pull factors involved in migration. (SS.7.21)

3B – Differentiate types of migration, applying contemporary patterns and examples. (SS.7.21)

UNIT 3: SCARCITY

Essential Question: 6 weeks

Big Idea: *In this unit, students will explore the effect of scarce resources on quality of life and the government's role in preventing a lack of access to nutritional food and safe water around the world*

Topic: Scarcity

Goals: **3A – Describe** the challenges countries face to feed their growing populations (SS.7.18 & SS.7.23).

3B – Explain how countries are responding to issues of food security (SS.7.14 & SS.7.17).

3C – Evaluate the role of the government in protecting water sources (SS.7.17 & SS.7.26).

UNIT 4: STANDARD OF LIVING

Essential Question: 7 weeks

Big Idea: *In this unit, students will explore which factors effect, and improve, the standard of living around the world. They will also explore global agreements (The Sustainable Development Goals) and their effect on how countries are responding and collaborating to respond to the needs of citizens.*

Topic: Standard of Living

Goals: **3A – Compare and contrast** the standard of living in different parts of the world (SS.7.14).

3B – Evaluate factors that contribute to countries becoming more developed (SS.7.18 & SS.7.19).

3C – Evaluate the attainability of the Sustainable Development Goals (SS.7.15)

Topic: Trade

Goals:

3A – Associate the impact of trade policies and barriers on a country and its citizens (SS.7.20).

3B – Form conclusions about the effect of globalization on prices and wages in different countries (SS.7.19 & SS.7.26)

UNIT 5: HUMAN RIGHTS

7 weeks

Topic: Rights

Goals: 3A – Form conclusions about what causes countries to perceive human rights differently (SS.7.25).

3B – Evaluate the role of individuals, governments, and media in protecting human rights (SS.7.16).

UNIT 6: TAKING CARE OF OUR WORLD

Essential Question: 4 weeks

Big Idea: *In this unit, students will explore their role as stewards of the world. This unit has a STRONG connection to the final science unit in 7th grade which has students learning about the diverse ecosystem and how to care for it.*

Topic: Habitat Preservation

Goals: 3A – Describe how globalization impacts the environment (SS.7.22).

3B – Critique initiatives to restore or protect habitats (SS.7.15 & SS.7.16).

3C – Form conclusions about your role as a global citizen in the responsible interaction with the environment.