**Catoosa County School**

**Essential Standards Chart**

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| **What Is It We Expect Students to Learn?** | | | | | | | |
| **Grade: Seventh** | **Subject: Social Studies** | |  |  |  | | |
| **Essential Standard** | **Teacher’s Learning**  **Target** | **Student’s Learning Target** | **Examples**  **of**  **Rigor** | **Prerequisite**  **Skills** | **When taught?** | **Common Summative Assessment** | **Extension**  **Standards** |
| **(Number & Formal Description)** | **“The students will be able to….”** | **“I can….”** | **What does proficient student work look like? Provide examples or description.** | **What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?** | **What 9-week grading period will this be taught?** | **What assessment(s) will be used to measure student mastery?** | **What will we do when students have already learned the standard?** |
| **SS7H1 Analyze continuity and change in Africa.** | **Explain the impact of political boundaries Pan African movement, nationalism, and apartheid.** | **I can analyze how historical conflicts led to change in Africa:**  **a. explain how European divisions of Africa led to problems in Africa today.**  **b. how the Pan-African movement and nationalism created an urgency for independence in Kenya and Nigeria.**  **c. explain apartheid in South Africa**  **and how the work of Mandela and de Klerk brought an end to apartheid.** | 1. Students will need access to the secondary source found on the following website: <https://www.historians.org/teaching-andlearning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/through-the-lens-of-history-biafranigeria-the-west-and-the-world/the-colonial-and-pre-colonial-eras-in-nigeria/the-pan-african-movement> 2. After students have read the article, students are to complete the following Bio Poem. The students should imagine Pan Africanism as a PERSON. Directions are located below. 1. Analyze the images and the connection between the images below. http://thescrambleforafricamastin.weebly.com/uploads/1/9/0/4/19040215/3050704\_orig.jpg http://www.webquests.ch/pics/upload/4434/kolonie\_karikatur\_akg\_g\_400.jpg http://www.thelatinlibrary.com/imperialism/maps/africa1914.jpg http://www.polyp.org.uk/ 2. WRITE: What was the initial interest in Africa? How did the European Partitioning of Africa create pervasive challenges in terms of economic growth and development for the nations of Africa? How did it lead to conflict in some regions? (Make sure students are connecting the images to the factors that have led to many of the regional conflicts of today.) | **Be able to identify and define key terms such as Pan-African movement, nationalism, apartheid, and partitioning.**  **Be able to explain why Europe was involved in Africa.** | **3rd/4th** | **Assessment in Google classroom-Forms** | <https://www.youtube.com/watch?v=zN8mXqX2rok>  **Pan Africanism Bio Poem Your Job: Using the article read in class, create the following Bio Poem to show what you have learned about Pan Africanism. Therefore, Line 1 should be PAN AFRICANISM. You are to complete this activity as if Pan Africanism is a person. Line 1 - Name: Line 2 - Three traits: Line 3 - is from: Line 4 - cares deeply about… Line 5 - feels… Line 6 - Three more traits Line 7 - gives… Line 8 - fears… Line 9 - would like to see… Line 10 - Name, Years of life:1.**  **Watch BBC News “Apartheid 46 years in 90 Seconds” https://www.youtube.com/watch?v=2f2k6iDFCL4 . 2. Students will extract a working definition for ‘apartheid’ and list some of the laws enacted under the institution of apartheid. 3. Students are also to research 5 more laws under the system. 4. Share out some of the laws, then have the students reflect on how those laws would make them feel if they were non-white. 5. Discuss: Why is was necessary for people to unite under the leadership under Nelson Mandela and de Klerk? How did the institution of Apartheid affect the people of South Africa today? G** |
| **SS7G1 Locate selected features of Africa.** | **Map skills and political/physical features of Africa** | **I can locate on a world and regional map the physical and political features of Africa using longitude and latitude.** | Use mymaps.google.com to create tour of African Landmarks  <https://www.pinterest.com/pin/138767232248974388/> | **Map skills**  **Longitude and latitude** | **3rd** | **Map Quiz** | Use mymaps.google.com to create tour of African Landmarks and have students include a picture from the area as well as a description. The students could calculate the distance between the areas. |
| **SS7G2 Explain environmental issues across the continent of Africa.** | **The student will be able to explain environmental issues of Africa in terms of water pollution, unequal access, deforestation, and desertification.** | **I can explain how environmental issues affect the continent of Africa.** | **Students will create cause and effect maps for each individual environmental concern (water pollution, unequal access, deforestation/desertification)** | **Key vocabulary terms: deforestation, desertification, unequal access to water, water pollution.** | **3rd** | **Africa Geography Unit Test** | **Water Crisis Project: Students will work in groups to research and help alleviate the water crisis in selected African countries.** |
| **SS7CG1 Compare and contrast different forms of citizen participation in government.** | **The students will be able to explain and describe citizen participation in autocratic and democratic governments.** | **I can explain and describe citizen participation in different types of government (autocracy, democracy- presidential and parliamentary).** | **Students use the Pickering Method (describe & draw) to practice vocabulary terms.**  **They will create a comic strip showing each government system elects a leader.** | **Key vocabulary terms: autocracy, democracy-presidential and parliamentary.** | **1st, 2nd, 3rd** | **Unit tests for SW Asia, S&E Asia, and Africa- post tests** | **GIve each student either autocratic or democratic and have them create their own government focusing on the citizen participation aspect. This will be in narrative form.** |
| **SS7CG2 Analyze**  **how government instability in Africa impacts standard of living.** | **The student will explain how the government in Africa impacts the standard of living.** | **I can describe how the government in Africa impacts the lives of people.** | 1. Analyze the political cartoon. http://www.excellentfuture.ca/sites/default/files/u6/Cartoon%20School%20Budget%20Cuts.gif Do we have copyright permission on this cartoon? 2. Determine some of the many things paid for by government budgets. 3. Using the CIA World Fact Book website, allow students to research a particular country in Africa. This may be teacher assigned or each student chooses his/her own country in Africa. https://www.cia.gov/library/publications/the-worldfactbook/ 4. TEACHER: Create a scenario by designating each country a certain budget based on the GDP. 5. Students are to research his/her country’s economy. They must make the “cuts” based on environment devastations, wars, trade barriers, etc. 6. Have the students speculate about some of the ramifications of governmental budget cuts by completing the worksheet attached after the political cartoon. Discuss. 7. WRITE: What happens as a result of “cuts”? What happens if there was no money AT ALL to allocate to things such as military, education, health/medicine, and food? | **Understanding of terminology: instability, distribution, standard of living** | **3rd** | **Unit test for Africa- post test** | **1. Using the following website, students are to select a country or teacher may assign a country to complete the following activity. https://en.unesco.org/countries 2. NOTE: When using the above resource, students will find a plethora of information by utilizing the 1st page that they visit after selecting his/her country as well as clicking on the icon at the bottom of the screen that says: VISIT UIS PROFILE 3. Students may complete this activity individually or in pairs/groups. 4. Students are to create an infomercial as to how might government stability or instability might affect such things as education, medicine for combating disease (HIV/AIDS) and famine. 5. Students may present their findings in a variety of ways, from a media presentation (such as Prezi or PowerPoint) to a poster or some other visual display** |
| **SS7H2 Analyze continuity and change in Southwest Asia (Middle East).** | **Middle East - how outside sources affected the continuity and change in Southwest Asia** | **I can analyze how historical conflicts led to change in the Middle East**  **a.European Partitioning**  **b. Israel Holocaust**  **c. Land and religion plays a role in conflicts**  **d. U.S. presence in Middle East and Persian Gulf conflict** | <https://docs.google.com/presentation/d/113O2JyXL0IBHrgFyOYeXLZAvalJJrbwxumF8boJ1c5Q/edit#slide=id.g29f97e8c1f_2_83> | **basic understanding of partitioning, antisemitism, Holocaust,**  **religions of the Middle East** | **1st/2nd** | **Unit test for SW Asia- post** | **Connect a current event to previous conflicts in the Middle East.** |
| **SS7G5 Locate selected features in Southwest Asia (Middle East).** | **The student will locate select physical and political features of the Middle East.** | **I can locate on a world and regional map the physical and political features of the Middle East using longitude and latitude.** | **The students will be given a blank Middle East map to label.**  **The students will practice labelling on the Smartboard.** | **Knowledge of the features of a physical and political map. Knowledge of continents and oceans.** | **1st** | **Map Quiz** | [**https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Unit-2-Sample-Unit.pdf**](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Unit-2-Sample-Unit.pdf)  **page 13** |
| **SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).** | **Explain how environmental issues affect lives in the Middle East.** | **I can explain have water pollution and lack of water to all areas affects irrigation and the water supply of drinking water.** | Essential questions: **How do responsibilities change as governments change?**  **http://www.parkerpedia.com/southwest-asia/people-and-places-of-southwest-asia/water-issues-in-southwest-asia** | **Map skills**  **What environmental issues within SW Asia.** | **1st** | **SW Asia Geography Unit Test** | **Students will write a prescription to help combat the impacts of water pollution on irrigation.** |
| **SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).** | **The student will:**  **compare/contrast an ethnic group to a religious group, describe the monotheistic religions of the Middle East, and compare/contrast the major ethnic groups of the Middle East.** | **I can**  **explain the difference between an ethnic group and a religious group and describe the primary religions and ethnic groups of the Middle East.** | **The students will complete a web graphic organizer about each of the three religions (including holy book, house of worship, % of population, core beliefs, etc.).**  **Then, they will use their webs to write a compare/contrast constructed response.** | **Knowing the difference between an ethnic group and religious group. Know other key vocabulary such as monotheistic and polytheistic.** | **1st** | **SW Asia Geography Unit Test** | **Write a narrative from the perspective of a Middle Eastern ethnic group member. In your letter/story, include how you interact with those who are different from you.** |
| **SS7CG3 Compare and contrast various forms of government.** | **Understand how citizen participation and types of government affects life in SW Asia.** | **I can explain the role of citizens in choosing the leader of Israel, Saudi Arabia, and Turkey and describe parliamentary and presidential democratic governments.** | <http://www.floydmiddle.typepad.com/files/govtreview.pdf>  <https://quizlet.com/19081724/governments-and-citizen-participation-flash-cards/> | **Map skills**  **Define: autocratic government, democratic government, parliamentary democracy, and presidential democracy.** | **1st, 2nd, 3rd** | **Unit tests for SW Asia, S&E Asia, and Africa- post tests** | [**http://www.parkerpedia.com/southwest-asia/3-government-in-southwest-asia/basic-concepts-citizen-participation-power-distribution/b-citizen-participation**](http://www.parkerpedia.com/southwest-asia/3-government-in-southwest-asia/basic-concepts-citizen-participation-power-distribution/b-citizen-participation)  **http://www.parkerpedia.com/southwest-asia/3-government-in-southwest-asia/basic-concepts-citizen-participation-power-distribution/a-power-distribution** |
| **SS7E4 Analyze different economic systems** | **Compare different economic systems for: what to produce, how to produce and for whom to produce (Middle East** | **a. I can compare how different economic systems determine what to produce, how to produce, and for who to produce.**  b.c**. I can explain how countries are on a continuum of between pure market and pure command by comparing and contrasting the economic systems of Israel, Saudi Arabia, and Turkey.** | <https://docs.google.com/document/d/1ZVddde5jkrN8wsO4M4_xsAbo0kKncR3smsqrGGTCC5k/edit> | **Define: traditional, command and market economies. understand what, how and for whom to produce. Locate the countries of Israel, Saudi Arabia, and Turkey.** | **1st, 2nd, 3rd** | **Unit tests for SW Asia, S&E Asia, and Africa- post tests** | **Create a business expo in the classroom or other available space and invite the other team to come visit and listen to the sales pitches.** |
| **SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).** | **Explain and describe specialization, trade barriers, and currency exchange in the Middle East.** | **I can explain specialization, trade barriers, and currency exchange in the Middle East.** | **Students will create a list of where their own products came from. Have a discussion based on why products have diverse origins. Tie back into the value of international trade.** | **Basic knowledge of economic terms such as trade barriers, specialization, and currency exchange** | **1st/2nd** | **SW Asia Unit test- post** | **Exchange rate activity where students must use Oanda.com to calculate exchange rates for select Middle Eastern nations** |
| **SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.** | **Describe How literacy rate, GDP and resources affect economy** | **I can explain how the literacy rate, a country’s GDP and resources can affect a country’s economy.** | Powerpoint  Charts ranking country’s GDP  and literacy rate  <https://ourworldindata.org/literacy>  <http://statisticstimes.com/economy/projected-world-gdp-ranking.php>  Group Work-Specific Country’s Economy | **Basic reading and writing skills**  **Basic skills with Chromebooks**  **Vocabulary Terms related to Economy** | **1st/2nd** | **SW Asia Unit test- post** | **Research Project on how the distribution of oil has affected the economy of Israel, Saudi Arabia, and Turkey** |
| **SS7H3 Analyze continuity and change in Southern and Eastern Asia.** | **South East Asia - how individuals influenced continuity and change in social political economics in South East Asia.** | **I can analyze the various historical events of the Southern Eastern Asia**  **a.Nationalism in India**  **b.Gandhi non violent protest**  **c.U.S. rebuilding Japan**  **d.Impact of communism in China**  **e.Foreign involvement in Korea and Vietnam for containment of communism** | [SE Asia Historical Question](https://docs.google.com/forms/d/1QbeNrAsUUfWlT2FztmMXGzxyrJW4VLT5YWIqF-UZAZc/edit) | **basic understanding of nationalism, non-violent protest, Japan after WW2, communism** | **2nd/3rd** | **S&E Asia Unit test- post** | <https://sheg.stanford.edu/world-korean-war>  <http://sheg.stanford.edu/chinas-cultural-revolution>  <http://www.teachindiaproject.org/Mahatma_Gandhi_Lesson_Plan.htm> |
| **SS7G9 Locate selected features in Southern and Eastern Asia.** | **The student will locate select physical and political features in Southern and Eastern Asia.** | **I can locate on a world and regional map the physical and political features of Southern and Eastern Asia, using longitude and latitude.** | **Students will label the physical features and political features on a blank Southern & Eastern Asia map.**  **Practice labelling on SmartBoard.** | **Be able to identify continents and oceans and the basic features of physical and political maps.** | **2nd** | **Map Quiz** | [**https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Unit-5-Sample-Unit.pdf**](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Unit-5-Sample-Unit.pdf)  **page 18** |
| **SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia** | **Compare and contrast the belief systems of Buddhism, Hinduism, Shintoism, and Confucianism.** | **I can identify similarities and differences in the belief systems of Buddhism, Hinduism, Shintoism, and Confucianism.** | **Students will complete the Religion Flocabulary activities.**  **Students will classify descriptors on a foldable that include 4 flaps (Buddhism, Hinduism, Shintoism, Confucianism).** | **The students will need to know what a religious group is and what a philosophy is.** | **2nd** | **S&E Asia Geography Unit test** | [**https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Unit-5-Sample-Unit.pdf**](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Unit-5-Sample-Unit.pdf)  **page 5** |
| **SS7CG4 Compare and contrast various forms of government.** | **Understand how citizen participation and types of government affect life in China, North Korea, South Korea and India** | **I can compare and contrast between the types of government and the different forms of citizen participation.** | Venn Diagram  Compare and Contrast Paragraphs  Graphic Organizers | **Basic reading and writing skills**  **Vocabulary Related to basic government terms** | **1st,2nd,3rd** | **Unit tests for SW Asia, S&E Asia, and Africa- post tests** | **Presentation (Google) on how leadership and change of government has affected the lives China, North Korea, South Korea or India.** |
| **SS7E10 Understand that a basic principle of effective personal money management is to live within one’s income.** | **Personal finance** | **I can…**  **a.understand that income is received from work and is limited.**  **b.understand that a budget is a tool to plan the spending and saving of income.**  **c.Understand the reasons and benefits of saving.**  **d.understand the uses and costs of credit.** | [**Practical Money Lessons**](https://www.practicalmoneyskills.com/teach/lesson_plans/grades_7_8) | **Basic math concepts**  **knowledge of saving vs spending, deposit vs withdrawal, credit** | **1st,2nd, 3rd, 4th- concentration mostly during 4th** | **Personal Finance Unit Test** | [**https://www.practicalmoneyskills.com/play**](https://www.practicalmoneyskills.com/play) |