

SEVENTH GRADE SOCIAL STUDIES

CURRICULUM GUIDE

Amherst Regional Middle School

SCHOOL WIDE ESSENTIAL QUESTIONS:

Who Am I?

Who Are They?

Who Are We?

OVERARCHING ENDURING UNDERSTANDING FOR SOCIAL STUDIES:

Acting as a member of a global society requires understanding the diversity of world views. An individual's world view is shaped by his/her environment, family, community, culture and experiences.

The Social Studies curriculum at Amherst Regional Middle School is based on a number of enduring understandings. Enduring understandings are "big ideas" uncovered by essential questions which guide learning. They help students to see relationships and patterns in the content of the course. While we begin with a common question, "**How does an individual develop his/her world view?**", the inquiry process enables students to discover their own unique answers.

The 7th grade social studies curriculum includes 6 units. In the introductory unit students will apply the 5 themes of geography to projects focused on the question "Who Am I?". The next four units answer the question, "Who Are They?" by exploring the enduring understandings that help define an individual's world view. The enduring understandings include how a person's environment, identity development, and diversity within and between cultures shape her/his world view. These enduring understandings will be examined through a series of case studies drawn from various regions of the world. These case study areas are selected from the *Massachusetts History and Social Science Curriculum Framework Learning Standards for World Geography*. The final unit asks students to answer the question "Who Are We?" by applying the enduring understandings from the prior units in a culminating project about global connections. Each 7th grade Social Studies teacher will create his/her curriculum including case studies according to student needs and the interdisciplinary connections of the team.

To support student learning of essential knowledge the use of a variety of skills is necessary. Some skills in Social Studies are content-specific, while others are shared across departments. In 7th grade students begin to think chronologically, comprehend a variety of sources, engage in historical analysis and interpretation, conduct research and engage in issues analysis and decision-making. In addition, students continue to practice and improve skills in reading strategies, writing, communication, organization, cooperative learning, study skills, and research.

**Introductory Unit Title –
Who Am I? The 5 Themes of Geography**

Time Frame: 18 Lessons

Unit Enduring Understanding:

The 5 themes of geography help us to understand the characteristics of the natural and human world.

Unit Essential Questions:

How do the 5 themes of geography help us to investigate our world?

<p align="center">School KABA’s (Know and Be Able to)</p>	<p align="center">Massachusetts Frameworks</p>
<ul style="list-style-type: none"> ▪ Use maps, globes, atlases, charts, graphs and other geographic tools ▪ Explain the difference between absolute and relative location and apply that knowledge using maps ▪ Describe the human and physical characteristics of a place ▪ Give examples of how humans and the environment affect each other ▪ Identify people, goods and ideas that move into and out of an area and explain how and why these goods, people and ideas are moving ▪ Explain the concept of regions and give examples of multiple ways regions are characterized ▪ Apply the 5 themes of geography to describe a case study area 	<p><u>Massachusetts History and Social Science Curriculum Framework</u> <i>Concepts and Skills</i> History and Geography</p> <ol style="list-style-type: none"> 1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G) 3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G) 4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G) <p><u>National Council for Social Studies Standards:</u> #3 People, Places and Environments</p> <p>#7 Production, Consumption and Distribution</p> <p>#8 Science, Technology and Society</p> <p><u>Geography Standards:</u> #1 Understands the characteristics and uses of maps, globes, and other geographic tools and technologies</p> <p>#2 Knows the location of places, geographic features, and patterns of the environment</p> <p>#4 Understands the physical and human characteristics of place</p> <p>#5 Understands the concept of regions</p>

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| | <p>#9 Understands the nature, distribution and migration of human populations on Earth's surface</p> <p>#11 Understands the patterns and networks of economic interdependence on Earth's surface</p> <p>#12 Understands the patterns of human settlement and their causes</p> <p>#14 Understands how human actions modify the physical environment</p> <p>#15 Understands how physical systems affect human systems</p> |
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Summative Assessments: 5 Themes of Amherst

**Unit Title –
Who Are They? The Environment**

Time Frame: 20 Lessons

Unit Enduring Understanding:

Experiences with the environment influence a group’s world view.

Unit Essential Questions:

How do the experiences with the environment shape a group’s world view?

<p align="center">School KABA’s (Know and Be Able to)</p>	<p align="center">Massachusetts Frameworks</p>
<ul style="list-style-type: none"> ▪ Apply the 5 themes of geography to a case study area, with special attention to Learning Standards 1-4 in MA Framework (see Appendix A) for selected case study area <ul style="list-style-type: none"> ○ Identify relevant absolute and relative locations of a region ○ Describe significant human and physical characteristics of a region ○ Investigate important human-environmental interactions in a region ○ Name primary people, goods, and ideas moving into and out of a region ○ Classify the region according to common characteristics <p>NOTE: The following school KaBAs can be connected to Optional Topics for Study from MA Framework (see Appendix B)</p> <ul style="list-style-type: none"> ▪ Identify 5 major biomes and describe their relative location ▪ Investigate ways people use and modify the environment to meet their needs (positive and negative) ▪ Investigate ways the environment affects people (positive and negative) ▪ Deduce how interactions with the environment shapes a group's culture ▪ Analyze how abundance and scarcity of resources in an ecosystem shapes a group's world view 	<p><u>Massachusetts History and Social Science Curriculum Framework</u> <i>Concepts and Skills</i> History and Geography</p> <ol style="list-style-type: none"> 1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G) 3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G) <p>2. Use geographic terms correctly, such as <i>delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.</i> (G)</p> <p>4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)</p> <p>Selected <i>Learning Standards</i> (see Appendix A)</p> <p><u>National Council for Social Studies Standards:</u> #1 Culture #3 People, Places and Environments #7 Production, Consumption and Distribution #8 Science, Technology and Society</p> <p><u>Geography Standards:</u></p>

	<p>#8 Understands the characteristics of ecosystems on Earth's surface</p> <p>#14 Understands how human actions modify the physical environment</p> <p>#15 Understands how physical systems affect human systems</p> <p>#16 Understands the changes that occur in the meaning, use, distribution and importance</p> <p>#18 Understands global development and environmental issues</p>
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Summative Assessments:

**Unit Title –
Who Are They? Identity**

Time Frame: 20 Lessons

Unit Enduring Understanding:

Family, community and society contribute to the development of an individual’s identity.

Unit Essential Questions:

How do family, community and society contribute to the development of an individual’s identity?

<p align="center">School KABA’s (Know and Be Able to)</p>	<p align="center">Massachusetts Frameworks</p>
<ul style="list-style-type: none"> ▪ Apply the 5 themes of geography to a case study area, with special attention to Learning Standards 1-4 in MA Framework (see Appendix A) for selected case study area <ul style="list-style-type: none"> ○ Identify relevant absolute and relative locations of a region ○ Describe significant human and physical characteristics of a region ○ Investigate important human-environmental interactions in a region ○ Name primary people, goods, and ideas moving into and out of a region ○ Classify the region according to common characteristics <p>NOTE: The following school KaBAs can be connected to Optional Topics for Study from MA Framework (see Appendix B)</p> <ul style="list-style-type: none"> ▪ Analyze the ways an individual learns culture ▪ Explain how rites of passage reinforce cultural values and shape identity ▪ Describe how roles may be dictated by culture or society, or determined by personal choice ▪ Analyze how an individual's cultural identity shapes her/his world view 	<p><u>Massachusetts History and Social Science Curriculum Framework</u> <i>Concepts and Skills</i> History and Geography</p> <ol style="list-style-type: none"> 1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G) 3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G) 4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G) <p>Selected <i>Learning Standards</i> (see Appendix A)</p> <p><u>National Council for Social Studies Standards:</u> #1 Culture</p> <p>#4 Individual Development and Identity</p> <p>#5 Individuals, Groups, and Institutions</p> <p><u>Behavioral Studies Standards:</u> #1 Understands that group and cultural influences contribute to human development, identity, and behavior</p> <p>#3 Understands that interactions among learning, inheritance, and physical development affect human behavior</p>
<p>Summative Assessments:</p>	

**Unit Title –
Who Are They? Diversity**

Time Frame: 20 Lessons

Unit Enduring Understanding:

An individual’s position in a society forms his/her world view.

Unit Essential Questions:

How does one’s position in society form his/her world view?

<p align="center">School KABA’s (Know and Be Able to)</p>	<p align="center">Massachusetts Frameworks</p>
<ul style="list-style-type: none"> ▪ Apply the 5 themes of geography to a case study area, with special attention to Learning Standards 1-4 in MA Framework (see Appendix A) for selected case study area <ul style="list-style-type: none"> ○ Identify relevant absolute and relative locations of a region ○ Describe significant human and physical characteristics of a region ○ Investigate important human-environmental interactions in a region ○ Name primary people, goods, and ideas moving into and out of a region ○ Classify the region according to common characteristics <p>NOTE: The following school KaBAs can be connected to Optional Topics for Study from MA Framework (see Appendix B)</p> <ul style="list-style-type: none"> ▪ Classify the various ways a society groups people ▪ Describe characteristics of the different groups in a region ▪ Compare how groups in a society treat each other ▪ Interpret why groups treat each other differently ▪ Analyze how a position within a society affects a person's world view 	<p><u>Massachusetts History and Social Science Curriculum Framework</u> <i>Concepts and Skills</i> History and Geography</p> <p>1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)</p> <p>3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)</p> <p>4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)</p> <p>7. Use the following demographic terms correctly: <i>ethnic group, religious group, and linguistic group.</i> (G)</p> <p>Selected <i>Learning Standards</i> (see Appendix A)</p> <p><u>National Council for Social Studies Standards:</u> #1 Culture</p> <p>#5 Individuals, Groups, and Institutions</p> <p>#6 Power, Authority, and Governance</p> <p><u>Behavioral Studies Standards:</u> #2 Understands various meanings of social groups, general implications of group membership, and different ways that groups function</p> <p>#4 Understands conflict, cooperation, and interdependence among individuals, groups and institutions</p>
<p>Summative Assessments:</p>	

**Unit Title –
Who Are They? Interactions**

Time Frame: 20 Lessons

Unit Enduring Understanding:

An individual’s world view is shaped by his/her nation’s interactions with outside groups.

Unit Essential Questions:

How is an individual’s world view shaped by interactions between his/her nation and other groups?

<p style="text-align: center;">School KABA’s (Know and Be Able to)</p>	<p style="text-align: center;">Massachusetts Frameworks</p>
<ul style="list-style-type: none"> ▪ Apply the 5 themes of geography to a case study area, with special attention to Learning Standards 1-4 in MA Framework (see Appendix A) for selected case study area <ul style="list-style-type: none"> ○ Identify relevant absolute and relative locations of a region ○ Describe significant human and physical characteristics of a region ○ Investigate important human-environmental interactions in a region ○ Name primary people, goods, and ideas moving into and out of a region ○ Classify the region according to common characteristics <p>NOTE: The following school KaBAs can be connected to Optional Topics for Study from MA Framework (see Appendix B)</p> <ul style="list-style-type: none"> ▪ Trace a nation's past interactions with outside groups ▪ Explain the factors leading to interactions ▪ Explain the consequences of interactions ▪ Describe the impact of the interactions on ordinary people within the nations ▪ Analyze how the groups have worked to address issues/differences ▪ Predict how the interactions between nations might shape the world view of an individual in those nations 	<p><u>Massachusetts History and Social Science Curriculum Framework</u></p> <p><i>Concepts and Skills</i> History and Geography</p> <p>1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)</p> <p>3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)</p> <p>4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)</p> <p>Civics and Government</p> <p>8. Define what a nation is and give examples of the different ways nations are formed. (C)</p> <p>Economics</p> <p>13. Identify the key elements of a market economy. (E)</p> <p><i>In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self- interest.</i></p> <p>14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)</p> <p>Selected <i>Learning Standards</i> (see Appendix A)</p>

National Council for Social Studies Standards:

#1 Culture

#7 Production, Distribution, and Consumption

#8 science, Technology, and society

#9 Global Connections

Geography Standards:

#6 Understands that culture and experience influence people's perceptions of places and regions

#10 Understands the nature and complexity of Earth's cultural mosaics

#13 Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

16 Understands the changes that occur in the meaning, use, distribution and importance of resources

#17 Understands how geography is used to interpret the past

#18 Understands global development and environmental issues

Behavioral Studies Standards:

#4 Understands conflict, cooperation, and interdependence among individuals, groups and institutions

Summative Assessments:

**Culminating Unit Title –
Who Are We? Global Connections**

Time Frame: 22 Lessons

Unit Enduring Understanding:

A nation demonstrates its world view through global connections and relationships with other nations.

Unit Essential Questions:

How do global connections and relationships demonstrate a nation’s world view?

<p align="center">School KABA’s (Know and Be Able to)</p>	<p align="center">Massachusetts Frameworks</p>
<ul style="list-style-type: none"> ▪ Investigate examples of economic, political, and environmental global interdependence ▪ Compare and contrast examples of cooperation and conflict in the world community ▪ Identify common global issues facing nations today ▪ Research an individual country to represent at World Forum (see World Forum Preparation Packet) <ul style="list-style-type: none"> ○ Apply the 5 themes of geography ○ Apply skills and knowledge learned throughout the year to demonstrate how a person's environment, identity development, and diversity within and between cultures shapes her/his world view. 	<p><u>Massachusetts History and Social Science Curriculum Framework</u></p> <p><i>Concepts and Skills</i></p> <p>History and Geography</p> <p>1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)</p> <p>3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)</p> <p>4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)</p> <p>Civics and Government</p> <p>9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. (C)</p> <p>Economics</p> <p>11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)</p> <p>12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)</p>

Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.

15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)

National Council for Social Studies Standards:

#1 Culture

#2 Time, Continuity, and Change

#3 People, Places, and Environment

#4 Individual Development and Identity

#5 Individuals, Groups, and Institutions

#6 Power, Authority, and Governance

#7 Production, Distribution, and Consumption

#8 Science, Technology, and Society

#9 Global Connections

#10 Civic Ideals and Practices

Geography Standards:

#6 Understands that culture and experience influence people's perceptions of places and regions

#10 Understands the nature and complexity of Earth's cultural mosaics

#11 Understands the patterns and networks of economic interdependence on Earth's surface

#13 Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

Summative Assessments:

World Forum—

World Forum is a multi-day discussion of a topic* where students represent the world views of people from various countries (see Shared Folder “World Forum” in MS S.S. Shared Drive)

* The topic can be team wide or chosen by each class.

Learning Standards from *Massachusetts History and Social Science Curriculum Framework*

A case study region for each unit will be determined by the individual teacher and will be chosen from the following world regions.

- **Africa**
- **Central and South Asia**
- **Europe**
- **Latin America (South America, Central America, and the Caribbean)**
- **North and East Asia**
- **Southeast Asia and Oceania**
- **Western Asia**

Africa

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Morocco, Mozambique, Namibia, Niger, Nigeria, Reunion (Fr.), Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, Zimbabwe

A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)

A.2 Use a map key to locate countries and major cities in Africa. (G, E)

A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

A.4 Identify when modern African countries became independent nations and explain how independence was achieved. (H, G)

Western Asia (The Middle East)

Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, area governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen

WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)

WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)

WA.3 Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

WA.4 Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)

Central and South Asia

Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan

CSA.1 On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)

CSA.2 Use a map key to locate the countries and major cities in Central and South Asia. (G, E)

CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

CSA.4 Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union. (H, G)

Southeast Asia and Oceania

Brunei, Cambodia, Guam (U.S.), Indonesia, Laos, Malaysia, Maldives, Myanmar, Northern Mariana Islands (U.S.), Palau, Philippines, Singapore, Sri Lanka, Taiwan, Thailand, Vietnam

SEAO.1 On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. (G)

SEAO.2 Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. (G, E)

SEAO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

SEAO.4 Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved. (G, H)

North and East Asia

China, Japan, Mongolia, North Korea, Russia, South Korea

NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G)

NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E)

NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

NEA.4 Identify when North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H)

Europe

Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands (U.K.), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Gibraltar (U.K.), Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City, Yugoslavia

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 Barents Sea. 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.

E.2 Use a map key to locate countries and major cities in Europe. (G)

E.3 Explain how the following five factors have influenced settlement and the economies of major European countries. (G, E)

- A. absolute and relative locations
- B. climate

- C. major physical characteristics
- D. major natural resources
- E. population size

Latin America

Note: There are differing opinions among scholars regarding which countries belong in Latin America. The following is an inclusive list using a broad definition of this cultural region. Latin America consists of the countries of the Western Hemisphere south of the United States, especially those speaking Spanish, Portuguese, and French. In addition to the World Geography MA Framework standards for the region of South America, we also include selected countries from the MA Framework Grade 4 unit on North America in our Latin America unit.

South America

Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (U.K.), French Guiana (Fr.), Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

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)

SAM.2 Use a map key to locate the countries and major cities of South America. (G, E)

SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

SAM.4 Identify when South American countries became independent nations and explain how independence was achieved. (H, G).

North America [Grade 4]

Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, British Virgin Islands (U.K.), Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), Virgin Islands (U.S.)

Optional Topics for Study from *Massachusetts History and Social Science Curriculum Framework*

Optional Topics For Study from the MA Framework have been coded for potential use in the following thematic case studies: The parenthetical letters following each standard indicate the Social Science areas of Geography (G), Economics (E), History (H), and Civics and Government (C)

Environment

- Explain how drought and desertification affect parts of Africa. (G, E)
- Identify the methods used to compensate for the scarcity of water in some areas. (E)
- Explain the sources and effects of the massive pollution of air, water, and land in the former satellite nations of Eastern Europe, in the countries once part of the Soviet Union, and in Russia. (H, G)

Identity

- Describe the general level of education and its relationship to the economy in selected countries in one of the following regions: Africa, Western Asia, Central and South Asia, Southeast Asia and Oceania, North and East Asia, Europe, or Latin America (including the Caribbean and Central America and South America). (G, H, E)
- Describe the political and social status of women in selected countries in one of the following regions: Africa, Western Asia, Central and South Asia, Southeast Asia and Oceania, North and East Asia, Europe, or Latin America (including the Caribbean and Central America and South America). (G, H, E)
- Describe major ethnic and religious groups in various countries in one of the following regions: Africa, Western Asia, Central and South Asia, Southeast Asia and Oceania, North and East Asia, Europe, or Latin America (including the Caribbean and Central America and South America). (G, H, E) **also an option under Diversity*
- Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). (G, H) **also an option under Diversity*
- Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947 and the exchange of more than 12 million Hindus and Moslems. (H, G, C) **also an option under Diversity*
- Identify the historical factors that created a stable democratic government in India and the role of Mohandes Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (H, C) **also an option under Diversity*

Diversity

- Describe major ethnic and religious groups in various countries in one of the following regions: Africa, Western Asia, Central and South Asia, Southeast Asia and Oceania, North and East Asia, Europe, or Latin America (including the Caribbean and Central America and South America). (G, H, E) **also an option under Identity*
- Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). (G, H) **also an option under Identity*
- Identify where the Kurds live and what their political aspirations are. (H)

- Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947 and the exchange of more than 12 million Hindus and Moslems. (H, G, C) **also an option under Identity*
- Identify the historical factors that created a stable democratic government in India and the role of Mohandes Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (H, C) **also an option under Identity*
- Locate the Khyber Pass in Afghanistan and explain its strategic importance as a gateway from the north into the Indian subcontinent. (H, G)
- Identify the refugees who left Southeast Asia over the past several decades, the countries they came from, and why they are refugees. (G, H)

Interactions

- Describe the major obstacles to economic development in many South American nations, including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)
- Discuss the reasons for and the effects of the United Nations' attempt in 1947 to partition the remainder of the Palestine Mandate, including the migration of tens of thousands of European Jews to Palestine; the flight of about 650,000 Arabs from Israel during its War of Independence in 1948; and the flight of more than 800,000 Jews in Arab countries to Israel after 1948. (H, G)
- Explain how levels of education and work traditions contributed to the post-World War II growth of East Asian and Southeast Asian economies (e.g., South Korea, Japan, Taiwan, Hong Kong, and Singapore). (G, E)
- Describe the political, cultural, and religious differences between the countries in South Asia and the Central Asian Republics. (H, C)
- Explain why China's geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H)
- Locate Tibet on a map and explain why its location may have influenced China's decision to take over and colonize it. (G, H)
- Explain how location has made the Korean peninsula both a battleground and a cultural bridge between China and Japan. (G, H)
- Describe and explain the status of Taiwan. (H, G)
- Describe the purposes and achievements of the European Union. (H, E)
- Describe the major obstacles to economic development in many South American nations, including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)

Global Connections

- Describe the major obstacles to economic development in many South American nations, including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)
- Explain how levels of education and work traditions contributed to the post-World War II growth of East Asian and Southeast Asian economies (e.g., South Korea, Japan, Taiwan, Hong Kong, and Singapore). (G, E)
- Describe the purposes and achievements of the European Union. (H, E)
 - Describe the major obstacles to economic development in many South American nations, including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)
- Describe the major obstacles to economic development in many African nations, including linguistic, tribal, and religious diversity; corrupt government; the lack of widespread education; and the political boundaries established in the 19th century by European nations and the legacy of their rule. (G, H, C, E)
- Explain why the Indian government seeks to control population growth and the methods it uses to control population growth. (H, G)
- Explain how Australia’s and New Zealand’s population size and location affect their capacity to engage in international trade. (G, E)
- Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth. (G, H)

Appendix C

Social Studies Content Specific Skills

Note: Primary emphasis for the skills by grade level is in parenthesis

School KABA’s	Massachusetts Frameworks
<ul style="list-style-type: none"> ▪ Think chronologically <ul style="list-style-type: none"> ○ Interpret data presented in a timeline (7/8) ○ Identify patterns of historical events which have led to ideas enduring or changing over time (7/8) ○ Apply the pattern to explain events in the context of continuity and change (7/8) ▪ Comprehend a variety of sources <ul style="list-style-type: none"> ○ Differentiate between facts and interpretations (7/8) ○ Approach historical narratives imaginatively (8) ○ Appreciate historical perspectives by describing the past through the experiences of those who were there, considering the historical 	<p><u>National History Standards:</u></p> <ul style="list-style-type: none"> 1.E Interpret data presented in a timeline 1.F Reconstruct patterns of historical succession and duration 2.D Differentiate between historical facts and historical interpretations 2.E Read historical narratives imaginatively 2.F Appreciate historical perspectives 2.G Draw upon data in historical maps 2.H Utilize visual and mathematical data 2.I Draw upon the visual literary, and musical sources 3.C Analyze cause and effect relationships 3.F Compare competing historical narratives 3.G Challenge arguments of historical inevitability 3.H Hold interpretations of history as tentative 4.A Formulate historical questions 4.B Obtain historical data 4.C Interrogate historical data 4.F Support interpretations with historical evidence 5.A Identify issues and problems in the past 5.D Evaluate alternative courses of action 5.E Formulate a position or course of action on an issue <p><u>MA History and S.S. Framework: Concepts and Skills, Grades 8-12</u></p> <ul style="list-style-type: none"> 3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another

<p>context and avoiding “present-mindedness” (8)</p> <ul style="list-style-type: none"> ○ Utilize visual, mathematical, literary and musical sources (7/8) <ul style="list-style-type: none"> ▪ Engage in analysis and interpretation <ul style="list-style-type: none"> ○ Analyze cause and effect relationships (7/8) ○ Compare competing historical narratives (8) ○ Describe how different choices could have led to different consequences (8) ○ Understand that interpretation of history is subject to change as new information is uncovered (8) ▪ Conduct research (see Appendix A) <ul style="list-style-type: none"> ○ Formulate questions (8) ○ Gather data from a variety of sources (7, emphasized in 8) ○ Analyze data for relevance and reliability (7, emphasized in 8) ○ Support conclusions with evidence (7/8) ▪ Engage in issues-analysis and decision-making <ul style="list-style-type: none"> ○ Identify issues and problems in the past and present (7/8) ○ Evaluate the motivation for various courses of action and the consequences of those actions (7/8) ○ Formulate a position or course of action on an issue (emphasized in 7, 8) 	<ul style="list-style-type: none"> 4. Interpret and construct charts and graphs that show qualitative information 5. Explain how a cause and effect relationship is different from a sequence or correlation of events 6. Distinguish between long-term and short-term cause and effect relationships 7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments 8. Interpret the past within its own historical context rather than in terms of present-day norms and values 10. Distinguish historical fact from opinion 14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen <p><u>MA History and S.S. Framework: Concepts and Skills, World Geography</u></p> <ul style="list-style-type: none"> 3. Interpret geographic information from a chart and construct a graph or chart that conveys geographic information 4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world 5. Identify how current world atlases are organized and the kind of information they provide for each continent and country
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Skills Shared Across Disciplines (Draft 6/30/06)

Note: These skills are addressed in two or more departments. Students will demonstrate these skills by the end of 8th grade

School KABA's
<p>Communication</p> <ul style="list-style-type: none"> • Develop oral presentation skills <ul style="list-style-type: none"> ▪ Know your audience ▪ Speak clearly ▪ Make eye contact ▪ Answer questions ▪ Share your ideas (in small and large group settings) • Listen to an idea before responding • Demonstrate, in both writing and discussion, different points of view <ul style="list-style-type: none"> ▪ Re-state the opposing argument before supporting your own ▪ Think critically about advantages and disadvantages of a position • Develop multimedia presentation skills •
<p>Cooperative Learning</p> <ul style="list-style-type: none"> • Take responsibility for your role • Argue persuasively for your point of view • Share "air-time" • Compromise when necessary •
<p>Organization</p> <ul style="list-style-type: none"> • Follow directions • Apply techniques to keep assignment book and notebooks current • Take notes in class and from a variety of sources • Create webs and outlines to categorize information
<p>Reading</p> <ul style="list-style-type: none"> • Use Mosaic of Thought strategies <ul style="list-style-type: none"> ▪ access prior knowledge ▪ monitor for meaning ▪ ask questions ▪ determine importance ▪ create mental images ▪ make inferences ▪ synthesize information • Distinguish between main idea and supporting details
<p>Research</p> <ul style="list-style-type: none"> • Use the Inquiry Process (Appendix A) • Use an essential question to begin research • Use guiding questions to focus research • Locate appropriate media materials <p>Paraphrase information</p>
<p>Study Skills</p> <p style="padding-left: 20px;">(Many Study Skills are addressed in other skill areas)</p> <ul style="list-style-type: none"> • Organize and re-read notes and binder items

- Highlight important information
- Summarize information
- Outline important information
- Quiz yourself
- Prepare individually, with a partner, and/or in a small group
- Anticipate likely test questions
- Manage your time wisely
- Develop Test-Taking Skills
 - Follow test directions
 - Identify key words
 - Check your work

Writing

- Use the Writing Process (Appendix B)
- Compose formal and informal writing in multiple styles
 - Analytical
 - Persuasive
 - Reflective

Standards referenced in this document:

Expectations of Excellence: Curriculum Standards for Social Studies, 1994

National Standards for History, 1996

Geography for Life: National Geography Standards, 1994

Mid-Continent Research for Education and Learning (McRel) Content Knowledge Behavioral Studies Standards, 4th edition (embedded throughout the units, numbers indicate primary standard addressed)

MA History and Social Science Curriculum Framework, 2003

Inquiry-based Research Standards

Revised 10/6/05

The Inquiry Process

Step

1 Question

- What prior knowledge do you have about the topic?
- What do you want/need to know?
- The 5 W's and an H

2 Gather information from multiple viewpoints/sources

- Sources include data, primary and secondary sources, print and on-line
- Where can you get information?
- What search terms can you use?
- Take notes

3 Analyze Information

- Select information that is relevant to the question
- Organize the information
- Evaluate the information- Is it reliable?
 - What is the bias?
 - Is the source an authority on the topic?
 - Is the information accurate?

4 Conclude

- Make sense of the information
- Use evidence to support an answer to your question.
- Are there new questions you need to research?

5 Communicate

- Share your understanding through a final product
- Listen to audience feedback

6 Reflect

- Use a rubric to assess your work.
- Consider audience feedback
- What will you do differently next time?

Writing Standards

To be inserted from English Department