

HPS Scope & Sequence
K-8 Grade Level Essential Skills
DRAFT
August 2009

Grade Level: 7
Subject: Social Studies






Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district is undertaking the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).

During the 2008-09 school year, small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.

The essential skills found within this document will be piloted in the 2009-2010 school year. Our teaching staff will provide on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups will re-assemble under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps will culminate in revisions for a final document.

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Quarter 1






Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will . . .			45		
						

The World in Temporal Terms: Historical Habits of Mind






Historical Inquiry and Analysis						Passage Consequence Literal Outcome Primary/Secondary Context Perspective Bias Historiography Role Significance Iconoclast Theme Continuum Social Pyramid Civilization Contrast Differentiate Thematic Analyze Settlement City-state Empire Economic system Government systems Primogeniture Mosaic
7-H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	Students can identify knowledge and interpret meaning from a historical passage.	Y		Reading prompt w/ assessment questions	
7-H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	Students identify point of view and context when using historical sources.	Y		Reading prompt w/ assessment questions	
7-H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	Students will be able to identify the role of individuals in history. All types of individuals, not just the dominate people in that period.	Y		Report	
Historical Understanding						
7-H1.4.2	Describe and use themes of history to study patterns of change and continuity.	Students will identify examples of global issues in the past and today.	Y		Timeline	
World History Era 3- Classical Traditions, World Religions, & Major Empires						
Classical Traditions in Regions and the Eastern Hemisphere						

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	Students will . . .			45		
						
7-W3.1.3	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	Students will be able to understand and can tell the difference between a city-state, civilization, and empire.	Y		Graphic organizer	Cultural diffusion Cultural borrowing Architecture Conflict Cooperation Climate Hemisphere Region Latitude Interaction Longitude Landform Physical Geography Elevation Pattern Navigable Mega city Nation state
Places and Regions						
Human Characteristics of Place						
7-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	Students will be able describe an area's languages, religions, economic system, government system, and cultural traditions.	Y		Test questions, poster project, homework questions	
Human Systems						
Cultural Mosaic						
7-G4.1.1	Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).	Students will be able to identify different aspects of an area's culture.	Y		Charts/graphs, Map progression	
Forces of Cooperation and Conflict						
7-G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).	Students will be able to identify why groups cooperate or why groups are prone to conflict.	Y		Graph/Chart	

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	Students will . . .			45		
						

World History Era 3- Classical Traditions, World Religions, & Major Empires

Classical Traditions in Regions and the Eastern Hemisphere

7-W3.1.3	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	Students will be able to understand and can tell the difference between a city-state, civilization, and empire.	Y		Graphic organizer
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Places and Regions

Human Characteristics of Place

7-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	Students will be able describe an area's languages, religions, economic system, government system, and cultural traditions.	Y		Test questions, poster project, homework questions
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World History Era 1-The Beginnings of Human Society

Agricultural Revolution






7-W1.2.3	Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).	Students will identify characteristics of early civilizations.	1	5	Design a poster, Power Point
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World History Era 2-Early Civilizations and Cultures

Early Civilizations and Early Pastoral Societies






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7-W2.1.2	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).	Students will identify the characteristics of early Civilization and societies raising animals for food.	1	5	Map, project	
The World In Spatial Terms: Geographical Habits of Mind						
Geographical Inquiry and Analysis						
7-G1.2.1	Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.	Students will be able to locate major landforms, rivers, and climate regions of the Eastern Hemisphere.	1	5	Map worksheets	
Geographical Understanding						
7-G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	Students will be able to understand and describe the geographic elements in an area.	1	5	Project, map worksheets, graphic organizer	
Places and Regions						
Physical Characteristics of Place						
7-G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	Students will be able to describe a region and explain how it is similar or different from another region.	1	5	Thematic map, map work, test questions	
Physical Systems						

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	Ecosystems					
7-G3.2.1	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).	Students will be able to explain how relative location and human activities effect an area.	1	10	Geography review, homework questions, graphic organizer	
Human Systems						
	Patterns of Human Settlements					
7-G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).	Student will be able to identify ways humans modify an area for settlement and common elements in places humans settle.	1	10	Graph/Chart	

Quarter 2






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	Students will . . .			45		
						

World History Era 3- Classical Traditions, World Religions, & Major Empires






Classical Traditions in Regions and the Eastern Hemisphere						
7-W3.1.1	Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).	Students will identify characteristics of classical civilizations in the Eastern Hemisphere. Civilizations that invented laws and other tools still used today.	2	15	Graphic organizer	Classical Culture Contemporary Polytheism Monotheism Denomination Creed Sect
Growth and Development of World Religions						
7-W3.2.1	Identify and describe the beliefs of the five major world religions.	Students will understand the history, grow, and beliefs of the world's five major religions.	2	15	Test or Project	Alternative Persuasive Argumentative Scales
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Issues						

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7-P3.1.1	<p>Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform other 	Students will take a stand on an issue and write a five paragraph essay.	2	15	Rubric driven essay with Internet search	

Quarter 3

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Relationships of United States to Other Nations

Characteristics of Nation-States						
7- C3.6.1	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.	Students will be able to understand different government types and how the governments interact.	3	10	Graphic organizer, Poster	Territory sanction monarcy decomcracy theorcracies dictatorship jurisdiction Incentive Profit Society Flow Chart Sanction Tariff Most Favored Nation

The Market Economy






Individual, Business, and Government Choices						
7-E1.1.1	Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).	Students will be able to explain incentives within an economic system.	3	10	Poster, Power Point	
7-E1.1.2	Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).	Students will be able to describe how households, businesses, and governments are interconnected with money.	3	10	Debate, Discussion	

The National Economy

Role of Government						
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7-E2.3.1	Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).	Students will be able to explain how decisions governments make, may effect other countries fiscally.	3	15	Reading prompt with associated questions	

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	Students will . . .			45		
						
Relationships of United States to Other Nations						
Conflict and Cooperation Between and Among Nations						
7-C4.3.3	Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).	Students will be able to understand how national policies are established, what problems might be caused when national interests conflict and what benefits come from international organization.	4	15	Simulation	Nation State Euro Currency NATO OPEC EU AU Import Export Role of business supply and demand Manufactured Supply chain Labor Capital
International Economy						
Economic Interdependence						
7-E3.1.1	Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).	Students will understand and be able to explain trade, imports, and exports.	4	15	Graphic organizer, Power Point, Poster	
7-E3.1.2	Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	Students will be able to diagram the life of a product.	4	15	Flow chart	