Planned Instruction

Title of Planned Instruction: World Cultures
Subject Area: Social Studies
Grade Level: Grade 7
Prerequisites: None

Course Description:
This course is a study of the cultural development of mankind. Emphasis is placed on the diversity which exists among cultural groups with regard to social, political, and economic customs and practices. This course also includes the study of those facets of culture which are universal and a part of all organized human societies. The continuum of the overall progress of mankind from the earliest civilizations to 1500 AD is illustrated and stressed.

Required Time: One year
Course Credit: 1.0

Major Text(s) and Resources:

Human Heritage, Glencoe, 1995

Names of District Subject Area Curriculum Writing Committee:

D. Christopher Bowers
Patricia A. Cassner
Donna L Green
John R. Metzger
Arica A. Monsell

Date of Board Approval: May 27, 2004
### Social Studies – Civics and Government

**Strand:** 5.1 Principles and Documents of Government

**Grade/Course:** 7/World Cultures

<table>
<thead>
<tr>
<th>Grade Level Objectives</th>
<th>Performance Indicators</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| A. Identify and explain the major arguments advanced for the necessity of government. | Identify the need for social order and the need to enforce laws. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Writing activity |

| B. Describe historical examples of the importance of the rule of law. | Identify sources of conflict and resolutions. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Writing activity |

| C. Analyze the principles and ideals that shape government. | • Identify roles of religion in government.  
• Analyze the roles of conflict and trade. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric |

| J. Explain how law protects individual rights and the common good. | • Explain basic human rights.  
• Describe the balance between individual and group rights. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Writing activity |

| K. Explain why symbols and holidays were created and the ideals they commemorate. | Provide examples of festivals to honor the gods and to commemorate victories of war. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric |

**Strand:** 5.2 Rights and Responsibilities of Citizenship

**Grade/Course:** 7/World Cultures

<table>
<thead>
<tr>
<th>Grade Level Objectives</th>
<th>Performance Indicators</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| A. Contrast the essential rights and responsibilities of citizens in a system of government. | • Know what rights and responsibilities are.  
• Understand that with rights come responsibilities. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| D. Analyze political leadership and public service in a republican form of government. | Understand various levels of participation in government. | Discussion  
Quiz  
Test  
Teacher observation  
Project/Rubric |
| E. Explain the importance of the political process to competent and responsible participation in civic life. | Provide examples of why active citizenship is essential to a well working government. | Discussion  
Quiz  
Test  
Teacher observation  
Project/Rubric |
| G. Analyze political and civic participation in government and society. | Emphasize the importance of participation in government and society. | Discussion  
Quiz  
Test  
Teacher observation  
Project/Rubric |

**Strand:** 5.3 How Government Works  
**Grade/Course:** 7/World Cultures

| F. Explain the election process. | Compare ancient political election processes to the modern democratic processes. | Discussion  
Quiz  
Test  
Teacher observation  
Project/Rubric |
| K. Identify and explain systems of government. | List and describe various forms of government. | Discussion  
Quiz  
Test  
Teacher observation  
Project/Rubric |
<table>
<thead>
<tr>
<th>Standard: Social Studies – Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: 6.1 Economic Systems</td>
</tr>
<tr>
<td>Grade/Course: 7/World Cultures</td>
</tr>
</tbody>
</table>

**A. Analyze the similarities and differences in economic systems.**
List and describe various forms of economic systems.
- Discussion
- Quiz
- Test
- Teacher observation
- Project/Rubric

<table>
<thead>
<tr>
<th>Strand: 6.2 Markets and Functions of Governments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Course: 7/World Cultures</td>
</tr>
</tbody>
</table>

**A. Explain the flow of goods, services and resources in a mixed economy.**
- Define mixed economy.
- Identify reasons for trade.
- Discussion
- Quiz
- Test
- Teacher observation
- Project/Rubric

**E. Explain the laws of supply and demand and how these affect the prices of goods and services.**
- Define and discuss supply and demand.
- Discussion
- Quiz
- Test
- Teacher observation
- Project/Rubric

**I. Explain how government provides public goods.**
- Explain the purpose of taxation.
- Discussion
- Quiz
- Test
- Teacher observation
- Project/Rubric

<table>
<thead>
<tr>
<th>Strand: 6.3 Scarcity and Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Course: 7/World Cultures</td>
</tr>
</tbody>
</table>

**C. Explain how resources can be used in different ways to produce different goods and services.**
- Discuss various uses of resources.
- Discussion
- Quiz
- Test
- Teacher observation
- Project/Rubric

<table>
<thead>
<tr>
<th>Strand: 6.4 Economic Interdependence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Course: 7/World Cultures</td>
</tr>
</tbody>
</table>

**A. Explain why specialization may lead to increased production and consumption.**
- Define specialization.
- Describe how increased production leads to greater availability of goods.
- Discussion
- Quiz
- Test
- Teacher observation
- Project/Rubric
| B. Explain how trade may improve a society’s standard of living. | • Describe how trade increases the diversity of goods and services. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric |
### Standard: Social Studies – Geography

**Strand:** 7.1 Basic Geographic Literacy  
**Grade/Course:** 7/World Cultures

| A. Explain geographic tools and their uses. | Define and describe geographic tools. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/labeling |
| --- | --- | --- |
| B. Explain and locate places and regions. | Define absolute and relative location. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/labeling |

### Strand: 7.2 Physical Characteristics of Places and Regions  
**Grade/Course:** 7/World Cultures

| A. Explain the physical characteristics of places and regions including spatial patterns of Earth’s physical systems. | • Define physical characteristics.  
• Explain how spatial patterns influenced ancient settlements. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/labeling |
| --- | --- | --- |
| B. Explain the dynamics of the fundamental processes that underlie the operation of Earth’s physical systems. | Discuss Earth’s dynamic system. (i.e. earthquakes, volcanoes, etc.) | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/labeling |

### Strand: 7.3 Human Characteristics of Places and Regions  
**Grade/Course:** 7/World Cultures

| B. Explain the human characteristics of places and regions by their cultural characteristics. | Discuss human and environmental interaction in various regions. | • Discussion  
• Quiz/Test  
• Teacher observation  
• Project/Rubric  
• Map creation/labeling  
• Charts/Diagrams  
• Student directed reading activity  
• Writing activity |
<table>
<thead>
<tr>
<th>Strand:</th>
<th>7.4 Interactions Between People and Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Course:</td>
<td>7/World Cultures</td>
</tr>
</tbody>
</table>

| C. Explain the human characteristics of places and regions by their settlement characteristics. | Discuss the influence of geography on historical human settlement patterns. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/labeling  
• Charts/Diagrams  
• Student directed reading activity  
• Writing activity |

| A. Explain the impacts of physical systems on people. | Describe how humans adapt to their surroundings. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/labeling  
• Charts/Diagrams  
• Student directed reading activity  
• Writing activity |

| B. Explain the impacts of people on physical systems. | Describe how humans use or change their physical surroundings. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/labeling  
• Charts/Diagrams  
• Student directed reading activity  
• Writing activity |
### Standard: Social Studies - History

#### Strand: 8.1 Historical Analysis and Skills Development

#### Grade/Course: 7/World Cultures

| A. Analyze chronological thinking. | • Explain the concept of time.  
• Show the relation between past and present events. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Student directed reading activity  
• Writing activity |
| --- | --- | --- |
| B. Analyze and interpret historical sources. | Read and use maps, legends, myths, historical passages and ancient writings. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/activity  
• Writing activity |
| C. Analyze the fundamentals of historical interpretation. | Discuss fact versus opinion. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/activity  
• Writing activity |

#### Strand: 8.4 World History

#### Grade/Course: 7/World Cultures

| A. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500. | List and discuss prominent historical individuals and groups and their impact on civilization. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Writing activity |
| --- | --- | --- |
| B. Analyze historical documents, material artifacts and historic sites important to world history before 1500. | Expose students to the importance of documents, artifacts and historic sites. | • Discussion  
• Quiz  
• Test  
• Teacher observation  
• Project/Rubric  
• Map creation/labeling  
• Writing activity |
C. Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, settlement patterns, social organization, transportation and roles of women before 1500. Discuss how continuity and change throughout history has impacted all aspects of civilization.  
- Discussion  
- Quiz  
- Test  
- Teacher observation  
- Project/Rubric  
- Map creation/labeling  
- Writing activity

D. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe. Compare and contrast the effects of cooperation and conflict.  
- Discussion  
- Quiz  
- Test  
- Teacher observation  
- Project/Rubric  
- Chart  
- Writing activity

District Recommended Instructional Approach For the Course To Drive Teacher’s Instructional Activities

<table>
<thead>
<tr>
<th>Whole group instruction</th>
<th>Individual instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group instruction</td>
<td>Role playing</td>
</tr>
<tr>
<td>Cooperative groups</td>
<td>Dramatizations</td>
</tr>
<tr>
<td>Peer revising and editing</td>
<td>Independent study</td>
</tr>
<tr>
<td>Teacher and peer conferencing</td>
<td>Research</td>
</tr>
<tr>
<td>Games</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td>Projects</td>
<td>Independent reading</td>
</tr>
<tr>
<td>Creative activities</td>
<td>Guest speakers</td>
</tr>
<tr>
<td>Class discussion</td>
<td>Guided reading</td>
</tr>
<tr>
<td>Modeling process</td>
<td>Review</td>
</tr>
<tr>
<td>Direct instruction</td>
<td>Debate</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Timelines</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>Computer projects</td>
</tr>
<tr>
<td>Thematic units</td>
<td>Internet research</td>
</tr>
</tbody>
</table>