

Milford Public Schools Curriculum



Department: Social Studies Grade 7

Course Description

Students study the history of world regions, and through the lens of geography, they explore and learn about economies, and civics throughout the world. Relevant global issues provide opportunities for addressing multiple standards through focused inquiry, inviting students to generate and research compelling questions.

UNIT 1

Unit Title: Major World Religions

Unit Description

The influence of the three major world religions extended across Southwest Asia, North Africa, India and parts of Europe. Over time, religious beliefs were both challenged and shared as a result of contact with outside forces. A series of empires with strong religious roots ruled until the early 1900s.

LEARNING GOALS

Enduring Understanding(s):

People, places, and ideas change over time.
Religion can influence a society's beliefs and values
Cultural diffusion is a result of trade, conquest, or migration of people.

Essential Question(s):

How does religion shape society?
What are the characteristics of a leader?
How do religions develop?
How do new ideas change the way people live?
Why does conflict develop?
How can understanding other cultures help solve conflict?
How does geography affect how people live?
How does the value society places on individual rights reflect in government?

Content and Skills:

Students will learn...
the effects geography had on the region
beliefs and practices of the three major world religions
how the religions of Islam, Judaism, and Christianity developed and spread
what contributions Muslims have made in mathematics, science, and the arts
the similarities and differences between the three major world religions
the effect of the three major world religions on culture

Standards Addressed:

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

UNIT 2

Unit Title: African Civilizations

Unit Description:

The earliest civilizations in Africa emerged about five thousand years ago. These early kingdoms developed rich cultures that excelled at many art forms. Later African empires were affected by the arrival of Islam and then Europeans. All had an impact in creating the Africa we know today.

LEARNING GOALS

Enduring Understanding(s):

Peoples, places, and ideas change over time.

Essential Question(s):

Why do people trade?

How does religion shape society?

How do religions develop?

Content and Skills:

Students will learn...

How Africa's geography influenced trade in the region

What types of trade took place in Africa

How the African economy was dependent on trade

How Islam arrived in Africa

How ideas spread through trade

How African arts and music have influenced today's popular culture

The economic reasons behind the slave trade

Standards Addressed:

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

UNIT 3

Unit Title: East and Southeast Asia

Unit Description:

In the late 1200s, the Mongol Empire stretched from Eastern Europe to the Pacific Ocean. China's borders expanded and contracted under Mongol rulers. For centuries, Mongols and other dynasties in China seized power, extended the territory, and developed trade routes. Eventually, they would collapse or be overthrown.

LEARNING GOALS

<p>Enduring Understanding(s): People, places, and ideas change over time Leaders can bring about change in a society</p>	<p>Essential Question(s): How does geography influence the way people live? How do new ideas/innovation change the way people live? What are the characteristics of a leader? How does the spread of religion/ideas impact a region? What factors contributed to the rise and fall of dynasties?</p>
<p>Content and Skills: Students will learn... rise and fall of dynasties expansion of territory spread of religion/beliefs change in population contributions/inventions the role of Marco Polo effect of trade, waterways, and taxes</p>	
<p>Students will be able to...</p> <ul style="list-style-type: none"> compare concepts of leadership from imperial China with those of today evaluate the effect of improvements in farming on population growth identify technological advances that brought changes to the region analyze how the attitude towards exploration changed over time describe the factors that contributed to the rise and fall of dynasties examine the importance of Bushido and its impact on Japanese culture explain how and why military leaders rose to power in Japan analyze how the social class system impacted daily life describe how religion and art relate to each other under shogun rule 	

<p>UNIT 4</p>
<p>Unit Title: European Exploration to Enlightenment</p> <p>Unit Description: In order to have direct access to Asia, Europeans wanted to find a water route that would bypass the Middle East. Using the new technology of time, they searched for a southern route around Africa. In time, Europeans sailed across the Atlantic Ocean and encountered the Americas. Additionally, the Scientific Revolution and the Enlightenment during that same period. Thinkers from various countries in Europe developed ideas about the world based on reason. These ideas gradually spread throughout Europe and beyond.</p>
<p>LEARNING GOALS</p>

Enduring Understanding(s):

The movement of people, goods, and ideas causes societies to change over time.
 Science and technology can change people's lives
 The value that society places on individual rights is often reflected in that society's government.

Essential Question(s):

How does technology change the way people live?
 Why do civilizations rise and fall?
 What factors go into a population's economic decisions?
 How do new ideas change the way people live?

Content and Skills:

Students will learn...

how the physical geography of Europe influenced the extent of exploration

where Europeans explored and established colonies

how the Columbian Exchange affected Europe and the Americas

how economics influenced exploration

key features of the commercial revolution

how the Scientific Revolution generated much new knowledge

how the scientific method represented a new way of studying the world

how the Enlightenment influenced ideas about human rights and government

Students will be able to...

analyze and interpret maps

understand why goods from Asia were a catalyst for exploration

analyze primary source text on Cortés in the Americas

analyze Europe's cultural dominance as exhibited through colonization

draw conclusions about the advancements in economics that occurred due to trade and colonization

recognize cause-and-effect relationships pertaining to trade and exploration

make a connection between history and economics by analyzing trade and exploration

describe how science was practiced in ancient and medieval times

compare and contrast the theories of Ptolemy and Copernicus

identify how planets are held in orbit, according to Newton

explain why Descartes believed that mathematics is the source of scientific truth

identify who developed the heliocentric theory

summarize how the ancient Greeks studied nature

explain what instrument made the discovery of bacteria possible

compare and contrast the ideas of Hobbes and Locke

describe the importance of Diderot's *Encyclopedia*

explain how Frederick the Great influenced the Enlightenment

identify which absolute monarch freed the serfs

describe the type of government that John Locke supported

explain why Voltaire criticized the Roman Catholic Church

evaluate the impact of explorers like Magellan, Columbus, da Gama, and Verrazano on the world.

describe how scientific practice changed over time and impacted culture

evaluate how ideas from the Enlightenment have influenced popular civic thought today.

Standards Addressed:

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

UNIT 5

Unit Title: The Americas

Unit Description:

Early people in the Americas depended on natural resources to survive. The development of farming and trade allowed them to build complex cultures. The Maya, Inca, and the Aztec empires ruled over large parts of Mesoamerica and South America.

LEARNING GOALS**Enduring Understanding(s):**

People, places, and ideas change over time
Cultures are held together by shared beliefs and common practices and values

Essential Question(s):

How does geography affect the way people live?
What makes a culture unique?

Content and Skills:

Students will learn...

Geography of the Americas

How the Americas were settled

Early cultures especially the Maya, Aztec and Inca

Standards Addressed:Culture

1. Culture refers to the socially transmitted behaviors, beliefs, values, traditions institutions and ways of living together for a group of people.
3. How culture influences the ways in which human groups solve the problems of daily living.
4. That the beliefs, values, and behaviors of a culture form an integrated systems that helps state the activities and ways of life that define a culture
7. How people from different cultures develop different values and ways of interpreting experience.

People, Places and Environments

1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources
1. Concepts such as: location, region, place, migration, as well as human and physical systems.
4. The roles of different kinds of population centers in region or nation
5. The concept of regions identifies links between people in different locations according to specific criteria (e.g physical, economic, social, cultural, or religious)
7. Human modifications of the environment.