

Harbor Springs Middle School
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Subject: Seventh Grade Social Studies
Geography of the Eastern World

Course Outline:

- I. Unit One
 - A. Tools of a geographer
 - 1. Maps
 - 2. Charts
 - 3. Graphs
 - 4. Geographic Information Systems
 - B. Culture and population
 - C. Resources and world trade
 - D. People and the environment
- II. Unit Two
 - A. Australia
 - B. Oceania
 - 1. Novel: *The Bomb* by Taylor
 - C. Antarctica
- III. Unit Three
 - A. Africa south of the Sahara
 - B. The Middle East
 - C. The Holocaust
 - 1. Novel: *The Devil's Arithmetic* by Yolen
 - D. The Caucasus and Central Asia
 - E. Russia
- IV. Unit 5
 - A. Asia: overview
 - B. India
 - 1. Gandhi
 - C. China
 - 1. Novel: *The Red Scarf Girl* by Jiang
 - D. Japan and the Koreas
 - E. Indonesia
 - F. Southeast Asia

Resources:

State of Michigan Content Standards for Social Studies
Text book: *Geography: The World and its People*, Glencoe Publishers, 2002
Media Center and online research resources
Novels listed in outline above
ArcView GIS mapping software

Grading:

Grading Categories	Percent of Grade
Tests/Quizzes/Projects*	40
<ul style="list-style-type: none">• Chapter or unit tests• Quizzes• Independent or group reading, research, or GIS mapping projects	
Daily Work/Homework	40
<ul style="list-style-type: none">• Daily assignments*• Homework assignments*	
Student Skills	20
<ul style="list-style-type: none">• Being prepared and on time for class• Consistent and proper use of planner• Responsible use of time, materials and appropriate interactions with other members of the class	

*All projects, homework assignments, and many daily assignments will receive 2 grades. One is a credit/no credit grade for being complete and handed in on time. This grade is separate from and in addition to the grade for the assignment and cannot be made up. The other grade is for the homework or project content.

Grading Scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

Attached to this syllabus is a copy of the content standards for middle school social studies from the Michigan Department of Education. Seventh grade social studies in Harbor Springs Middle School is based upon these standards.

Michigan Social Studies Content Standards for Seventh Grade Social Studies

Coordinated through the Social Studies Curriculum Mapping Process
Harbor Springs Public Schools
2001-2002

Social Studies/Strand I/Content Standard 1/Middle School

Benchmark 3

Select a contemporary condition in Africa, Asia, Canada, Europe and Latin America and trace some of the major historical origins of each.

Benchmark Clarification:

Forces from the past have shaped the world of today. Many decisions made centuries ago have had far-reaching consequences, affecting present-day life. Settlement patterns, governmental and religious influences as well as uses of resources in earlier times all contribute to the conditions found in a country or region now. This could even be compared to one's own life. The decision to move to a new neighborhood can affect what school one attends, the house in which one lives and even where one shops.

Social Studies/Strand I/Content Standard 2/Middle School

Benchmark 2

Identify and explain how individuals in history demonstrated good character and personal virtue.

Benchmark Clarification:

Good conduct, moral actions, and integrity of character demonstrate good character and personal virtue. In other words, a person "doing the right thing" in any situation would portray good character and personal virtue. It's the desire to do good, even if no one is going to notice or recognize the action. For example, George Washington demonstrated good character by freeing all of his slaves upon his death, and Abraham Lincoln showed personal virtue by writing the Emancipation Proclamation in 1863.

Social Studies/Strand I/Content Standard 2/Middle School

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Social Studies/Strand I/Content Standard 2/Middle School

Benchmark 3

Select conditions in various parts of the world and describe how they have been shaped by events from the past.

Benchmark Clarification:

History is not simply a list of dates and events. Rather it is a series of causes and effects, sequences and continuums. By understanding events of the past, what caused them and why certain decisions were made, students can more easily comprehend the situations they see in the world today. When students study and comprehend the past they can connect with the present and plan for the future. This connectedness should help students to more fully understand the past of their own country and the world while appreciating the present.

Social Studies/Strand I/Content Standard 2/Middle School

Benchmark 4

Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.

Benchmark Clarification:

Historical biographies are life stories written about people from the past. These texts provide a secondary interpretation of the lives and experiences of historical individuals. Students will read these secondary sources and use them to explain how past events affected people's lives and how those people influenced the course of history.

Social Studies/Strand I/Content Standard 3/Middle School

Benchmark 2

Analyze interpretations of major events selected from African, Asian, Canadian, European and Latin American history to reveal the perspectives of the authors.

Benchmark Clarification:

“There are two sides to every story.” is a saying that students often hear. This same statement can also be applied to the study of history. When looking at events from the past it is necessary to be aware that there is more than one story to be told. Each side of an issue needs to be considered in order to help the student develop a better understanding of the situation. This also encourages critical thinking and the retention of the information studied.

Social Studies/Strand I/Content Standard 3/Middle School

Benchmark 3

Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.

Benchmark Clarification:

Historical knowledge refers to the learning and information that is accumulated over the years. Much of this information is subject to change, or tentative, depending on what new knowledge is found in later years. For example, during the time of the 1690s (and earlier), many people in the United States believed that witches really existed and that they were responsible for much of the sickness and deaths suffered in the American colonies. However, as time went on, people began to realize and understand that there were other causes and explanations to explain what was happening. In other words,

people's conceptions, historically, of the occurrence of natural phenomena (i.e. sickness and disease) must now be reassessed to allow for the new information. In other words, it was determined that sickness and disease is caused by nature, not devils and witches.

Social Studies/Strand I/Content Standard 4/Middle School

Benchmark 2

Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, Analyze contemporary factors contributing to the decisions and consider alternative courses of action.

Benchmark Clarification:

By looking to the history of a region or country, students increase their knowledge of significant events, people, ideas and forces that shaped that area. The past is frequently used to illuminate contemporary events. Students should interpret and analyze various historical sources in order to express their ideas about the world today. Through this study, they are better able to comprehend the decisions and actions that take place in countries around the world

Social Studies/Strand I/Content Standard 4/Middle School

Benchmark 3

Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.

Benchmark Clarification:

Incidents of persecution, discrimination and crimes against humanity can be found throughout history. People have reacted to such events in a variety of ways both positive and negative. By studying some of these incidents and discussing how people chose to act, students will be better prepared to face situations involving discrimination and persecution in their own lives. Examples of alternative actions will help to prepare them to make wise choices when faced with such dilemmas.

Social Studies/Strand II/Content Standard 1/Middle School

Benchmark 1

Locate and describe the diverse places, cultures, and communities of major world regions.

Benchmark Clarification:

Location offers us a starting point for exploring the world. By asking, "Where is it?" students can locate places with relative and absolute positions on the earth. For example, Detroit is in southeastern Michigan across the Detroit River from Windsor, Canada. Its absolute location is 42 N, 83 W. The next step, describing these locations identifies the physical and cultural features that give an area its identity. This provides students with a framework for studying the world.

Social Studies/Strand II/Content Standard 1/Middle School

Benchmark 2

Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles and traditions.

Benchmark Clarification:

In order to make sense out of the myriad of facts that a student encounters in the world it is necessary to categorize information into various characteristic groups. In the study of geography some of these groups would include language, religion, belief systems, gender roles and traditions. As the importance of a global education increases an understanding of the lands and cultures of the world becomes more and more important.

Social Studies/Strand II/Content Standard 1/Middle School

Benchmark 3

Explain why people live and work as they do in different regions.

Benchmark Clarification:

Many factors go into explaining why a person lives where they do and why they have a particular line of work. There are many reasons why cities are located where they are, why some places experience growth while others decline. When students begin to look at these issues they better understand settlement patterns and occupational trends. When examining these factors and drawing conclusions, students are engaged in the decision making process as well as doing evaluation.

Social Studies/Strand II/Content Standard 2/Middle School

Benchmark 1

Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.

Benchmark Clarification:

Every place on earth is made up of a composite of natural geographic settings influenced by humans and their behaviors. By locating, describing and comparing these systems the student will organize information about the world regions. The physical environment is modified by human activities. The earth's physical features and processes influence human activities. Knowledge of these systems and interactions enables the student to develop an understanding of their world.

Social Studies/Strand II/Content Standard 2/Middle School

Benchmark 2

Locate major ecosystems, describe their characteristics, and explain the process that created them.

Benchmark Clarification:

By locating and describing major ecosystems around the world, students can begin to understand environmental problems that affect people's lives in all parts of the globe. Starting with the basic facts of how an ecosystem is created and how it survives students can begin to see the importance of thinking about global environmental problems. They can investigate how people are finding solutions to or continuing to ignore these dilemmas as they research various issues within the ecosystem.

Social Studies/Strand II/Content Standard 2/Middle School

Benchmark 3

Explain the importance of different kinds of ecosystems to people.

Benchmark Clarification:

In the world today, we cannot listen to a news report or read a magazine or newspaper without learning about how we are connected to the world around us. For example, one of the better known ecosystems in the world, the tropical rain forests, nurtures nearly half of the planet's plant and animal species while occupying less than seven percent of the world's land area. By studying rain forests in depth, students can make connections between this area and their own lives, hopefully drawing conclusions on how to preserve it.

Social Studies/Strand II/Content Standard 2/Middle School

Benchmark 4

Explain how humans modify the environment and describe some of the possible consequences of those modifications.

Benchmark Clarification:

People have the potential to modify their physical surroundings positively as well as negatively. The results of these modifications can be long lasting and of global consequences. Besides affecting the environment, these consequences can be of a social, economic or political nature. Students need to look at a variety of aspects when evaluating geographic processes. By understanding these concepts, students are better prepared to make informed and successful decisions about their environment in the future.

Social Studies/Strand II/Content Standard 2/Middle School

Benchmark 5

Describe the consequences of human/environment interactions in several different types of environment.

Benchmark Clarification:

People interact with their environment every day. They change their surroundings for better and for worse. The physical environment has the potential to meet human needs but there are also limitations found there as well. For example students need to be aware of and understand the consequences of building a factory in their area. There will probably be increased employment and more availability of goods. However, there may

also be problems such as pollution, resource depletion, and land degradation. Students need to recognize and evaluate these results.

Social Studies/Strand II/Content Standard 3/Middle School

Benchmark 1

Locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations.

Benchmark Clarification:

Population and natural resources are distributed unevenly across the Earth. How people use these resources often determine economic activities and occupations of the population. As it says in Geography for Life, “Economic activities depend upon capital, resources, power supplies, labor, information, and land.” This is changing, as the world becomes more and more interdependent. Students need to understand economic systems in terms of the reasons for their placement and the justifications behind their existence in order to better function within them.

Social Studies/Strand II/Content Standard 3/Middle School

Benchmark 2

Explain how governments have divided land and sea areas into different regions.

Benchmark Clarification:

One of the basic lessons that students learn in geography class is the difference between physical and political maps. Political maps show human-made divisions of countries or regions as opposed to natural features found on physical maps. Students need to understand how governments throughout the history of the world have divided, controlled and named various regions of the earth. By studying the processes and patterns of governmental involvement in the setting of boundaries and the development of countries, students can better understand their own country and the world around them.

Social Studies/Strand II/Content Standard 3/Middle School

Benchmark 3

Describe how and why people, goods and services, and information move within world regions and between regions.

Benchmark Clarification:

People and places do not exist in isolation. Because places are unique, people move from one to another to get the things that they want and need. Goods and information also move from place to place as people need or want them. Movement helps us understand the relationship among places. It tells us how people make contact with others. People, goods, and ideas are constantly moving around the world. As the world becomes more and more interdependent movement becomes faster and more prevalent.

Social Studies/Strand II/Content Standard 3/Middle School

Benchmark 4

Describe the major economic and political connections between the United States and different world regions and explain their causes and consequences.

Benchmark Clarification:

The world is changing and shrinking figuratively as global interdependence increases. Economic and social patterns are changing at an ever-increasing rate as the world becomes more technologically advanced. Various treaties and agreements between the countries involved have formalized many of these connections. Students need to understand that they are members of a global society and not just citizens of one particular country. By studying some of these connections they can better realize the patterns of trade and alliances that result from global interdependence.

Social Studies/Strand II/Content Standard 4/Middle School

Benchmark 1

Draw a sketch map of the world from memory.

Benchmark Clarification:

Maps are one of the main tools of geography. It is essential that students understand how to read, comprehend, and make a variety of maps so that they can develop a way to communicate spatially. Students begin with the concept of mental mapping on a small scale with pictures of their home and school, expanding their maps as their knowledge of the world grows. By being able to visualize the world students can better understand news stories and other discussions of world events.

Social Studies/Strand II/Content Standard 4/Middle School

Benchmark 2

Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.

Benchmark Clarification:

There is infinite variety in the world. Students need to begin to see and understand the concepts behind the myriad of features presented to them. Ethnocentrism, a belief that one is the center of the universe, can be avoided if students study and begin to understand the factors of culture, economics and politics of the world's peoples. By locating and describing many of these characteristics students begin to appreciate the diverse values they will encounter in a multicultural world.

Social Studies/Strand II/Content Standard 4/Middle School

Benchmark 3

Describe major patterns of world population, physical features, ecosystems, cultures and explain some of the factors causing them.

Benchmark Clarification:

Students need to see, understand and appreciate the patterns of relationships between the people, places and environments in the world. For example, students need to study many different cultures on various parts of the globe in order to understand how people choose to live in these areas. This knowledge will help them to appreciate the role that culture plays in the relationships between countries and governments in the modern world. Population density and distribution are also studied to better understand the earth as our home.

Social Studies/Strand II/Content Standard 4/Middle School

Benchmark 4

Compare major world regions with respect to cultures, economy, government systems, environment, and communications.

Benchmark Clarification:

Students need to know about the world and their place in it. By studying cultures and other aspects of various regions and countries, students can begin to organize and make sense of the world in which they live. They need to look at the people of the world and their relationship to their environment. How people use the resources in their area, how they design political and economic systems and how this all interacts is necessary knowledge for the citizen of the world in the 21st century.

Social Studies/Strand II/Content Standard 5/Middle School

Benchmark 1

Describe how social and scientific changes in regions may have global consequences.

Benchmark Clarification:

Planet Earth is home to more than six billion people and still growing. This number has doubled in just forty years. This rapid growth is linked to social as well as scientific changes in the world. Students need to understand the interdependence of the people and their environment if they are to make informed decisions for their future. Using the knowledge they gain from studying these issues, they will make appropriate choices for sustaining, protecting, and improving their world.

Social Studies/Strand II/Content Standard 5/Middle School

Benchmark 2

Describe the geographic aspects of events taking place in different world regions

Benchmark Clarification:

As it says on page 103 in Geography for Life, “Geography is the key to nations, peoples, and individuals being able to develop a coherent understanding of the causes, meanings, and effects of the physical and human events that occur-and are likely to occur-on Earth’s surface.” Thus, our students need to be able to apply their geographic knowledge to events happening in the world. They will find this skill to be valuable not only in their school career but even more so as they become adults and have to decipher information and make informed decisions.

Social Studies/Strand II/Content Standard 5/Middle School

Benchmark 3

Explain how elements of the physical geography, culture, and history of the region may be influencing current events.

Benchmark Clarification:

In order to fully understand events taking place in various regions around the world, students need information on the physical as well as that cultural environment of the area. What has happened in the past influences what is occurring at the present time. The past of many regions has important messages for the student of today. Viewing current issues through a variety of lenses can help students to explain why events happened. It also leads to their understanding of events taking place in the world today.

Social Studies/Strand IV/Content Standard 1/Middle School

Benchmark 1

Use economic reasoning when comparing price, quality and features of goods and services.

Benchmark Clarification:

Students need to assess the information that they receive everyday. In order to make intelligent and well reasoned choices they must have the skills to obtain, compare, and analyze this information. By developing economic reasoning skills and applying economic knowledge students will be able to make effective choices in the global market of today and tomorrow. The economically literate citizen is an effective participant in this market place.

Social Studies/Strand IV/Content Standard 1/Middle School

Benchmark 3

Analyze the reliability of information when making economic decisions.

Benchmark Clarification:

The printed word carries much weight and credibility with people. We must teach our students to think critically when reading, discussing and especially when making decisions. They need to remember that everything written or spoken by the media does not carry the same measure of credibility. To make decisions that will enhance their economic freedom, students must be able to distinguish facts from opinion and feel confident that they can research the facts for reliability

Social Studies/Strand IV/Content Standard 5/Middle School

Benchmark 1

Identify the current and potential contributions of national and world regions to trade.

Benchmark Clarification:

As the world in which our students live becomes more and more interdependent, they rely on others to produce many of the goods and services that they need or want. Different countries and regions of the world have specialized products that are traded with others. When students understand this concept they will also identify what they do best, realizing that they can seek other goods and services from other sources. They will begin to appreciate why an economy that allows people to trade freely results in higher levels of production for everyone involved.

Social Studies/Strand IV/Content Standard 5/Middle School

Benchmark 3

Describe the historical development of the different means of payment such as barter, precious metals, or currency to facilitate exchange.

Benchmark Clarification:

The true value of money lies in the goods and services that it can buy. By studying the history of various forms of trade students can understand how money came into existence and why it continues to be of importance. They should know how money has replaced barter in our economy and how this in turn has allowed people to be able to specialize. Understanding how money works in a society will help students to make better choices when dealing with banking, national policies, and inflation.

Social Studies/Strand V/Content Standard 1/Middle School

Benchmark 1

Locate and interpret information about natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate.

Benchmark Clarification:

Place geography, that is recognizing and locating places on the globe, is an area of knowledge that students will use throughout their lives. Being able to accurately identify the spot where an event takes place in a news story, a region where a natural disaster has occurred or the site of a business deal will enable students to better understand what is happening there. A variety of methods can be used to achieve this goal.

Social Studies/Strand V/Content Standard 1/Middle School

Benchmark 2

Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.

Benchmark Clarification:

The language of social science is often written in the form of maps, graphs and tables. Such visual representations of facts, data and other information are found throughout articles, media presentations and textbooks. Having the ability to understand and interpret this information adds to the comprehension of the facts presented. By constructing such

tools, the student will add to their understanding of what these charts, maps, and tables represent.

Social Studies/Strand V/Content Standard 1/Middle School

Benchmark 3

Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.

Benchmark Clarification:

Once the students have collected and organized social science information it is necessary for them to interpret it. Interpreting information means that the students take an active role in the information gathering process. They must ask who, what, why, when and where to obtain a better understanding of the situation. In order to do this in a competent manner the student must access a variety of resources, being able to distinguish between secondary, that is second-hand and primary or first-hand sources.

Social Studies/Strand V/Content Standard 2/Middle School

Benchmark 1

Pose a social science question about a culture, world region, or international problem.

Benchmark Clarification:

It has been said that we should judge a person not by the answers he gives but rather by the questions that he asks. To ask a thoughtful question one must have already carefully studied the situation. The question then sets the stage for the investigation that would follow. The investigation would be the next step after asking a thoughtful question.

Social Studies/Strand V/Content Standard 2/Middle School

Benchmark 2

Gather and analyze information using appropriate information technologies to answer the question posed.

Benchmark Clarification:

The amount of information in the world is growing rapidly. It is now virtually impossible for anyone to know the answers to all the various questions with which they will be faced throughout their lifetime. Thus, we must teach our students how to access information from a variety of sources. Knowing how to ask questions and then where to look for the answers to these questions will prepare our students to deal with the issues facing them in the future

Social Studies/Strand V/Content Standard 2/Middle School

Benchmark 3

Construct an answer to the question posed and support their answer with evidence.

Benchmark Clarification:

One of the most important skills that students can develop is that of constructing knowledgeable answers to various questions. Throughout their school years and also their life in general there will always be questions needing to be answered. By honing this skill, students will be able to intelligently deal with questions and problems, using research and prior knowledge. Students also need to practice supporting their answers with the information they have gathered.

Social Studies/Strand V/Content Standard 2/Middle School

Benchmark 4

Report the results of their investigation including procedures followed and possible alternative conclusions.

Benchmark Clarification:

While conducting an investigation a student will complete four steps. These include posing a question, gathering and analyzing information, constructing answers supported with evidence and finally reporting the results. This final step is very important, as it is a culmination of the work that the student has done on a particular topic or issue. They should organize the information so that it can be reported in a clear and concise manner. This is a skill that they as responsible citizens will be able to use all of their lives.

Social Studies/Strand VI/Content Standard 1/Middle School

Benchmark 2

Trace the origins of a public issue.

Benchmark Clarification:

A *public issue* is any issue that affects the public. Typically, the public has varying opinions about it. There also may not be an easy way to solve a public issue because it's difficult to have people agree on how it should be solved. Examples of public issues are taxes, gun control, or crime. Students will find the origins (or beginnings) of a particular public issue.

Social Studies/Strand VI/Content Standard 1/Middle School

Benchmark 3

Explain how culture and experiences shape positions that people take on an issue.

Benchmark Clarification:

Each person's culture and experiences have a profound effect on their outlook in life. Some cultures allow for harsh punishments for crimes committed, while others do not, regardless of the crime. Also, a person might experience what it's like to be arrested and treated unfairly where that person later decides that he or she would not wish that kind of treatment upon anyone else. All of these factors play a role in determining what position a person will take on an issue. Students will need to explain how culture and experiences shape positions that people take on an issue.

Social Studies/Strand VI/Content Standard 2/Middle School

Benchmark 1

Engage each other in conversations , which attempt to clarify and resolve national and international policy issues.

Benchmark Clarification:

Conversations refer to discussion between students. National and international policy issues are issues that affect the United States only (national), or our relations with other countries (international). Examples of national issues are health care, gun control, and taxes. Examples of international issues are the role of the U.S. military abroad, trade agreements (i.e. NAFTA), and terrorism. Students will have to engage each other in conversations , which attempt to clarify and resolve national and international policy issues.

Social Studies/Strand VI/Content Standard 3/Middle School

Benchmark 1

Compose essays expressing decisions on national and international policy issues.

Benchmark Clarification:

National and international policy issues are issues that affect the United States only (national), or our relations with other countries (international). Examples of national issues are health care, gun control, and taxes. Examples of international issues are the role of the U.S. military abroad, trade agreements (i.e. NAFTA), and terrorism. Students will create essays expressing decisions on national and international policy issues.

Social Studies/Strand VII/Content Standard 1/Middle School

Benchmark 1

Use laws and other ethical rules to evaluate their own conduct and the conduct of others.

Benchmark Clarification:

Laws are the rules that we use to govern our society. Typically, they are based on ethical (fair or humane) premises. Students will use laws and other rules, to evaluate their own conduct, as well as the conduct of others.

Social Studies/Strand VII/Content Standard 1/Middle School

Benchmark 2

Engage in activities intended to contribute to solving a national or international problem they have studied.

Benchmark Clarification:

Activities that result in responsible personal conduct can range from community service to writing a letter to your Representative. National and international problems refer to issues that affect the United States only (national), or our relations with other countries (international). Examples of national problems the crime rate, illegal immigration, and the literacy rate. Examples of international problems are the terrorism, military invasions (i.e. Kosovo or Ethiopia), and nuclear proliferation. Students have to engage in activities

intended to contribute to solving a national or international problem that they have studied.