



# AGLES LANDING MIDDLE SCHOOL

Ms.Thornhill

Mrs. Bailey-Knight

Ms.Parker



**Social Studies**

Dear Parents and Students,

Social Studies is a critical subject at the middle school level. Students are taught to read like a historian/geographer and investigate multiple sources in order to draw conclusions about events in history and the world. Students will also write about historical and current events with supporting evidence from multiple sources and perspectives. Additionally, students will analyze primary and secondary sources to contribute to class discussions. Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas in order to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily on significant events in each region from the twentieth and twenty-first centuries.

If you ever have questions or concerns about what your child is learning in social studies, please contact your child's teacher. Please also refer to the 'year in review' table below. The helpful resources links are a great place to get information that can support your child's learning.

Finally, talking about social studies at home is a great way for students to communicate their learning. Some questions/topics to consider are:

1. Tell me two (2) things you learned in social studies class today.
2. What current events have you studied in class this week?
3. How does what you are learning in social studies relate to our lives today?

## Goals:

- Students will gain an understanding of the modern cultural and physical landscape of Southwest Asia (Middle East), Africa and South and East Asia
- Students will compare and assess the human environment interaction of these regions by examining the distribution, pollution and use of natural resources in the areas.
- Students will explore factors influencing the production, distribution and consumption of goods and services in each region through trade and world influences.
- Students will examine historical events in the regions to determine how governments, nations, economies and culture were formed during periods of conflict and change.

## **7<sup>th</sup> Grade Social Studies Units**

Unit	Title	Standards/Topics
<b>1</b>	Economic and Government Fundamentals	Terminology Introduction from elements SS7E2, SS7E3, SS7E5, SS7E6, SS7E8, SS7E9  Terminology Introduction from elements SS7CG1, SS7CG3, SS7CG4
<b>2</b>	Geography and Culture of Africa	<u>SS7G1</u> Locate selected features of Africa. <u>SS7G2</u> Explain environmental issues across the continent of Africa. <u>SS7G3</u> Explain the impact of location, climate, and physical characteristics on population distribution in Africa. <u>SS7G4</u> Analyze the diverse cultural characteristics of the people who live in Africa
<b>3</b>	The Historical Development of Africa	<u>SS7H1</u> Analyze continuity and change in Africa.
<b>4</b>	The Political Development of Africa	<u>SS7CG1</u> Compare and contrast different forms of citizen participation in government. <u>SS7CG2</u> Analyze how government instability in Africa imp
<b>5</b>	Economic Developments in Africa	<u>SS6E7c</u> Compare and contrast the economic systems in South Africa, Nigeria, and Kenya. <u>SS7E2</u> Explain how voluntary trade benefits buyers and sellers in Africa. <u>SS7E3</u> Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.
<b>6</b>	Geography and Culture of Southwest Asia (Middle East)	<u>SS7G5</u> Locate selected features in Southwest Asia (Middle East). <u>SS7G6</u> Explain the impact of environmental issues across Southwest Asia (Middle East).

		<p><u>SS7G7</u> Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).</p> <p><u>SS7G8</u> Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).</p>
<b>7</b>	The Historical Development of Southwest Asia (Middle East)	<u>SS7H2</u> Analyze continuity and change in Southwest Asia (Middle East).
<b>8</b>	The Political Development of Southwest Asia (Middle East)	<u>S7CG3</u> Compare and contrast various forms of government.
<b>9</b>	Economic Developments in Southwest Asia (Middle East)	<p><u>SS7E4c</u> Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.</p> <p><u>SS7E5</u> Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).</p> <p><u>SS7E6</u> Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.</p>
<b>10</b>	Geography and Culture of Southern and Eastern Asia	<p><u>SS7G9</u> Locate selected features in Southern and Eastern Asia.</p> <p><u>SS7G10</u> Explain the impact of environmental issues across Southern and Eastern Asia.</p> <p><u>SS7G11</u> Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.</p> <p><u>SS7G12</u> Analyze the diverse cultural characteristics of the people w</p>
<b>11</b>	The Historical a Development of Southern and Eastern Asia	<u>SS7H3</u> Analyze continuity and change in Southern and Eastern Asia.
<b>12</b>	The Political Development of Southern and Eastern Asia	<u>SS7CG4</u> Compare and contrast various forms of government.

		Personal Money Management <u>SS7E10</u> Understand that a basic principle of effective personal money management is to live within one's income
<b>13</b>	Personal Money Management	<u>SS7E10</u> Understand that a basic principle of effective personal money management is to live within one's income.

**Student Requirements:**

1. Students are required to enter class prepared and on time every day.
2. Students are expected to work hard and stay on task during class to make the best effort to complete all class work.
3. Students are expected to complete all homework assignments the night they are assigned.
4. Students are expected to turn in their homework every morning when they enter the classroom.

**Make- Up Work: Students will have the opportunity to make up missing assignments**

**\*\* Note: Any assignment that is not completed or turned in for a grade, will result in the grade being entered as a zero (0).**

<u>Grading Weights</u> The grading percentages are as follows: Gradebook categories will be weighted as follows <ul style="list-style-type: none"> <li>• Assessments - 40%</li> <li>• Practice Work - 40%</li> <li>• Finals Exams – 20%</li> </ul>	<u>Grading Scale</u> 90-100=A 80-89=B 74-79=C 73-70=D 69 and below =F
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**Students that misbehave during instructional time receive the following:**

- Verbal warning
  - Seat reassignment
  - Phone call /email to parent
  - Citation
  - Silent Lunch
  - In Team Suspension
  - Serious violations will result in a student being written up and sent to the Assistant Principal, these violations could result in parental conferences or even suspension.
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Remember I'm here to make sure that your child has a successful year. If you have any questions or concerns about the requirements, policies, or how your student is doing in class please contact me at any time. This page is proof that you have read and understand the goals and procedures of the 7th grade Social Studies class. Please sign below and return this portion only.

Date: \_\_\_\_\_

Student Name \_\_\_\_\_ Student Signature \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Daytime Phone #

\_\_\_\_\_  
Parent/Guardian e- mail address