

7th Social Studies Course Description

The following syllabus describes the chapters and the activities that can be expected for each chapter. Please note that the activities and/or the timing of the activities are subject to change. Activities and projects may also be **added** to this syllabus. Expect lesson quizzes, guided reading activities and unit tests for assessments.

The emphasis in the 7th grade is on metacognition. Students will utilize different styles of note taking and test preparation to determine which technique leads to success. In other words, students will ‘learn how they learn best’.

History of Our World

This book is also used in 6th grade; the 7th grade curriculum begins with China.

Ch 5 China

The unit will begin with concept mapping of prior knowledge. Other activities include a cyberhunt and exercises using Chinese numbers and ancient Chinese measurements.

Ch 6, 7 Greece

The students will become familiar with the rise of Greece continuing on to the accomplishments of Alexander the Great.

Activities include a map scavenger hunt to familiarize the students with the terrain and its effects on the development of Greek civilization. Students will be asked to compare the Minoan and Mycenaean civilizations as well as those of Athens and Sparta.

We will explore the Greek government and the ties to our government today. Students will use the internet to complete a webquest, as well as taking advantage of the mrdowling website for in-depth information.

Students will make use of index cards for notes and vocabulary as the first study style we will explore.

Ch 8, 9 Rome

These chapters take the students through the rise and fall of the Roman Empire. The students will again visit a webquest and the mrdowling site to explore specific aspects of this era. Much comparative work will be completed as we look at the lives of the patricians and plebeians, the governments of

Rome, Greece, and the United States. Students will work in groups to create posters depicting some of these comparisons.

Comparison charts such as Venn Diagrams and tables will be used to help the students categorize the information. In addition, students will be asked to outline some sections in the chapter.

Ch 11 Africa

Students will study the great Bantu migrations and the kingdoms of West Africa. They will learn how the supply of a good affects its trade value when tracing the trade of gold and salt through the cities of Ghana, Mali, and Songhay.

To truly test the different styles of note taking and study skills, the students will assemble a book about Africa. Each chapter will demonstrate use of a different technique such as outlining, bullet points, diagramming, etc. The students will store any Guided Reading worksheets and quizzes in each section in order to see the correlation between study style and scores. The cover will depict a labeled map of Africa. Creativity will be key where each student will truly inject his/her personality into the project.

Ch 14 Middle Ages

This is an exciting chapter where students will explore feudalism and the manor system. Knights, castles, nobles, the Crusades, and the power of Kings are some of the many topics covered. Students will read primary sources and learn to distinguish between fact and opinion.

Students will collaborate on note taking as they begin to move into the realm of study groups. They will share ideas as well as obtain them from their fellow students discovering that insight can be gained through this group effort.

Ch 15 Renaissance

Students will explore the amazing changes which took place during this time period in art, literature, mathematics, science, and religion. We will uncover the contributions of many of the famous people and observe the impact on our society today.

This chapter will involve a research project where the students will choose a famous person or invention from this era, write a two page research paper, and create a poster to present to the class.

Wonderland

This is an exciting culmination to the year in social studies. Groups of students will be assigned a period in history and asked to choose a key piece of architecture or landform which best represents their era. They will then construct a model of an amusement park ride using their representation as the base. There will be a minimum of six 'rides' ; students in other grades will be invited to explore our theme park!

At the end of this year students will have developed a self awareness, knowing the methods of organization and study skills which work best for them. This will prepare them for the eighth grade where much more independent study will be expected of them!

Hayes Jacobs, Heidi et al. History of Our World. Needham, MA:Prentice Hall, 2005.