**7th Grade Global Studies – Semester 1**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| Geographic Applications Sub Saharan Africa | Basic knowledge/skill such as:  Identify physical, political, and thematic maps. | Analyze information and data using different types of maps.  Given three different types of maps, explain how the maps provide different types of information and the significance of the information provided. | Use a specific map to draw conclusions about an area/place. |  |  |  |  |
| History in Sub Saharan Africa | Basic knowledge/skill such as:  cause and effect  Specific vocabulary such as:  colonization, apartheid, nationalism | Explain, with two examples, the impact of colonization on Sub-Saharan Africa.  Analyze how nationalism played a role in ending apartheid. | Analyze how present day Sub-Saharan Africa has been determined by its historical past. |  |  |  |  |
| Geographic Analysis in North Africa | Basic knowledge such as:  -identify and define physical features  -identify the importance of physical features in region (Nile, Suez Canal, Aswan Dam, Mediterranean Sea) | Explain how physical features allowed societies to emerge in North Africa and have facilitated movement within the region.  Describe how physical features kept North Africa and the rest of Africa culturally different.  Explain, with examples, why North Africans try to modify their physical environment. | What if . . ?  -the Aswan Dam collapsed beyond repair?  -Russia (or Iran) gained control of the Suez Canal?  -Ethiopia dammed the Nile River north of Aswan? |  |  |  |  |
| Issues in Society | Basic knowledge of concepts:  -the three major religions: Judaism, Christianity, Islam  -identify conflict between Israelis and Palestinians  Basic vocabulary such as:  -culture, religion, identity, perspective, extremism, standard of living, life expectancy, median income | Analyze the similarities and differences between the three major religions (Judaism, Christianity, and Islam).  Explain how religious and ethnic identities shape an individual’s perspectives on current issues, including territory disputes.  Analyze data to show an understanding of ethnic and religious groups in the region. | Create a proposal for lasting peace in Southwest Asia that establishes permanent border between Palestine and Israel. |  |  |  |  |

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| Summary of a Source – Semester 1 | Demonstrates the ability to identify evidence from a source. Begins to use evidence to find the main idea of a source; an accurate summary is needed. | Demonstrates the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary. | Demonstrates the ability to analyze the importance of the source as related to the concept(s). |  |  |  |  |
| Using Information from Different Sources – Semester 1 | Begins to create a product by integrating visual information with other information in print/digital text, but needs to do more to show connections between sources. | Creates a product by integrating visual information (i.e. charts, graphs, photographs, maps, etc.) with other information in print/digital text by clearly showing connections and making meaning between sources. | In addition to meeting the level 3 expectation, the product includes the use of extended, content-specific vocabulary and makes connections to history or modern-day concepts. |  |  |  |  |
| Writing Informative Text – Semester 1 | Write informative texts, including the narration of historical events.  -Provides either an introduction or a concluding statement (sentence or paragraph).  -Attempts to organize information (chronologically, thematically, etc.), organization is unclear.  -Begins to develop a topic with minimal facts, definitions, details and examples; attempts use content-related vocabulary correctly. | Write informative texts, including the narration of historical events.  -Introduce a topic clearly (a sentence or a paragraph).  -Organize information clearly (chronologically, thematically, etc.).  -Develop a topic with facts, definitions, details, and examples; use content-related vocabulary.  -Provide a concluding statement (a sentence or a paragraph). | In addition to meeting the level 3 expectation, the response:  -Organizes information clearly (chronologically, thematically, etc.) with strong transitions.  -Deeply develops a topic with many facts, definitions, details, and examples; uses an extended vocabulary.  -Provides an analysis of evidence and support for topic. |  |  |  |  |

**7th Grade Global Studies – Semester 2**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| The Economy in Central and South Asia | Basic knowledge such as:  -define the caste system (ethnic groups, economic standing)  -distinguish between microloans, foreign aid, and affirmative action  -identify economic indicators  Basic vocabulary such as:  -scarcity, social mobility, financial inequality, developed countries, developing countries | Explain, with examples, how South Asian history has created inequalities in different communities.  Describe how financial inequality limits social mobility (i.e. people who are poor often stay poor).  Explain, with examples, how financial instruments such as microloans, foreign aid, and affirmative action can help alleviate inequalities. | Is your future determined at birth? |  |  |  |  |
| Economic Interdependence | Specific vocabulary such as:  democracy, free enterprise system, communism, command economy, government  Basic knowledge such as:  China, Chairman Mao, Taiwan, North Korea, South Korea, Japan | Apply the ideal economic system for each of the following: wealthy business owner; minimum wage worker  Explain, with examples, why the Chinese embraced communism.  Explain, using examples, why China failed to develop economically under the leadership of Chairman Mao.  Describe how Taiwan became an economic success. | Evaluate the economic system of both North Korea and South Korea. |  |  |  |  |
| Internationalism in Southeast Asia | Basic knowledge such as:  -identify social studies categories: political, social, economic  Basic vocabulary such as:  -human rights, globalization, outsourcing, multi-national corporations | Explain, with examples, how different countries throughout the world define human rights (social).  Describe an example of a country changed as a results of political instability (political).  Explain how globalization, outsourcing and multinational corporations are connected (economic). | In an era of globalizations, should the United States trade with countries that have a history of human rights violations? |  |  |  |  |

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| Author’s Point of View – Semester 2 | Identifies author’s purpose or point of view, but with some misconceptions within the context/unit of study. | Demonstrates the ability to accurately identify and explain an author’s purpose or point of view using textual and/or contextual evidence. | Demonstrates the ability to accurately identify and explain an author’s purpose or point of view using textual and contextual evidence and can justify or challenge it. |  |  |  |  |
| Using Information from Different Sources – Semester 2 | Begins to create a product by integrating visual information with other information in print/digital text, but needs to do more to show connections between sources. | Creates a product by integrating visual information (i.e. charts, graphs, photographs, maps, etc.) with other information in print/digital text by clearly showing connections and making meaning between sources. | In addition to meeting the level 3 expectation, the product includes the use of extended, content-specific vocabulary and makes connections to history or modern-day concepts. |  |  |  |  |
| Writing Informative Text – Semester 2 | Write informative texts, including the narration of historical events.  -Provides either an introduction or a concluding statement (sentence or paragraph).  -Attempts to organize information (chronologically, thematically, etc.), organization is unclear.  -Begins to develop a topic with minimal facts, definitions, details and examples; attempts use content-related vocabulary correctly. | Write informative texts, including the narration of historical events.  -Introduce a topic clearly (a sentence or a paragraph).  -Organize information clearly (chronologically, thematically, etc.).  -Develop a topic with facts, definitions, details, and examples; use content-related vocabulary.  -Provide a concluding statement (a sentence or a paragraph). | In addition to meeting the level 3 expectation, the response:  -Organizes information clearly (chronologically, thematically, etc.) with strong transitions.  -Deeply develops a topic with many facts, definitions, details, and examples; uses an extended vocabulary.  -Provides an analysis of evidence and support for topic. |  |  |  |  |