

# New Hampton Curriculum

## New Hampton Community School District

### Social Studies Standards and Benchmarks - SS

#### Seventh Grade

**SS.MS7.1. Culture:** The students will examine the impact of culture and cultural diversity. (MCGF)

**SS.MS7.1A - E Benchmarks:**

The student will be able to:

A. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns. (MCGF, GE)

B. Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference. (MCGF, GE, CE)

C. Explain how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture. (MCGF, GE)

D. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs. (MCGF, GE)

E. Articulate the implications of cultural diversity, as well as cohesion, within and across groups. (MCGF)

**Assessed by:** Checklist, Rubric, Student Performance/Product, Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.2. Time, Continuity, and Change:** The students will develop a historical per-

spective of the ways human beings view themselves in and over time. (GE) (NCDG)

### **SS.MS7.2A - F Benchmarks:**

The student will be able to:

A. Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views. (GE, MCGF)

B. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. (GE)

C. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others. (CE, GE)

D. Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality. (GE, ES)

E. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values and behaviors of people in different historical contexts. (HOTS, MCGF)

F. Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues. (ES)

**Assessed by:** Checklist, Rubric, Student Performance/Product, Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.3. People, Places and Environment :** The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

### **SS.MS7.3A - F Benchmarks:**

The student will be able to:

- A. Demonstrate an understanding of the five themes of geography (movement, place, region, location, interaction) and use geographic terms correctly in map and atlas activities. (LS)
- B. Explain how geography affects where and how people live, their values, culture, wants and needs. (MCGF, GE)
- C. Use distance and scale, latitude and longitude, and map symbols; and distinguish direction, relative location and spatial distribution. (LS)
- D. Describe how people create places, like communities and cities, that reflect their values, culture, wants and needs. (MCGF)
- E. Describe how historical events have shaped and been shaped by physical and human forces in local settings and beyond. (GE)
- F. Develop the six steps of “The Big Six” to solve information and social problems in order to become independent learners. (ES, CE, GE, HOTS, LS)

**Assessed by:** Checklist, Rubric, Student Performance/Product, Self Evaluations, Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.4. Individual Development and Identity :** The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

**SS.MS7.4A - H Benchmarks:**

The student will be able to:

- A. Relate personal changes to social, cultural, and historical contexts. (MCGF)
- B. Describe personal connections to place--as associated with community, nation, and world. (GE)
- C. Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity. (NCDG)

D. Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development. (ES, CE)

E. Identify and describe ways regional, ethnic and national cultures influence individuals' daily lives. (GE, MCGF)

F. Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity. (ES, NCDG, CE)

G. Identify and interpret examples of stereotyping, conformity, and altruism. (ES, NCDG)

H. Work independently and cooperatively to accomplish goals. (ES, NCDG)

**Assessed by:** Checklist, Rubric, Student Performance/Product, Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.5. Individuals, Groups, and Institutions :** The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG)(MCGF)

**SS.MS7.5A - G Benchmarks:**

The student will be able to:

A. Demonstrate an understanding of concepts such as role, status and social class in describing the interactions of individuals and social groups. (ES)

B. Analyze group and institutional influences on people, events, and elements of culture. (ES, CE)

C. Describe the various forms institutions take and the interactions of people with institutions. (ES)

D. Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity. (HOTS, GE)

E. Identify and describe examples of tensions between belief systems and government

policies and laws. (HOTS)

F. Describe the role of institutions in furthering both continuity and change. (ES)

G. Apply knowledge of how groups and institutions work to meet individual needs and promote the common good. (NCDG, ES)

**Assessed by:** Checklist, Rubric, Student Performance/Product, Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.6. Power, Authority, and Governance :** The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

**SS.MS7.6A - D Benchmarks:**

The student will be able to:

A. Identify and describe the basic features of the U.S. political system, identify leaders from various levels and branches of government. (GE)

B. Examine the rights and responsibilities of the citizen in relation to family, peer, school and community. (ES, NCDG, CE)

C. Explain conflict and cooperation among societies and nations. (GE)

D. Investigate government operations which meet wants and needs, control territory, manage conflict and establish order. (GE)

**Assessed by:** Planners, Student Performance/Product, and Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.7. Production, Distribution, and Consumption:** The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

### **SS.MS7.7A - E Benchmarks:**

The student will be able to:

- A. Produce examples of how economic systems make decisions about what to produce and how to distribute goods and services. (ES)
- B. Describe how supply and demand, price incentives and profit influence production and distribution in a market economy. (GE)
- C. Design a model that shows the range of institutions, with emphasis on government, that make up an economic system. (ES, GE)
- D. Use price, supply and demand, as well as other economic concepts, to explain market forces. (ES, NCDG)
- E. Compare and contrast different kinds of specialized work and its value in the exchange of goods and services, both in the U.S. and in world trade. (HOTS)

**Assessed by:** SQ3R, KWL, Student Performance/Product, Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.8. Science, Technology, and Society:** The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

### **SS.MS7.8A - C Benchmarks:**

The student will be able to:

- A. Use specific examples to illustrate how science and technology have changed views of the natural world. (TECH)
- B. Describe how values, beliefs have been influenced over time by science and technology.(printing, witchcraft, and genetics) (TECH)
- C. Explain the impact of rules/laws to govern science and technology's impact on ethical behavior. (TECH)

**Assessed by:** Checklist, Rubric, Student Performance/Product, Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.9. Global Connections:** The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

**SS.MS7.9A - D Benchmarks:**

The student will be able to:

A. Identify ways in which the quality of a persons life is affected by people from other nations. (GE)

B. Identify and use resources to describe the main elements of a global issue. (GE)

C. Identify and describe the effects of changing technologies on the global community. (TECH, GE)

D. Investigate concerns, standards, issues and conflicts related to universal human rights. (GE)

**Assessed by :** Student Performance/Product, Quizzes, Tests, Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.10. Civic Ideals and Practices:** The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

**SS.MS7.10A - G Benchmarks:**

The student will be able to:

A. Identify and interpret the source of the rights and responsibilities of citizens, provide examples of these sources. (GE, CE)

B. Examine and explain the origins and continuing influence of the democratic republi-

can form of government. (GE)

C. Practice various forms of public discussion consistent with the ideas of a democratic republic. (GE, CS)

D. Compare and contrast the effectiveness of various actions citizens take to shape public policy decisions. (HOTS, GE)

E. Organize and apply data about selected public issues; identify, describe and evaluate multiple points of view. (MCGF, GE)

F. Plan, implement and reflect on service hours in the community. (HOTS, GE)

G. Demonstrate the cognitive understanding and application of the six pillars of Character Counts. (CE, GE, ES)

**Assessed by:** Checklists, Rubrics, Peer Evaluations, Self-Evaluations, Assessments (tests, quizzes, and journals), and Teacher Observation

**SS.MS7.11. Habits of the Mind:** The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS, CE, ES)

**SS.MS7.11A - D Benchmarks:**

The student will be able to:

A. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways of viewing a situation outside the boundaries of standard conventions. (HOTS, ES)

B. Utilize self-regulation techniques in their daily lives, including being aware of his/her own thinking, using a planner for daily organization, being aware of necessary resources, being sensitive to feedback, and evaluating the effectiveness of his/her actions. (HOTS, NCDG)



C. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being clear and seeking clarity, being open-minded, restraining impulsivity, taking a position when the situation warrants it, and being sensitive to others' feelings and level of knowledge. (HOTS)

D. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS)

**Assessed by :** Planners, Checklists, Student Performance/Product, Assessments (tests, quizzes, and journals), and Teacher Observation

### **Benchmark Identification:**

CS - Communication Skills Benchmark LS - Learning Skills Benchmark

HOTS - Higher Order Thinking Skills Benchmark GE - Global Education Benchmark

ES - Employability Skills Benchmark TECH - Technology Benchmark

MCGF - Multicultural Gender Fair Benchmark CE - Career Education Benchmark

NCDG - National Career Development Guidelines Benchmark

### **Materials and Resources**

**Textbook:** Davidson, James West and Pedro Castillo. *The American Nation: Beginnings through 1877*. Upper Saddle River, NJ: Prentice Hall, 2005. ISBN 0-13-053637-7.

**Supplementary Materials:** Managing Program Resources, Chapter Resources, Assessment Resources, and Extension Resources for *The American Nation*. (Prentice Hall) Teacher-created assessments, activities, extensions, and enrichments. Junior Scholastic magazines. The Declaration of Independence Kit (Scholastic).

**Map Skills Resources:** *The Nystrom Atlas of United States History*. Chicago, IL: Nystrom, 2002. ISBN 0-7825-0782-4.

**Visual Media Resources:** Available through Keystone AEA 1.

V12418 "Ancient Maya" Chapter 2

V12417 "Ancient Inca" Chapter 2

V15791 "English Explorers" Chapter 3

V15793 "French Explorers" Chapter 3

V15792 "Ferdinand Magellan" Chapter 3

V15789 "Spanish Explorers" Chapter 3

V15798 "Cortez & Pizarro" Chapter 3

V13035 "Struggle for the Colonial Frontier" Chapter 4

V08127 "Daniel Boone's Final Frontier" Chapter 4

V08821 "Prelude to Revolution" Chapter 5

V08361 "Kentucky Rifle" Chapter 5

V13035 "Struggle for the Colonial Frontier" Chapter 5

V15000 "American Revolution" Chapter 6

V10151 "The Real Ben Franklin" Chapter 7

V15909 "History of the U.S. Government" Chapter 8

DVD01017 "United States Constitution" Chapter 8

V05077 "We the People: Growth of the Constitution" Chapter 8

V10926 "Lewis & Clark: The Journey of the Corps of Discovery" Chapter 9

V13119 "Lewis & Clark: Tools of Survival" Chapter 9

V01695 "Lewis & Clark in Iowa" Chapter 9

V12459 "Jackson Years: The New Americans" Chapter 12

V12310 "Jackson Years: Towards Civil War" Chapter 12

V06175 "Oregon Trail" Chapter 13

V06252 "Settling the Oregon Territory" Chapter 13

V12386 "Texas" Chapter 13

V06230 "Texas and the Mexican Cession" Chapter 13

V06233 "Gold Rush and the Settlement of California" Chapter 13

V14360 "Slavery in the South: Mississippi Valley" Chapter 14

DVD01064 "Underground Railroad: Escape From Slavery" Chapter 15

V15004 "Causes of the Civil War" Chapter 16

DVD01083 "The War Years: 1861-1862" Chapter 17

DVD01173 "The War Years: 1863-1865" Chapter 17

V07359 "Gettysburg" Chapter 17

V15006 "Reconstruction and Segregation" Chapter 18

DVD01082 "Reconstruction" Chapter 18

DVD01166 "19th Century Turning Points: Reconstruction" Chapter 18

V10158 "Buffalo Soldiers" Chapter 18

V04479 "I Will Fight No More Forever" Chapter 18

**Websites:** [www.nationalgeographic.com](http://www.nationalgeographic.com), [www.historychannel.com](http://www.historychannel.com)

**Human Resources:** Local Buckskinners (field trip), neighbors, families, friends, youth leaders (Scouts, 4H, etc.), ministers, coaches, park rangers/superintendents, etc. (service learning)

**Field Trip:** Rendezvous Days at Fort Atkinson, IA, with side trip Adolph Munson Park, Jacksonville Museum, Chickasaw County, IA. (Annually in late September)

## **Service Learning Opportunities**

The seventh grade students will have service learning opportunities in order to develop a sense of service to their family, neighborhood, school, community, civic organization, or church. Research states that service learning is a strategy that develops some of the characteristics of an empowered, enlightened citizen. These characteristics include: honesty, problem solving ability, active participation, respect, awareness of self and others, and social responsibility.

Service learning projects will be extensions of the learning activities of the social studies curriculum. Each seventh grade student will be required to plan, implement, and reflect on eight hours of community service, which is two hours per quarter. A service journal form will be required with planning, pre-approval by the teacher, reflection, and confirmation by the supervising adult required.

All projects will require the approval of the teacher and supervision by an adult family member, neighbor, youth leader, Scout leader, pastor, coach, or other adult supervisor.

## **Units of Study, Major Themes, & Textbook Course of Study**

### **Unit 1 “Early Heritage of the Americas”**

**Themes:** Prehistory, Discovery, Exploration, Conquest, and Colonization

Chapter 2 “The First Americans”

Chapter 3 “A Meeting of Different Worlds”

Chapter 4 “The 13 English Colonies”

## **Unit 2 “A Nation is Born”**

**Themes:** American Revolution, Formation of the Republic, Civics: US Constitution

Chapter 5 “The Road to Revolution”

Chapter 6 “The American Revolution”

Chapter 7 “Creating a Republic”

Chapter 8 “Civics Overview: The Constitution at Work”

## **Unit 3 “The Nation Takes Shape”**

**Themes:** Louisiana Purchase, War of 1812, Growth of Industry and Commerce

Chapter 9 “The New Republic Begins”

Chapter 10 “The Age of Jefferson”

Chapter 11 “Industry and Growth”

## **Unit 4 “The Nation Expands”**

**Themes:** Political Tensions over Slavery, Westward Expansion (Manifest Destiny, Oregon Trail, California Gold Rush, Texas, the Mexican War and Cession), Economic and Social Differences of North and South, Slavery, and Reform (Abolition of Slavery and Women’s Rights)

Chapter 12 “Democracy in the Age of Jackson”

Chapter 13 “Westward Expansion”

Chapter 14 “The Worlds of North and South”

Chapter 15 “An Era of Reform”

**Unit 5 “Division and Reunion”**

**Themes:** Political Tensions over Slavery, Civil War, Reconstruction, Displacement of Native Americans

Chapter 16 “A Dividing Nation”

Chapter 17 “The Civil War”

Chapter 18 “The Reconstruction Era”