

Saddlebrook Preparatory School
Social Studies Curriculum
Grade 7

A. Major Concepts/Content

The purpose of this curriculum is to ensure that students understand concepts related to

- time, continuity, and change [History];
- people, places, and environments [Geography];
- government and the citizens [Civics and Government];
- production, distribution, and consumption [Economics].

B. Course Requirements

These requirements include the Benchmarks from the Sunshine State Standards most relevant to seventh grade. After successfully completing this grade, the student will be able to demonstrate an understanding to include the following:

Strand A: Time, Continuity, and Change [History]

- extends and refines understanding that historical events are subject to different interpretations (for example, patterns, chronology, sequencing including cause and effect and the identification of historical periods).
- draws appropriate conclusions based on data from charts, tables, and graphs.
- knows relative value of primary and secondary sources.
- extends and refines understanding of ways language, ideas, and institutions of one culture can influence other cultures (for example, exploration, immigration, trade in the Western Hemisphere).
- extends and refines knowledge of ways major historical developments have influenced selected groups over time (for example, the components essential for the development of civilization, such as division of labor, technology, government, writing, calendar in the Western hemisphere, the spread of humanism during the Renaissance).
- extends and refines understanding of ways technological factors have influenced selected groups over time (for example, transportation in the Western hemisphere.)
- extends and refines understanding of ways geographical factors have influenced selected groups (for example, Native Americans in the Great Plains, mountain ranges in Europe and the Americas).
- knows significant aspects of the lives and accomplishments of selected men and women in the historical period of ancient civilizations to the present day (for example, Alexander the Great, Hammurabi's development of legal codes, Moses, , Christopher Columbus, Simon Bolivar).

Strand A: Time, Continuity, and Change [History]

- extends and refines knowledge of major events that shaped the development of various cultures (for example, development of legal codes).
- knows examples of significant achievements in art and architecture (for example, the Hanging Gardens of Babylon, pyramids in Egypt, bridges and aqueducts in ancient Rome, Gothic cathedrals in Medieval Europe).
- extends and refines knowledge of roles of political, economic, and social institutions in the development of selected civilizations (for example, the Catholic Church in Europe).
- extends and refines understanding of ways in which cultural characteristics have been transmitted from one society to another (for example, through traditions, beliefs, values, behaviors).
- understands selected aspects of political, economic, and social institutions in selected cultures in Western civilizations (for example, governments, social traditions and customs, economic systems, religious institutions).
- understands the differences between political, economic, and social institutions of Eastern and Western civilizations.

Strand B: People, Places and Environments [Geography]

- extends and refines knowledge of various map forms and other geographic representations (for map projections, Geographic Information Systems technologies).
- extends and refines use of various map forms and other geographic representations to acquire, process, and report geographic information (for example, patterns of population, economics, rainfall, vegetation, landforms).
- extends and refines ability to use mental maps of selected regions (for example, mountains chains, bodies of water).
- understands the social, political, and economic divisions in selected regions, (for example, national borders in the Western hemisphere).
- extends and refines understanding of ways judgements about cultural characteristics and degree of technological development influence perception of places and regions.
- extends and refines knowledge of ways in which the spatial organization of a society changes over time (for example, suburbanization in developed countries).
- knows ways selected regions are interconnected and interdependent (for example, less-developed regions supplying raw materials and developed regions supplying manufactured goods).
- extends and refines understanding of spatial aspects of the communication and transportation systems in selected regions (time required to travel and communicate over distances reduced by technological developments).
- understands patterns and processes of migration and diffusion in selected regions.
- extends and refines knowledge of ways physical and human characteristics of selected regions have changed over time (for example, tree clearing in rain forests).

Strand B: People, Places and Environments [Geography]

- extends and refines understanding of ways various cultures use similar resources and environments (for example, terracing of mountain sides in the Andes and using mountainous areas for pasture in other areas).
- extends and refines understanding of the various geographic factors that may divide or unite a country.
- extends and refines understanding of environmental consequences of people changing the physical environment in selected regions (for example, effects of ozone depletion, climate change).
- extends and refines knowledge of examples of ways the environment affects human systems in selected regions (for example, natural barriers that become boundaries).
- knows patterns of resource distribution and use in selected regions (for example, mineral rights).

Strand C: Government and the Citizen [Civics and Government]

- extends and refines knowledge of ways current issues affect political, social, and economic systems in selected regions.

Strand D: Production, Consumption, and Distribution [Economics]

- extends and refines understanding of basic economic systems commonly found in selected regions (for example, market and mixed economies in the Western hemisphere).
- applies three basic economic questions to various economic systems in selected regions (What goods and services will be produced? How will they be produced? Who will buy them?).

