



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Social Studies (Grade 7)

### Course Description:

The curriculum for this course is developed from the [Wisconsin State Standards for Social Studies](#). All students are required to take this course. Students will discover the physical, cultural, and historical geography of three regions: Asia, Africa, and the Middle East. In addition to focusing on these world regions, students will explore the impacts that current consumption patterns are having on the planet and its future. Students will participate in activities like mapping labs, in-depth case studies of particular world issues, and analyzing the cause and effect relationship of important current events. The information in this course overview outlines what students should understand and be able to do by the end of the year.

### Mastery Standards:

Wisconsin students will use geographic tools and ways of thinking to analyze the world. (SS.Geog1)

Wisconsin students will analyze human movement and population patterns. (SS.Geog2)

Wisconsin students will examine the impacts of global interconnections and relationships. (SS.Geog3)

Wisconsin students will evaluate the relationship between identity and place. (SS.Geog4)

Wisconsin students will evaluate the relationship between humans and the environment. (SS.Geog5)

Wisconsin students will construct meaningful questions that initiate an inquiry. (SS.Ing1)

Wisconsin students will gather and evaluate sources. (SS.Ing2)

Wisconsin students will develop claims using evidence to support reasoning. (SS.Ing3)

Wisconsin students will communicate and critique conclusions. (SS.Ing4)

Wisconsin students will be civically engaged. (SS.Ing5)

Wisconsin students use economic reasoning to understand issues. (SS.Econ1)

Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses. (SS.Econ2)

Wisconsin students will analyze how an economy functions as a whole (Macroeconomics). (SS.Econ3)

Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government). (SS.Econ4)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Chapter 7: Consumption Patterns in the United States: The Impact of Living Well</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How do American consumption patterns affect people and the planet?</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>I can explain the difference between developed countries and developing countries.</li> <li>I can analyze how the consumption of goods by humans affects our planet.</li> </ul>

<ul style="list-style-type: none"> <li>• How does where we live influence how we live, and why does it matter?</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify a consumer and producer.</li> </ul>
<p><b>Unit Title: Iqbal</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• Do we value human rights for all and how do you know?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can explain what human rights are.</li> <li>• I can define slavery and bonded labor.</li> <li>• I can identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</li> <li>• I will evaluate how profits influence sellers in markets.</li> <li>• I will analyze the role of consumers and producers in product markets.</li> <li>• I will investigate the relationship between supply and demand.</li> </ul>
<p><b>Unit Title: Chapter 21: Micro-entrepreneurs: Women’s Role in the Development of Africa</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How are women micro-entrepreneurs in developing countries changing their communities?</li> <li>• How do different political and economic systems affect civic life?</li> <li>• How do geography, climate, and resources affect the way people live and work?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I will be able to list the causes of poverty in Africa.</li> <li>• I will be able to identify the difference between a developed country and a developing country.</li> <li>• I will be able to explain how Micro-Entrepreneurs in Africa use the environment to create a business in their informal economy.</li> <li>• I will be able to explain how a Micro-Enterprise benefits women and their communities in Africa.</li> </ul>
<p><b>Unit Title: Chapter 23: Resources and Power in Post-apartheid South Africa</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How might ethnic group differences affect who controls resources and power in society?</li> <li>• What influences perspective and interpretation of history?</li> <li>• How do governments develop and evolve over time?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can explain the consequences the Apartheid had on different ethnicities in South Africa.</li> <li>• Students will be able to explain the significance of statistics (graphs and charts) within the context of the Apartheid in South Africa.</li> <li>• I can explain how unequal distribution of resources creates inequality between ethnic groups in South Africa.</li> </ul>
<p><b>Unit Title: Chapter 30: China: The World’s Most Populous Country</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does a country meet the challenges created by a large and growing population?</li> <li>• What impacts a person's way of life or standard of living?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can explain the two perspectives of the One-Child Policy in China.</li> <li>• I can explain the concept of “clean energy.”</li> <li>• I can explain the difference between Socialism and Capitalism.</li> </ul>
<p><b>Unit Title: Chapter 31: Population Density in Japan: Life in a Crowded Country</b></p> <p><u>Essential Questions:</u></p>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can determine the factors that cause overpopulation and/or high population density in Japan.</li> </ul>

- How does population density affect the way people live?
- How do geography, climate, and resources affect the way people live and work?

- I can identify ways that the Japanese have modified items in their daily life because of the high population.
- I can explain how the supply of products in Asia may be different from the supply of products in the United States.