

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Seventh Grade Social Studies course.

Seventh Grade Unit 1 – “Connecting Themes Used in Seventh Grade Social Studies”

Elaborated Unit Focus

The focus of this important first unit is on the themes and enduring understandings rather than specific standards. These connecting themes will be integrated in multiple units throughout the Seventh Grade Social Studies curriculum. Understanding of these themes will be linked to students’ own experience and knowledge as well as lay the foundation for the rest seventh grade social studies course. At the conclusion of this unit students will be able to demonstrate effective use of the enduring understandings and can apply them to their daily lives.

Standards/Elements

This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.

Enduring Understandings/Essential Questions

The student will understand that when there is conflict between or within societies, change is the result.

- When you have conflicts with your friends does it change your friendship? If so, how?
- Why do you make changes in your life?
- Why does change always follow conflict?

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

- How do you describe your family’s culture?
- How do government actions affect your culture?
- Should schools try to influence or reflect the students’ cultures?
- What cultural conflicts have you seen in your school or the U.S.?
- Why do you choose the friends you choose?

The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

- How have your responsibilities changed as your family as changed or as you have gotten older?
- In what ways do the rules in sports get more complicated at different levels? (i.e. Tee ball through Major Leagues)
- How have society and government adapted to each other’s growing complexities?

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The student will understand that humans, their society, and the environment affect each other.

- How is the landscape changed when neighborhoods are built?
- What jobs are available or unavailable because of the physical geography near you?
- What are the positive and negative consequences of human environment interaction?
- How does the environment affect food choice?

The student will understand that the movement or migration of people and ideas affects all societies involved.

- How have your ideas, opinions, likes and dislikes changed since going from sixth grade to seventh?
- What are some of the cultural differences (language/slang, foods, accents, sports, clothes, etc.) within different regions of the United States?
- What are some of the reasons that people move?
- How do people change when they move from one place to another?

The student will understand that location affects a society's economy, culture, and development.

- How does your family decide to make and spend money?
- What changes have occurred in your life since moving from elementary school to middle school?
- What are some examples that demonstrate how location affects your society's economy, culture, and development?
- How do opportunities change (jobs, food, homes, standard of living, clothes, etc.) depending on where you live?
- Why do people eat different foods in different parts of the world?

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- What are the elements that make up an economy?
- How are the things you want to buy produced?
- How do stores get the things you want to buy?
- How do you decide what to buy?
- What factors determine the price of the things you want to buy?

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The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

- How has school changed and stayed the same since kindergarten?
- How can a society change but have its basic components remain the same over time?
- Why do some things remain the same when society is always changing?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<ul style="list-style-type: none"> • Socratic questioning about how students relate to themes personally. At the end of questioning students respond to the prompt “How (insert theme) relates to my life.” Teacher may use all the themes or select certain ones for the prompt. 		Dialogue and Discussion Constructed Response Self-Assessment
<ul style="list-style-type: none"> • Students will use media (print or internet) to find three pictures that illustrate economy. They will then write which elements of economy are depicted and which stage of production the goods in the picture are in. They will then create a flow chart tracing one of the goods from production to distribution. 		Constructed Response
<ul style="list-style-type: none"> • Students will match the themes with another student who will give an example of the theme from their own lives. 		Dialogue and Discussion Teacher observation
<ul style="list-style-type: none"> • In groups, students can create a poster, political cartoon, skit, or game that demonstrates their understanding of the unit themes. 		Peer Assessment Informal Teacher Observation/Discussion

**This unit was created by Sasha Baker, LaShonda Grier, and Laura Kennedy with additional input from Dr. Bill Cranshaw, Chris Cannon, and Marlo Mong. It was approved by the Social Studies Advisory Council 7/06/07.*