

PITT COUNTY SCHOOLS
2008 INSTRUCTIONAL GUIDE AND ALIGNMENT
SEVENTH GRADE SOCIAL STUDIES SCOS

TEXTBOOK REFERENCES: *A Journey through Africa, Asia, and the Pacific Realm* Gibbs Smith, 2008

Introductory Unit : The Importance of Geography

TIMEFRAME: 5 DAYS

SCOS GOALS AND OBJECTIVES See the NCSCOS for specific objectives per goal	ESSENTIAL QUESTIONS, BENCHMARKS, AND SKILLS	ESSENTIAL TASKS, STRATEGIES, PROJECTS, CONNECTIONS	RECOMMENDED RESOURCES AND ASSESSMENT
<p>Goals 1, 2, & 13 refer to the SCOS in Teachers Edition p.T30-T31</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy 	<ul style="list-style-type: none"> • How do customs such as clothing, food, gestures reflect the cultural values of a country or culture? • How does one’s culture shape individual identity? • What similarities and differences exist among cultures? • How have connections between cultures impacted life in North Carolina? • What is your perception of your place in the world? • What research skills do historians use? 	<ul style="list-style-type: none"> • Have students calculate the number of hours of travel time required to get from Raleigh to the following cities: Tangier, Morocco, Khartoum, Sudan, Johannesburg, South Africa by airplane, automobile, bicycle and walking. • Have students find an article in a magazine about the country or region discussed in the chapter. Students should look through the article for pictures that reflect the Five Themes of Geography. Then have the students cut the pictures and place them in categories. Students should be able to explain how the pictures represent each of the themes of geography. • Have the students create analogies and identify the relating factors; country: region:: county :state (is a unit of) 	<ul style="list-style-type: none"> • www.NCJourneys.com <p>User ID: teacher7 Password:teacher</p> <p>NC DPI Implementation Guide</p> <p>Building Financial Literacy Activities –DPI web site –Resources- Building Financial Literacy: Activities for Middle Grades Social Studies may be used throughout the year for each country.</p> <p>Financial Literacy- DPI website-Resources- incorporated in each countries economic unit.</p>

<ul style="list-style-type: none"> - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>			
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UNIT 1: African Foundations
TIMEFRAME: 20 DAYS

SCOS GOALS AND OBJECTIVES	ESSENTIAL QUESTIONS, BENCHMARKS, AND SKILLS	ESSENTIAL TASKS, STRATEGIES, PROJECTS, CONNECTIONS	RECOMMENDED RESOURCES AND ASSESSMENT
<p>Goals 2-4 & 6-12 refer to the SCOS n Teachers Edition on p.T30-T31</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy 	<ul style="list-style-type: none"> • Who are the diverse groups of peoples in Africa, and where do they live? • What major landforms and physical features are found in Africa? • How do Africa's different climate zones affect its vegetation? • What forces contributed to the rise of African kingdoms along the Nile and the Red Sea? • What impact did the early 	<p>Chapter 2</p> <ul style="list-style-type: none"> • Create a textured map of Africa. • Cooperative Learning with groups creating maps and discussing population clusters-jig saw to list reasons. • Research and create masks and discuss the symbolism. <p>Chapter 3</p> <ul style="list-style-type: none"> • Write 5 things students would want to take in their afterlife and why? • Cooperative Learning groups 	<ul style="list-style-type: none"> • www.NCJourneys.com <p>User ID: teacher7 Password:teacher</p> <p>NC DPI Implementation Guide</p>

<p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>West African kingdoms have on gold and salt trade?</p> <ul style="list-style-type: none"> • How did the East African kingdoms develop as trading centers? • How do Africans interact with one another within their families and communities? • What is the traditional way of life for many Africans? • What are the beliefs of traditional African religions, and how have these beliefs been influenced by Christianity and Islam? • What impact did the Atlantic slave trade have on Africa? • How did European imperialism affect Africa? • What forces brought about the collapse of European imperialism in the post-World War II world, and what are the lingering affects of European imperialism on Africa? 	<p>to create a presentation of a kingdom in Africa.</p> <p>Chapter 4</p> <ul style="list-style-type: none"> • Students will create their lines of descent and show who would be king. • Students will compare and contrast American and African values completing a questionnaire. • Students will create a Yoruba Headdress. <p>Chapter 5</p> <ul style="list-style-type: none"> • Students will write a letter to the editor on their point of view either defending/opposing the institution of slavery. • Students will create a mobile of African colonial territories with information about dates and events for independence. • Students will create a Masai Shield. 	<p>Use the WorldLingo Web site (link found at NCJourneys.com)</p>
<p>UNIT 2: Africa Today: Regions TIMEFRAME: 35 DAYS</p>			
SCOS GOALS AND OBJECTIVES	ESSENTIAL QUESTIONS, BENCHMARKS, AND SKILLS	ESSENTIAL TASKS, STRATEGIES, PROJECTS, CONNECTIONS	RECOMMENDED RESOURCES AND ASSESSMENT

<p>Goals 2-7 & 10-12 refer to the SCOS n Teachers Edition on p.T30-T31</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st</p>	<ul style="list-style-type: none"> • How does the physical environment of North Africa affect the people of North Africa? • In what ways have North African countries worked to build strong central governments and economies? • What influence has Islam had on the culture of North Africa? • What are the characteristics of the different environmental regions of West Africa, and how does the physical environment affect the culture? • What obstacles must West African countries over come in order to build national unity? • How does the traditional daily routine of West African villages compare to the daily routine of the rapidly growing urban centers of West Africa? • What is the connection between population patterns and physical environment in Central Africa? • What factors have prevented Central Africa from fully developing their economic resources? • How are customs different among the various ethnic groups in Central Africa? • How does the physical 	<p>Chapter 6</p> <ul style="list-style-type: none"> • Students will work in cooperative groups to research, design and present a Souk. • Students will work in groups. Each group will be assigned a country in North Africa. They will create a poster showing the five themes of geography as it pertains to their assigned country. • Students will create a Moroccan Radial Mosaic. <p>Chapter 7</p> <ul style="list-style-type: none"> • Students will create a chart on how plants adapt to their environment. • The class will be divided into 3 large groups to create a mural of West Africa. Each group will design 3 panels. (Environment, Government/Economy, and Society and Culture). • Students will weave using construction paper a Kente cloth from the Ashanti peoples who live in Ghana, West Africa. <p>Chapter 8</p> <ul style="list-style-type: none"> • The class will divide into groups choosing a country in Central Africa. Each group will research issue and facts and create a database of the 	<ul style="list-style-type: none"> • www.NCJourneys.com <p>User ID: teacher7 Password:teacher</p> <p>NCDPI resources on Africa</p> <ul style="list-style-type: none"> • http://www.dpi.state.nc.us/curriculum/socialstudies/middlegrades/africa/ <p>NC DPI Implementation Guide</p>
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<p>century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>environment affect population patterns in East Africa?</p> <ul style="list-style-type: none"> • Why has civil a war plagued East Africa since gaining independence in the region, and what are the effects of civil war on the region's stability and economy? • How is culture different for the various ethnic groups who live in East Africa? • What impact does geo-graphy have on the lives of the people in southern Africa? • Why has southern Africa been a region of violent conflict? • How are blacks and whites in southern Africa overcoming cultural differences and past conflicts? 	<p>information. They will then write a letter to the leader in the country asking questions or share concerns about an issue. Student will exchange letters and then respond to the letter.</p> <ul style="list-style-type: none"> • Students will use the computer to write a letter to the editor as a citizen from Belgian, Congo opposing King Leopold's rule. They must support their opinions with facts from the chapter and offer solutions for the problems. • Students will construct a Namchi Doll with Rattle, Cameroon. <p>Chapter 9</p> <ul style="list-style-type: none"> • Students will work in pairs to each one teach one for facts learned. • Students will create a regional symbol to be used on a flag or shield that reflects the human, physical, political and/or economic characteristics. • Students will create a Safari brochure for tourists. <p>Chapter10</p> <ul style="list-style-type: none"> • Students will use the internet and research books to compare and contrast characteristics for developed and developing countries. The class will then 	
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		<p>have a discussion about the relationships seen between the government stability and economic development.</p> <ul style="list-style-type: none"> • Students will create a matching game with vocabulary terms/definitions. • Students will create a Botswana Basket Design. <p>TE p. 102B: Unit Teaching Strategies: If you feel like you spend too much time on Unit 1, implement the Unit Project Ideas as a strategy for quickly covering the material in Unit 2</p>	
UNIT 3: Southwest Asia TIMEFRAME: 30 DAYS			
SCOS GOALS AND OBJECTIVES	ESSENTIAL QUESTIONS, BENCHMARKS, AND SKILLS	ESSENTIAL TASKS, STRATEGIES, PROJECTS, CONNECTIONS	RECOMMENDED RESOURCES AND ASSESSMENT
<p>Goals 2-12 refer to the SCOS n Teachers Edition on p.T30-T31</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy <p>Applicable 21st Century Skills:</p>	<ul style="list-style-type: none"> • What are the regions of Southwest Asia? • How does the physical environment influence life in Southwest Asia? • What groups of people live in southwest Asia, and how have they adapted to the arid environment? • How did the earl civilizations affect Southwest Asia? • What impact did the development of these three major world religions have on Southwest Asia, and what 	<p>Chapter 11</p> <ul style="list-style-type: none"> • Have the students list 10 characteristics each of the geography and peoples of Southwest Asia. • Students will be divides into 3 groups to play a game of Name that Geographical Term. TE: p. 204B. • Give students a copy of octahedron with dymaxion world map projection. Students will color the lands of Southwest Asia and build the 3-D shape. 	<ul style="list-style-type: none"> • www.NCJourneys.com <p>User ID: teacher7 Password:teacher</p> <p>NC DPI Implementation Guide</p>

<ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>characteristics do these regions have in common?</p> <ul style="list-style-type: none"> • What impact has the spread of Islam had on Southwest Asia, North Africa, and southern Europe? • How have the nations of Southwest Asia with oil resources and those without oil resources developed their economies? • How have differing points of view between people in southwest Asia and people in Israel and the West led to violence and terrorism in region and beyond? • How have the revolutions in Iran and Turkey influenced them as modern nations? • What non-religious aspects of culture can be found in southwest Asia? • How have Arab-Islamic societies preserved their traditional ways of life while seeking to modernize? • What impact does religion have on the culture of Israel? 	<p>Chapter 12</p> <ul style="list-style-type: none"> • Students will record the number of different faith groups in their community. They will create a graph to depict the data. Then they will compare and contrast the information from their community to southwest Asia. Discuss the impact religion has on culture here and in southwest Asia. • Students will study Judaism, Islam, and Christianity. They will discuss the features of the houses of worship. They will then create posters of the 3 houses and label the features of each house of worship. • Students will research The Royal Tombs of Ur, and then create the beads of Ur. <p>Chapter 13</p> <ul style="list-style-type: none"> • Students will research leaders from the Middle East. They will present to the class and discuss why they are important to the region. • Students will draw maps (3) of what they think Africa and Southwest Asia looked like millions of years ago. • Students will create a mosaic of the Middle East reflecting the patterns from the culture. 	
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		<p>Chapter 14</p> <ul style="list-style-type: none"> Students will research dishes from the Middle East. They will follow the recipe and create the dish for a tasting party. Then discuss how the recipe relates to the Middle East. Students will review Unit 3 and prepare a poster of traditions from Southwest Asia. They write a paragraph on the traditions in the Middle East, Arabian Peninsula and Northern Tier. In the paragraph they need to discuss the cultural significance of the traditions. Students will create Turkish Marbling and dip paper for an art project 	
UNIT 4 South Asia TIMEFRAME: 35 DAYS			
SCOS GOALS AND OBJECTIVES	ESSENTIAL QUESTIONS, BENCHMARKS, AND SKILLS	ESSENTIAL TASKS, STRATEGIES, PROJECTS, CONNECTIONS	RECOMMENDED RESOURCES AND ASSESSMENT
<p>Goals 2-6 & 8-12 refer to the SCOS n Teachers Edition on p.T30-T31</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial 	<ul style="list-style-type: none"> What are the physical characteristics of the region of South Asia? What climate zones are found in south Asia, and how do they affect vegetation in the area? How have South Asian countries met the needs of a rapidly growing population? How has South Asia's 	<p>Chapter 15</p> <ul style="list-style-type: none"> Read and discuss the poem "The Blind Men and the Elephant" Students will trace a map of south Asia and add physical features. Then create a topographic model with different countries to scale. Students will create a Daruma 	<ul style="list-style-type: none"> www.NCJourneys.com <p>User ID: teacher7 Password:teacher</p> <p>NC DPI Implementation Guide</p>

<p>Literacy</p> <ul style="list-style-type: none"> - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>historical foundations influenced its daily life?</p> <ul style="list-style-type: none"> • What are the foundations of daily life in South Asia? • What impact did colonization have on south Asia? • How does India's constitutional government protect the rights of its citizens, and what are these rights? • What factors contribute to the high poverty rate in India? • How does Indian culture reflect a blend of the modern with the traditional? • What role does Islam have on the government of south Asia's second largest country Pakistan? • What environmental challenges face the Islamic nation of Bangladesh? • What nations are located on the rim of South Asia 	<p>Doll.</p> <p>Chapter 16</p> <p>Cooperative groups to work on population growth activities, TE p.312B</p> <p>Students will research Gandhi's life and make a scrapbook, PowerPoint or digital story. Students will create character(s) for a puppet show.</p> <p>Chapter 17</p> <ul style="list-style-type: none"> • Students will read and discuss South Asian customs and compare to their county/school. They will then practice the body language of South Asians and write about how they felt. • Students will create a travel brochure for India. • Students will create a mosaic using geometric patterns. <p>Chapter 18</p> <ul style="list-style-type: none"> • Students will work in cooperative groups to research from five criteria if a country is develop or developing. • Students will work in groups one group per country. They will research and write letters to receive information to create a collage on their country. • Students will write a list of attributes/qualities about themselves. Then draw 	
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		symbols to represent the positive attributes. Creating a Bodhisattva Avalokiteshvara.	
UNIT 5: East Asia and Southeast Asia TIMEFRAME: 45 DAYS			
SCOS GOALS AND OBJECTIVES	ESSENTIAL QUESTIONS, BENCHMARKS, AND SKILLS	ESSENTIAL TASKS, STRATEGIES, PROJECTS, CONNECTIONS	RECOMMENDED RESOURCES AND ASSESSMENT
<p>Goals 2-13 refer to the SCOS n Teachers Edition on p.T30-T31</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability 	<ul style="list-style-type: none"> • What cultural features are shared by the varied regions in East Asia and Southeast Asia? • How do monsoons affect the climate and economies of East Asia and Southeast Asia? • What are the diverse ethnic groups and languages there? • How have Confucian, Daoist, and Buddhist ideas influenced Chinese beliefs and customs? • What are some achievements of the ancient Chinese civilizations? • What factors contributed to the rise of communism in China? • How does China mix private enterprise with communist economy? • How is China reshaping its environment as its population grows and its economy develops? • What Chinese traditions have survived even though communism has changed the way of life in china? 	<p>Chapter 19</p> <ul style="list-style-type: none"> • Have students go through labels on clothing, home items, especially electronics and list the items by countries in Asian Nations. • Have students research and/or write embassies then work in cooperative groups to create a brochure to promote tourism. • Students will study Chinese landscapes and then create a landscape on a Chinese Scroll. <p>Chapter 20</p> <ul style="list-style-type: none"> • Class discussion on the comment Napoleon made about the “Sleeping Giant” on page 394. • Students will brainstorm a list of people in China’s history who made significant contributions. Then students will become the interviewer/interviewee-they will create a script using questions and answers. They will select a narrator and create a radio show with the 	<ul style="list-style-type: none"> • www.NCJourneys.com <p>User ID: teacher7 Password:teacher</p> <p>NC DPI Implementation Guide</p>

<p>- Leadership and Responsibility</p> <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<ul style="list-style-type: none"> • How has Korea's location affected its history and culture? • What are the differences between North and South Korea? • How has modernization affected the traditions and culture of Korea? • How has Japan preserved its own traditions while adopting ideas from other regions? • How has Japan's geographical features influenced its national traditions? • How have the Japanese worked to make full use of their limited resources? • What is Japan's form of government and how does it operate? • How did Japan rebuild its economy after its destruction in World War II? • How does Japan's urban society blend old traditions with Western influences? • Why is Southeast Asia known as a land of many different people? • How is Southeast Asia affected by its location on major trade routes? • How are Southeast Asia's economies and governments 	<p>interviews from China's past.</p> <ul style="list-style-type: none"> • The students will create a Chinese Dragon. <p>Chapter 21</p> <ul style="list-style-type: none"> • Students will make a list of items from homes that are made in Hong Kong or China-class discussion about industry. • Students will select a city, create a family, the life style they would live in China. Journal a typical day in their life. • Create a drawing using one-point perspective, and then the students are to draw a building using the same concept. <p>Chapter 22</p> <ul style="list-style-type: none"> • Plan a Korean meal and have the students share their feeling in a journal activity. • Divide the students into groups for North and South Korea, research and then debate on an issue involving the United States relations. • Have students draw a picture from the theme and create a folding fan. <p>Chapter 23</p> <ul style="list-style-type: none"> • Students work in cooperative groups, students will list symbols of nations and their meaning. Compare and contrast the symbols. 	
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	<p>changing?</p> <ul style="list-style-type: none"> • How are Southeast Asian traditions changing as a result of its modernization? 	<ul style="list-style-type: none"> • Students will divide into 2 teams with a moderator and timekeeper. They will research ancient Japanese teachings about spirits living in natural objects and current Japanese beliefs. They will debate issues. • Students make work individually or in pairs to create Cherry blossom trees. <p>Chapter 24</p> <ul style="list-style-type: none"> • Students will list products that are made in Japan. They will then look through magazines and newspapers and order the products by popularity. This is to show the dependence on this region for the US products. • Students will create a collage of Japan with images, cartoons, films, magazines or original drawings. • Students will research traditional Japanese woodblock prints. They will then create a design and etch it on cardboard and create a print. <p>Chapter 25</p> <ul style="list-style-type: none"> • Students will work in 5 cooperative groups. Each group will be given a river to research, draw the map with the surrounding 	
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		<p>cities/countries. Maps should have legends and a presentation answering questions on p.496B.</p> <ul style="list-style-type: none"> Students will discuss rules/regulations in Singapore. They will compare/contrast rules in their school, county, classroom, to Singapore's rules. Students will create a Buddhist Prayer Wheel. 	
UNIT 6: Pacific Realm TIMEFRAME: 10 DAYS			
SCOS GOALS AND OBJECTIVES	ESSENTIAL QUESTIONS, BENCHMARKS, AND SKILLS	ESSENTIAL TASKS, STRATEGIES, PROJECTS, CONNECTIONS	RECOMMENDED RESOURCES AND ASSESSMENT
<p>Goals 2-5 & 9,11 & 12 refer to the SCOS n Teachers Edition on p.T30-T31</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy 	<ul style="list-style-type: none"> How did the geography of Australia and New Zealand influence the population patterns? How did the environment influence the way of life for settlers in Australia and New Zealand? How do the diverse cultures of Australia and New Zealand offer an active, outdoor life? How can you describe the region of Oceania? How were the islands of Oceania affected by foreign powers? How is life changing in the Pacific Islands as a result of contact with the outside? 	<p>Chapter 26</p> <ul style="list-style-type: none"> Students will write a short story about being a criminal sent to the penal colony of Australia. Students will draw a mask representing their family in a Maori society. Students will illustrate a dream in the form of Aboriginal Art. <p>Chapter 27</p> <ul style="list-style-type: none"> Discuss with the students word origins and how many words are based on Greek root words. Students will work in cooperative groups based on geography, languages, 	<p>NC DPI Implementation Guide</p>

<ul style="list-style-type: none"> - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>		<p>customs, foods, clothing, and religious practices. Then have the students see if they can create a new group of islands to form a nation and name the nation.</p> <ul style="list-style-type: none"> • Students will create a Ceremonial headdress using the art form of Oceania. 	
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