

Course Syllabus

Social Studies, Social Studies-Grade 7

Morgan County Curriculum 4.1 Middle Sch., Final
Morgan County School District

Government & Civics

- The learner will be able to compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.
- The learner will be able to describe and give examples of how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, and freedom).

Culture & Society

- The learner will be able to explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.
- The learner will be able to compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.
- The learner will be able to explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in early civilizations prior to 1500 AD.
- The learner will be able to explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

Economics

- The learner will be able to explain and give examples of how scarcity requires individuals, groups, and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, and capital goods) were used.

- The learner will be able to explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in early civilizations prior to 1500 AD.
- The learner will be able to describe how new knowledge, technology/tools, and specialization increased productivity in early civilizations prior to 1500 A.D.

Geography

- The learner will be able to use a variety of geographic tools (maps, photographs, charts, graphs, and databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.
- The learner will be able to describe how different factors (e.g., rivers, mountains, plains) affected where human activities are located in early civilizations prior to 1500 A.D.
- The learner will be able to describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, roads, irrigation) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).
- The learner will be able to describe and give examples of how places and regions in early civilizations prior to 1500 A.D. changed over time as technologies, resources, and knowledge become available.
- The learner will be able to describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns are influenced by human needs.
- The learner will be able to explain why and give examples of how human populations changed and/or migrated because of factors such as war, famine, disease, economic opportunity, and technology in early civilizations prior to 1500 A.D.

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- The learner will be able to explain how technology in early civilizations prior to 1500 A.D. assisted human modification of the physical environment (e.g., irrigation, clearing land, building roads).
- The learner will be able to describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.
- The learner will be able to explain how the natural resources of a place or region impacted its political, social, and economic development in early civilizations prior to 1500 A.D.
- The learner will be able to describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.
- The learner will be able to explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact.

Historical Perspective

- The learner will be able to use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.
- The learner will be able to explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.
- The learner will be able to explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.
- The learner will be able to describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.
- The learner will be able to describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama, and literature in the present day.