

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
7TH GRADE GEOGRAPHY
Learning Objectives
June 15, 2005

PHILOSOPHY

Social Studies is the integrated study of the social science and humanities to promote civic competence. Social Studies provides coordinated, systematic study drawing upon the diverse fields of the social sciences, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of the culturally diverse, democratic society in and interdependent world.

Therefore, as an educational system we believe we can teach all children and all children can learn. We believe accessing knowledge, reasoning, questioning, and problem solving are the foundations for learning in an ever-changing world. We believe education enables students to recognize and strive for higher standards. Consequently, we will commit our efforts to help students acquire knowledge and attitudes considered valuable in order to develop their potential and/or their career and lifetime aspirations.

LEARNING DOMAINS

- I. The learner will develop an understanding of historical perspective and define issues based on analysis and decision-making.**
- II. The learner will develop an understanding of individual interests and how these relate to common good and social order.**
- III. The learner will demonstrate an understanding of relevant and reliable sources of information and how to analyze, evaluate, and apply information for a specific purpose.**
- IV. The learner will develop an ability to connect historical themes and events to current issues, events, and policies.**
- V. The learner will articulate their views based on sound evidence, while recognizing personal biases; advocate their positions.**
- VI. The learner will develop an understanding of world, national, regional, and local cultures, including Montana's American Indians.**
- VII. The learner will develop an ability to make informed decisions based on geographic understanding (e.g. location, place, human/environment interactions, movement and regions.)**

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I. The learner will develop an understanding of historical perspective and define issues based on analysis and decision-making.

1. Compare historical and modern maps.
2. Examine the historical events that have shaped each region.
3. Analyze historical events in order to examine the development of geographical regions.
4. Describe ways that historical events have been influenced by, and have influenced physical and human geographic factors in multiple settings.

II. The learner will develop an understanding of individual interests and how these relate to common good and social order.

5. Compare major cultural groups, religious groups, and ethnic groups.
6. Examine key political structures.
7. Identify momentous historical events.
8. Demonstrate an understanding of cultural diversity, as well as cohesion, within and across groups.
9. Investigate forms of civic and community involvement and considering a range of options for citizen actions.

III. The learner will demonstrate an understanding of relevant and reliable sources of information and how to analyze, evaluate, and apply information for a specific purpose.

10. Apply interactive student-teacher relationships.
11. Determine valid information from the internet.
12. Use primary sources and geographic tools to draw conclusions and make inferences (globes, maps, atlases, databases, grid systems and charts).
13. Describe how technology contributes to geographic understanding of the world.

IV. The learner will develop an ability to connect historical themes and events to current issues, events, and policies.

14. Analyze and showing connections among patterns of historical change and continuity.
15. Describe and assessing ways that historical events have been influenced by, and influenced, physical and human geographic factors in local, regional, national, and global settings.
16. Examine the interactions of ethnic, national, or cultural influences in special situations or events.

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V. The learner will articulate their views based on sound evidence, while recognizing personal biases; advocate their positions.

17. Compare different political structures analyzing the elements of culture in both historical and contemporary settings.
18. Explain how language, art music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
19. Follow current events and seeing relationships between the past and present.

VI. The learner will articulate their views based on sound evidence, while recognizing personal biases; advocate their positions.

20. Explain how language, art music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
21. Demonstrate an understanding of cultural diversity, as well as cohesion, within and across groups.
22. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
23. Examine disparities within society and their implications.

VII. The learner will develop an understanding of world, national, regional, and local cultures, including Montana's American Indians.

24. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
25. Apply key concepts such as time, chronology, causality, change, conflict and complexity to explain, analyze, and show global connection among people and cultures.
26. Examine Montana's cultural groups and their historical development.

VIII. The learner will develop an ability to make informed decisions based on geographic understanding (e.g. location, place, human/environment interactions, movement and regions).

27. Compare the five themes of each region.
28. Evaluate, and analyze how physical geography has impacted the settlement of each region.
29. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.
30. Construct mental maps of locales, regions, and the world that demonstrate an understanding of relative locations, directions, size and shape.
31. Locate and describe varying landforms and geographic features and explaining their relationships within the ecosystem.

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VIII. The learner will develop an ability to make informed decisions based on geographic understanding (e.g. location, place, human/environment interactions, movement and regions). (cont.)

32. Estimate distance, calculating scale, and distinguishing other geographic relationships such as population density and spatial distribution patterns.

33. Recognize major products and economic development and how it has changed over time.
34. Identify major continents and oceans.
35. Name and describe the world's climate zones and how they influence the global climate.
36. Describe how population (migration) has changed and what issues have influenced these changes.

