



Social Studies Curriculum Map

Grade 7

Introduction:

This 7th Grade Social Studies Curriculum Map should be used to assist teachers in planning and pacing instruction. Specific weeks are provided for reference; however, each school and teacher must take into account the make-up of their students, focusing on the specific needs and strengths of each child.

The curriculum for the year has been divided into units of study to help pace instruction and effectively cover all of the topics in the standards. Considerations for project-based learning, reviewing for assessments, and data-driven adjustments have been factored into the suggested times/pace of the material. Using this map, in conjunction with continuous formative assessments, will ensure that students have consistent coverage of social studies content throughout the school year.

Each unit has the following components:

- Overview
- Standards
- Reference Pages for Georgia DOE Teacher Notes

In addition to the specific Georgia Performance Standards, teachers should also enforce the following skills throughout each unit of study:

- Map & Globe Skills
- Information Processing Skills
- Literacy Skills in History/Social Studies, Science, and Technical Subjects

It is the goal of Social Studies instruction to help students understand the world around them so that they can analyze issues, solve problems, think critically, and become informed citizens. We aim to elevate learning from strictly memorizing facts and dates.

Scope and Sequence

Term 1: Weeks 1 - 9	Term 2: Weeks 10 - 19
<ul style="list-style-type: none"> • <u>Unit 1</u>: Concepts Used in Global Studies (1 Week) • <u>Unit 2</u>: Southwest Asia (The Middle East) Today (4 Weeks) • <u>Unit 3</u>: Government and Economy of Southwest Asia (3 Weeks) • <u>Unit 4</u>: Origins of the Modern Middle East/History and Change in Southwest Asia (2 Weeks) <p><i>**This unit will continue into week 10 of term 2.**</i></p>	<ul style="list-style-type: none"> • UNIT 4 (Continued): History of the Middle East (1 week) • <u>Unit 5</u>: Africa Today (4 Weeks) • <u>Unit 6</u>: Government and Economy in Africa (3 Weeks) <p>*** End of Semester Exam***</p>
Term 3: Weeks 20 - 29	Term 4: Weeks 30 - 39
<ul style="list-style-type: none"> • <u>Unit 7</u>: Connecting Africa's Past with Africa's Present (2 Weeks) • <u>Unit 8</u>: Southern and Eastern Asia Today (4 Weeks) • <u>Unit 9</u>: Government and Economy in Asia (3 Weeks) 	<ul style="list-style-type: none"> • <u>Unit 10</u>: Historical Background for Southern and Eastern Asia (2 Weeks) • <u>Unit 11</u>: Personal Finance (4 weeks) <p>*** Milestones and End of Semester Exam***</p>

Term 1

Standards and Skills

Unit 1: Concepts Used in Global Studies (1 Week)

Overview

In the first week of school, you will lay the foundation for a year of study and investigation by addressing those concepts which you will continuously anchor back to throughout the year. Begin with a review of concepts and enduring understandings that the students addressed in 6th grade, as well as content that will be covered in their 7th grade Social studies class. These include the map and globe skills and information processing skills listed below. By facilitating lessons that examine the concept of culture in the world and introducing students to the concept of conflict creating change will establish a context for themes that are repeated throughout the 7th grade standards. Additionally, you may begin to integrate these resources into lessons as the year continues.

Map and Globe Skills

- Use cardinal directions
- Use intermediate directions
- Use latitude and longitude to determine location

Information Processing Skills

- Organize items chronologically

Enduring Understandings:

- Conflict and change (How do these two things interact? How does conflict in an area usually bring about change? This is a major recurring theme throughout our historical studies.)
- Culture (What is the definition of culture? How does one's culture influence their life?)
- Human Environmental Interaction

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

For more information, access the Unit One Frameworks “Connecting Themes Used in Seventh Grade Social Studies” at

<https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS%20Gr%207%20Unit%201.pdf>

Unit 2: Southwest Asia (The Middle East) Today (4 Weeks)

Overview

In unit 2 the priority is to explain the location and geographical understandings of Southwest Asia or The Middle East. The students will come to have an understanding of the major countries and physical features in this region. The students will also understand how the landscape and physical characteristics of a region impacts where people live, the type of work they do, and how they travel. Also, the impact that oil has had on several countries in the Middle East as well as the major issues with water scarcity will be covered. It is also important to explain and discuss the culture and diversity of religions and ethnic groups in the Middle East. The students will also learn about the influence of religion in this area of the world and the role it has played in its development.

Standards

- SS7G5 The student will locate selected features in Southwestern Asia (Middle East).
 - a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.
 - b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.
- SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).
 - a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.
- SS7G7 The student will explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).
 - a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
 - b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.
- SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).
 - a. Explain the differences between an ethnic group and a religious group.
 - b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
 - c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
 - d. Explain the reason for the division between Sunni and Shia Muslims.
 - e. Evaluate how the literacy rate affects the standard of living.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 1-6 Southwest Asia

Unit 3: Government and Economy of Southwest Asia (3 Weeks)

Overview

In unit 3, the students will review basic government and economic concepts. The students will discuss the differences between major government systems and the fundamentals of economics. Students will analyze the different levels of citizen participation in each form of government and discuss the various levels of freedoms allowed. They will also learn about how the governments of Israel, Saudi Arabia, and Iran are similar and different and how the government plays a major role in a country's development. Lastly, the students will compare and contrast the type of economies that are present in 3 major Middle Eastern countries.

Standards

- SS7CG4 The student will compare and contrast various forms of government.
 - a. Describe the ways government systems distribute power: unitary, confederation, and federal.
 - b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
 - c. Describe the two predominant forms of democratic governments: parliamentary and presidential.
- SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).
 - a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms
- SS7E5 The student will analyze different economic systems.
 - a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
 - b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
 - c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

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- SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).
 - a. Explain how specialization encourages trade between countries.
 - b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
 - c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).
 - d. Explain why international trade requires a system for exchanging currencies between nations.
- SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.
 - a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
 - b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
 - c. Explain the role of oil in these countries' economies.
 - d. Describe the role of entrepreneurship

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 6-19 Southwest Asia

Unit 4: Origins of the Modern Middle East/History and Change in Southwest Asia (2 Weeks)

This unit will continue one week into Term 2

Overview

In unit 4, the students will learn about the historical background of the Middle East. They will analyze how major world events have shaped and developed the area and even resulted in ongoing conflicts to this day. The students will discuss how conflict between different religious and ethnic groups plays a major role in the changes that occur as well as affect modern day developments, such as ISIS. The students will learn about the creation of Israel and the controversy that surrounds this country in the past and the present. Last, the students will have an understanding about the United States interest in the Middle East and why we have intervened in several conflicts/wars in this particular region.

Standards

- SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.
 - a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.
 - b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
 - c. Describe how land and religion are reasons for continuing conflicts in the Middle East.
 - d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 19-21 Southwest Asia

Term 2

Standards and Skills

Unit 5: Africa Today (4 Weeks)

Overview

In unit 5 the students will develop an understanding for the major countries and physical features on the continent of Africa. They will analyze human impact on the environment and how this has impacted the growth of certain areas. The students will also discuss the major water concerns in many parts of Africa and how this affects the daily lives of its citizens. In this unit, the students will also gain an understanding for the extreme diversity of major ethnic groups in Africa and how their culture impacts their lives. The students will also understand how the landscape and physical characteristics of a region impacts where people live, the type of work they do, and how they travel.

Standards

- SS7G1 The student will locate selected features of Africa.
 - a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.
 - b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.
- SS7G2 The student will discuss environmental issues across the continent of Africa.
 - a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.
 - b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
 - c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.
- SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.
 - a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.
- SS7G4 The student will describe the diverse cultures of the people who live in Africa.
 - a. Explain the differences between an ethnic group and a religious group. b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups. c. Evaluate how the literacy rate affects the standard of living.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 1-5 Africa

Unit 6: Government and Economy in Africa (3 Weeks)

Overview

In unit 6, the students will begin with reviewing basic government and economic understandings such as different forms of government and the various economic systems. Having already discussed this information, build upon the students' knowledge and go more in depth when comparing the governments and economic systems in major African countries. Analyze the roles of the citizens in major African countries as well as look at the economic development of Nigeria and South Africa. The students will compare and contrast the similarities and differences between these two major countries as well as analyze the factors of economic growth. Also, they will discuss gender roles in Kenya and Sudan and how this impacts lifestyles. The students will also look at how conflict in the different regions in Africa has led to drastic changes and the creation and independence of new countries (like South Sudan). The students will also analyze the government's role in combating the major AIDS epidemic across Africa.

Standards

- SS7CG1 The student will compare and contrast various forms of government.
 - a. Describe the ways government systems distribute power: unitary, confederation, and federal.
 - b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic
 - c. Describe the two predominant forms of democratic governments: parliamentary and presidential.
- SS7CG2 The student will explain the structures of the modern governments of Africa.
 - a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.
 - b. Explain how political, economic, and social conflicts resulted in the independence of South Sudan.
- SS7CG3 The student will analyze how politics in Africa impacts standard of living.
 - a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.
 - b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

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- SS7E1 The student will analyze different economic systems.
 - a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
 - b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
 - c. Compare and contrast the economic systems in South Africa and Nigeria.
- SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.
 - a. Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
 - b. Explain why international trade requires a system for exchanging currencies between nations.
- SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.
 - a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
 - b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
 - c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.
 - d. Describe the role of entrepreneurship

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 5-19 Africa

Term 3

Standards and Skills

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Unit 7: Connecting Africa's Past with Africa's Present (2 Weeks)

Overview

In unit 7, the students will look in depth at Africa's past and how the establishment of European colonies in the continent led to many of the conflicts and instability that is ongoing today. The students will understand the concept of nationalism and African country's desiring independence. Students will analyze the ongoing struggle for African nations to establish stable governments as they transitioned from colonial rule to independent self-rule. They will discuss the apartheid system in South Africa and understand the importance of leaders such as Nelson Mandela and they will compare and contrast his vital role in South Africa to other world leaders.

Standards

- SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.
 - a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.
 - b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.
 - c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.
 - d. Explain the impact of the Pan-African movement.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 19-23 Africa

Unit 8: Southern and Eastern Asia Today (4 Weeks)

Overview

In unit 8 the students will learn about Southern and Eastern Asia, the major countries and physical features that are located here and how physical features, climate, and landscape affect population distribution, how people live, the type of work they do, and how they travel. The students will understand the major environmental concerns in the region and discuss the nation's efforts in trying to improve the quality of life for their citizens. The students will understand the differences and similarities of major world religions that are primarily located in Southeast Asia and the diversity that exists among the various ethnic groups.

Standards

- SS7G9 The student will locate selected features in Southern and Eastern Asia.
 - a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.
 - b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam
- SS7G10 The student will discuss environmental issues across Southern and Eastern Asia.
 - a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.
 - b. Describe the causes and effects of air pollution and flooding in India and China.
- SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.
 - a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia.
 - b. Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.
- SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.
 - a. Explain the differences between an ethnic group and a religious group.
 - b. Compare and contrast the prominent religions in Southern and Eastern Asia: Buddhism, Hinduism, Islam, Shintoism and the philosophy of Confucianism.
 - c. Evaluate how the literacy rate affects the standard of living.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 1-6 Southern and Eastern Asia

Unit 9: Government and Economy in Asia (3 Weeks)

Overview

Having already discussed the basic forms of government and the different economic systems, build upon students understanding and depth of content. In unit 9, the majority of the time should be spent comparing and contrasting the governments of China, India, and Japan and discussing the citizen's roles in each country. The student should analyze the economic systems in China, India, Japan, and North Korea and look in depth at how trade (or lack thereof) impacts the development of these countries. The students will examine the factors of economic growth and discuss how the Asian countries have invested in them. In addition, the students should be able to explain the role of entrepreneurs in a country's economy.

Standards

- SS7CG6 The student will compare and contrast various forms of government.
 - a. Describe the ways government systems distribute power: unitary, confederation, and federal.
 - b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
 - c. Describe the two predominant forms of democratic governments: parliamentary and presidential.
- SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.
 - a. Compare and contrast the federal republic of The Republic of India, the communist state of The People's Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.
- SS7E8 The student will analyze different economic systems.
 - a. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
 - b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
 - c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

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- SS7E9 The student will explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.
 - a. Explain how specialization encourages trade between countries.
 - b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
 - c. Explain why international trade requires a system for exchanging currencies between nations.
- SS7E10 The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.
 - a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
 - b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
 - c. Describe the role of natural resources in a country's economy.
 - d. Describe the role of entrepreneurship.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 6-19 Southern and Eastern Asia

Term 4

Standards and Skills

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Unit 10: Historical Background for Southern and Eastern Asia

(2 Weeks)

Overview

In unit 10 the students will build upon their understanding of how nationalism brings about independence. The students will revisit European colonization and discuss the impacts it had in countries such as India and Vietnam. The students will understand how conflict led to change in major Asian countries. They will also gain an understanding for the domino theory and “fear of communism” that existed in the world, especially in the United States, and how this resulted in involvement in two major wars. The students will learn about the development of China starting with the fall of a dynasty run country leading up to the present communist run government. In addition the students will examine major political events that impacted China’s development such as the Great Leap forward, the Cultural Revolution, and Tiananmen Square.

Standards

- SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.
 - a. Describe how nationalism led to independence in India and Vietnam.
 - b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.
 - c. Explain the role of the United States in the rebuilding of Japan after WWII.
 - d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
 - e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 19-21 Southern and Eastern Asia

Unit 11: Personal Finance (4 Weeks)

Overview

In unit 11 the main goal is to review and build upon knowledge of major economic concepts covered throughout the year. The students should have an understanding for global economics and how there is a major relationship between political and economic systems. In this unit the students will develop an understanding of personal finance and how “thinking economically” will allow them to become better decision makers and therefore learn how to participate in a global economy.

Standards

- SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

Reference Georgia DOE frameworks for sample lessons at:

- <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS%20Gr%207%20Unit%2011.pdf>

Resources and References

- Teacher Notes for Seventh Grade may be accessed:
Southwest Asia - https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS_Gr_7_Unit_s_2-3-4_Teacher_Notes_9-14-09_final.pdf
Southern and Eastern Asia - https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS_Gr_7_Unit_s_5-6-7_Teacher_Notes_7-19-09.pdf
Africa - https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS_Gr_7_Unit_s_8-9-10_Teacher_Notes%207-01-09_final.pdf
- Georgia Frameworks may be accessed: <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudies6-8.aspx>
- Georgia Standards for Seventh Grade Social Studies may be accessed: <https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx>
- Federal Reserve Atlanta: <https://www.frbatlanta.org/education.aspx>
- Federal Reserve Dallas: <http://www.dallasfed.org/educate/navigate/>
- Federal Reserve St. Louis: <https://www.stlouisfed.org/education>
- Everfi: <http://www.everfi.com/>
- The Georgia Council on Economic Education: <http://www.gcee.org/>
- The Georgia Council for the Social Studies: <http://www.gcass.net/>