

Seventh Grade

Africa, Southwest Asia (Middle East), Southern and Eastern Asia

Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas in order to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily on significant events in each region from the twentieth and twenty-first centuries.

Africa

Historical Understandings

SS7H1 Analyze continuity and change in Africa.

- a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.
- b. Explain how the Pan-African movement and nationalism led to independence in 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.

Geographic Understandings

SS7G1 Locate selected features of Africa.

- a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.
- b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.

Social Studies Georgia Standards of Excellence

SS7G2 Explain environmental issues across the continent of Africa.

- a. Explain how water pollution and unequal access to 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.

SS7G3 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 impact trade and affect where people live.

SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.

- a. Explain the differences between an ethnic group and a religious group.
- b. Describe the diversity of religions within African ethnic groups.

Government/Civic Understandings

SS7CG1 Compare and contrast different forms of citizen participation in government.

- a. Explain the role of citizen participation in autocratic and democratic governments.
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.
- c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).

SS7CG2 Analyze how government instability in Africa impacts standard of living.

- a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.

Economic Understandings

SS7E1 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 that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in South Africa, Nigeria, and Kenya.

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SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Explain how the distribution of natural resources affects the economic development of Africa.
- e. Describe the role of entrepreneurship.

Southwest Asia (Middle East)

Historical Understandings

SS7H2 Analyze continuity and change in Southwest Asia (Middle East).

- a. Explain how European partitioning in the Middle East following WWI led to regional conflict.
- b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.
- c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).
- d. Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq.

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Geographic Understandings

SS7G5 Locate selected features in Southwest 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, and Red Sea.
- b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.

SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).

- a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.

SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).

- a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.

SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).

- a. Explain the differences between an ethnic group and a religious group.
- b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

Government/Civic Understandings

SS7CG3 Compare and contrast various forms of government.

- a. Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

Social Studies Georgia Standards of Excellence

Economic Understandings

SS7E4 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 that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

SS7E5 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 embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
- e. Describe the role of entrepreneurship.

Southern and Eastern Asia

Historical Understandings

SS7H3 Analyze continuity and change in Southern and Eastern Asia.

- a. Describe how nationalism led to independence in India.
- 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.

Geographic Understandings

SS7G9 Locate selected features in Southern and Eastern Asia.

- a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) 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, Japan, North Korea, South Korea, and Vietnam.

SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.

- a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.
- b. Explain the causes and effects of air pollution and flooding in India and China.

SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.

- a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.

SS7G12 Analyze the diverse cultural characteristics 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 belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.

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Government/Civic Understandings

SS7CG4 Compare and contrast various forms of government.

- a. Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

Economic Understandings

SS7E7 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 that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.

SS7E8 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 embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

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SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.

- a. Understand that income is received from work and is limited.
- b. Understand that a budget is a tool to plan the spending and saving of income.
- c. Understand the reasons and benefits of saving.
- d. Understand the uses and costs of credit.

Social Studies Georgia Standards of Excellence

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

| Map and Globe Skills | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| 1. use a compass rose to identify cardinal directions | I | M | A | A | A | A | A | A | A | A |
| 2. use intermediate directions | | I | M | A | A | A | A | A | A | A |
| 3. use a letter/number grid system to determine location | | | I | M | A | A | A | A | A | A |
| 4. compare and contrast the categories of natural, cultural, and political features found on maps | | | I | M | A | A | A | A | A | A |
| 5. use graphic scales to determine distances on a map | | | | | I | M | A | A | A | A |
| 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps | | | I | D | M | A | A | A | A | A |
| 7. use a map to explain impact of geography on historical and current events | | I | D | D | M | A | A | A | A | A |
| 8. draw conclusions and make generalizations based on information from maps | | | | I | M | A | A | A | A | A |
| 9. use latitude and longitude to determine location | | | | I | D | D | D | M | A | A |
| 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities | | | | | I | M | A | A | A | A |
| 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations | | | | | I | M | A | A | A | A |
| 12. use geographic technology and software to determine changes, identify trends, and generalize about human activities | | | | | | | | | | I |

Social Studies Georgia Standards of Excellence

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

| Information Processing Skills | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| 1. compare similarities and differences | I | D | M | A | A | A | A | A | A | A |
| 2. organize items chronologically | I | D | D | M | A | A | A | A | A | A |
| 3. identify issues and/or problems and alternative solutions | I | D | D | D | D | M | A | A | A | A |
| 4. distinguish between fact and opinion | | I | D | M | A | A | A | A | A | A |
| 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context | | I | D | D | M | A | A | A | A | A |
| 6. identify and use primary and secondary sources | | I | D | D | M | A | A | A | A | A |
| 7. interpret timelines, charts, and tables | | I | D | D | M | A | A | A | A | A |
| 8. identify social studies reference resources to use for a specific purpose | | | I | M | A | A | A | A | A | A |
| 9. construct charts and tables | | | I | M | A | A | A | A | A | A |
| 10. analyze artifacts | | | I | D | D | M | A | A | A | A |
| 11. draw conclusions and make generalizations | | | | I | M | A | A | A | A | A |
| 12. analyze graphs and diagrams | | | | I | D | M | A | A | A | A |
| 13. translate dates into centuries, eras, or ages | | | | I | D | M | A | A | A | A |
| 14. formulate appropriate research questions | | | | | I | M | A | A | A | A |
| 15. determine adequacy and/or relevancy of information | | | | | I | M | A | A | A | A |
| 16. check for consistency of information | | | | | I | M | A | A | A | A |
| 17. interpret political cartoons | | | | | I | D | D | D | M | A |

Social Studies Georgia Standards of Excellence

| READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADES 6-8 |
|---|
| ➤ Key Ideas and Details |
| L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. |
| L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| ➤ Craft and Structure |
| L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| ➤ Integration of Knowledge and Ideas |
| L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text. |
| L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic. |
| ➤ Range of Reading and Level of Text Complexity |
| L6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |

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Social Studies Georgia Standards of Excellence

| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST) |
|---|
| ➤ Text Types and Purposes |
| L6-8WHST1: Write arguments focused on <i>discipline-specific content</i> . |
| a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| c. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| d. Establish and maintain a formal style. |
| e. Provide a concluding statement or section that follows from and supports the argument presented. |
| L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| e. Establish and maintain a formal style and objective tone. |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| L6-8WHST3: (See note; not applicable as a separate requirement) |
| ➤ Production and Distribution of Writing |
| L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| L6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| ➤ Research to Build and Present Knowledge |
| L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| L6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research. |
| ➤ Range of Writing |
| L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |