

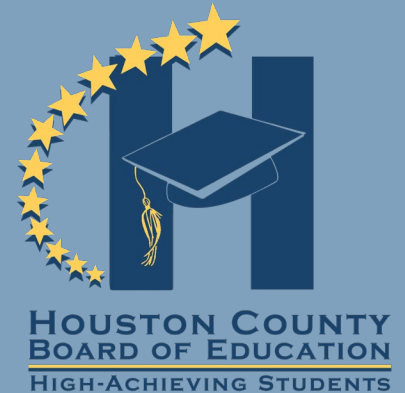
7th Grade Social Studies

Key Instructional Activities

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. Map and Globe and Informational Processing Skills Matrices are utilized as a foundation for students to locate, analyze, and synthesize information related to social studies topics.



The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.



Along with content knowledge, students will be introduced to the following skills through a broad range of topics:

- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- formulate appropriate research questions
- check for consistency of information
- interpret political cartoons
- compare and contrast the categories of natural, cultural, and political features found on maps
- use a map to explain impact of geography on historical and current events
- 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
*(More information on the skills matrices can be
found as an appendix to the GSE at
Georgiastandards.org)*

The C3 Social Studies Classroom

Inquiry-based approaches...provide students with opportunities to authentically engage in social studies with intellectual, student-centered learning activities. Through inquiry, students can be motivated to explore their curiosities and build their knowledge using approaches beyond simple recitation and memorization of facts (Dague, 2020).

Inquiry Based Practices

1. Teachers and students balance their thoughts, beliefs, and practices.

- Teachers strike a balance between their expertise by allowing students to learn and do on their own with support from the teacher.
- Students actively construct knowledge rather than passively receive it.
- Students engage with featured sources to construct their arguments with support from the teacher.
- Students construct content knowledge and make arguments independently and collaboratively.

2. Teachers and students balance assessment needs.

- Teachers develop assessments through formative and summative performance tasks that give students opportunities to learn by doing.
- Teachers create a variety of performance tasks (e.g., T-charts, debates, structured discussions, claim-making, arguments).
- Teachers focus on process and product when supporting students' arguments.
- Students are independent in their work with supporting scaffolding.
- Students develop ideas freely and provide support for all of their ideas.

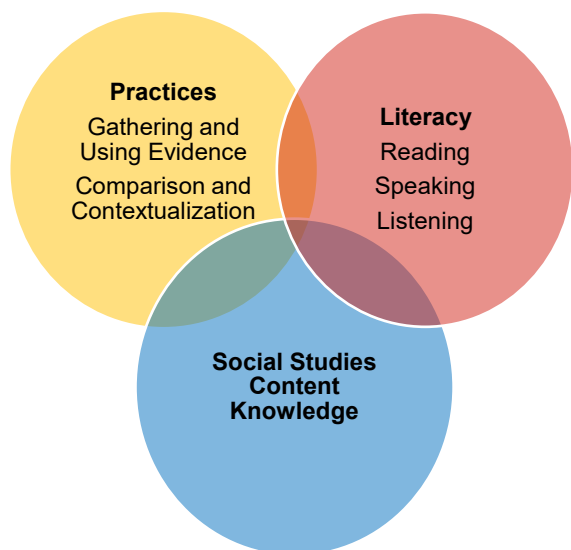
3. Teachers provide students with scaffolding to complete the complex academic work of inquiry.

- Teachers provide constant feedback and support students' learning as they navigate questions, tasks, and sources.
- Students consider multiple perspectives to deepen their knowledge.

4. Teachers develop practices that are considerate of students' interest and skills.

- Teachers to stage the compelling question to promote students' interest.
- Teachers to encourage students to take their ideas beyond the classroom.
- Students to work with sources that spark their curiosity and interest in the topic.

Content and Skills Integration



FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

7th Grade Social Studies System Pacing Overview



Unit 1 Expected Dates: Early August

Connecting Themes and Enduring Understandings

The focus of this important initial unit is themes and enduring understandings rather than specific standards. The themes link to students' own experiences and knowledge and lay the foundation for the rest of the Seventh Grade Social Studies course. Upon conclusion of this unit, students will be able to demonstrate effective knowledge and use of the enduring understandings and can apply them to their daily lives and curriculum content.

Unit 2 Expected Dates: Mid-to-Late August

Southwest Asia (Middle East) Today: Impact of Location and Environmental Issues

In this unit, students will gain an understanding of the physical landscape of Southwest Asia (Middle East). Students will locate selected countries and physical features within the region. Students will examine how location, climate, physical characteristics, and the distribution of natural resources influences population distribution and the accessibility to natural resources. Additionally, students will draw inferences regarding the correlation between human interaction and the environment and then examine the environmental issues across the region. Finally, students will determine how those factors influence where people live, the types of work they do, and how they trade. Students will examine how culture and historical events have shaped aspects of Southwest Asia with a special focus on the politics of the region. Students will examine aspects of citizen participation and the role of government in terms of its ability to influence conflict and/or change.

Unit 3 Expected Dates: Late August-Early September

Impact of Oil and Economy on Southwest Asia

The location of Southwest Asia (Middle East) makes the region a pivotal crossroads of culture, trade, and world influence. The region has experienced cycles of economic growth and decline over time. Access to resources and diversification of agriculture facilitated this growth and decline. The discovery of oil, however, elevated the region to global trading partner. Many nations in Southwest Asia (Middle East) benefit from this specialization with increased oil revenues and the formation of a new international collaboration amongst oil-producing nations known as the Organization of the Petroleum Exporting Nations (OPEC). Students will explore the role of OPEC as well as other factors that positively influence economic growth in terms of production, distribution, and consumption of goods and services via trade and world influence.

Unit 4 Expected Dates: Late September-October

Origins of Modern Southwest Asia (Middle East)

Historical events have shaped many aspects of Southwest Asia. The Middle East is the birthplace of three of the world's major religions: Judaism, Christianity, and Islam. All share the common belief in one God, the God of Abraham. Throughout history, these prominent religions have influenced culture, politics, and world events and have existed as an essential part of the landscape of the region. Students will examine the history of the collapse of the Ottoman Empire and European partitioning of the Middle East as the catalyst for many of the regional conflicts of today. Students will understand that the religious differences, ethnic differences, and cultural variances are often cause for conflict and/or change.

Unit 5 Expected Dates: Early November

Southern and Eastern Asia Today

In this unit, students will gain an understanding of the physical landscape of Southern and Eastern Asia. Students will locate selected countries and physical features in the region. Students will examine how location, climate, physical characteristics, and the distribution of natural resources can influence population distribution. Students will examine how these factors influence where people live, the types of work they do, and how they trade. Students will examine how history and culture have influenced many aspects of Southern and Eastern Asia including religion and politics. Students will examine the prominent religions that originated in the region including Buddhism, Hinduism, Shintoism, and the philosophy of Confucianism. Additionally, students will examine aspects of governance in terms of citizen participation and the role of government in terms of its ability to influence conflict and/or change.

cont.

Unit 6 Expected Dates: Late November-Early December

Impact of the Environment and Economy on Southern and Eastern Asia

In this unit, students will analyze human-environment interaction and the correlation between population distribution, the use of natural resources, and pollution. As the production, distribution, and consumption of goods increases and economies in this region are prospering, the human-environment interaction has taken its toll. Nations are addressing the problems associated with overpopulation, industrial pollution, accessibility to drinking water, and natural disasters affecting the region. Students will investigate how nations balance economic growth with the need to address environmental concerns.

Unit 7 Expected Dates: December-January

Historical Background for Southern and Eastern Asia

Historical events in Southern and Eastern Asia have shaped the governments, nations, economies, and culture. The student will understand how conflict and change such as colonialism, nationalism, and independence movements influenced many nations in the region. Students will also examine the rebuilding of Japan after WWII. Students will evaluate the critical role of Mohandas Gandhi's non-violent protests and the development of a sense of nationalism in gaining India's independence. Students will also evaluate the role of Mao Zedong and his influence on several aspects relating to China's economics, politics, and government. Students will examine how the containment of communism and the Domino Theory strongly influenced U.S. involvement in Korea and Vietnam.

Unit 8 Expected Dates: February

Africa Today

In this unit, students will gain an understanding of the physical, cultural, and political landscape of Africa. Students will locate selected countries and physical features in the region. Students will examine how location, climate, physical characteristics, and the distribution of natural resources can affect population distribution, accessibility to those natural resources, and trade. Student will examine how those characteristics vary among the regional climate zones in Africa. Students will also gain an understanding of the cultural diversity of the continent especially as it pertains to religious groups and the vast array of ethnic groups. Due to historical factors, governance has posed a challenge for many African nations who have transitioned from colonial rule to single-party rule or to fledgling democracies. Students will examine aspects of citizen participation and the role of government stability, or instability, in terms of access to education, medicine, and food thus affecting the standard of living in Africa.

Unit 9 Expected Dates: Early March

Impact of the Environment and Economy on Africa

In this unit, students will analyze human-environment interaction and the correlation between population distribution, the use of natural resources, and pollution. As the production, distribution, and consumption of goods increases and economies in this region are prospering, the human-environment interaction has taken its toll. Nations are addressing the problems associated with overpopulation, industrial pollution, accessibility to drinking water, and natural disasters affecting the region. Students will investigate how nations balance economic growth with the need to address environmental concerns

Unit 10 Expected Dates: Late March-Early April

Connecting Africa's Past with Africa's Present

In this unit, students will examine the European partitioning of Africa as the catalyst for many modern regional conflicts. Student will examine the division of Africa among imperial European nations and will investigate the ramifications of partitioning native lands. Students will examine how the complicated past of Africa's nations influence governments, resources, economies, and cultures.

Unit 11 Expected Dates: May

Your Financial Future

In this unit, students will examine basic economic concepts pertaining to financial literacy. Students will learn economic terms and concepts that will allow them to develop critical thinking skills for both short and long term economic decisions and money management. Students will be able to make reasoned judgments and become more competent decision makers, while exploring benefits and risks of those choices. Upon conclusion of this unit, students will be able to evaluate personal and global scenarios from a financial perspective. As students examine incentives (money), and the fact that they are often limited, students will gain a more economic perspective that will build understanding of our complex and integrated global economics

HOW CAN YOU SUPPORT YOUR CHILD'S SUCCESS?

The adoption of more rigorous standards in Social Studies has led to a change in how social studies is taught in the classroom. You can encourage critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens by asking questions. In each unit, students should have the opportunity to develop their own questions about content, apply disciplinary tools to expand their thinking, evaluate credible sources to gather information, communicate conclusions after inquiries, and determine whether to take action based on new understandings about the world in which we live.

Dimension of Learning	Questions You Might Ask
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> • What are you learning in social studies? • What do you wonder about that? • What is your point of view about that topic? • What might someone else's point of view be about the topic?
Applying Disciplinary Concepts and Tools	<ul style="list-style-type: none"> • How would a historian ask questions about this topic? • How would a political scientist ask questions about this topic? • How would a geographer ask questions about this topic? • How would an economist ask questions about this topic? • Why would professionals of different disciplines ask different questions?
Evaluating Sources and Using Evidence	<ul style="list-style-type: none"> • What online sources would you use to find out more information about that topic? What print sources might you use? • How do you know if a source is reliable? • How do you determine if a source is relevant to your topic?
Communicating Conclusions and Taking Informed Action	<ul style="list-style-type: none"> • Has your thinking changed after learning about this topic? • Have you thought about what you can do to address issues in today's society related to this topic?

Resources that may help your student in 7th Grade Social Studies.

Online Pearson Textbook: MyWorld Interactive (Students logon through SSO tab on www.hcbe.net)

Geography games: <http://www.sheppardsoftware.com/Geography.htm>

Cartograms to explore: <https://worldmapper.org/>

Discovery Education: www.discoveryeducation.com

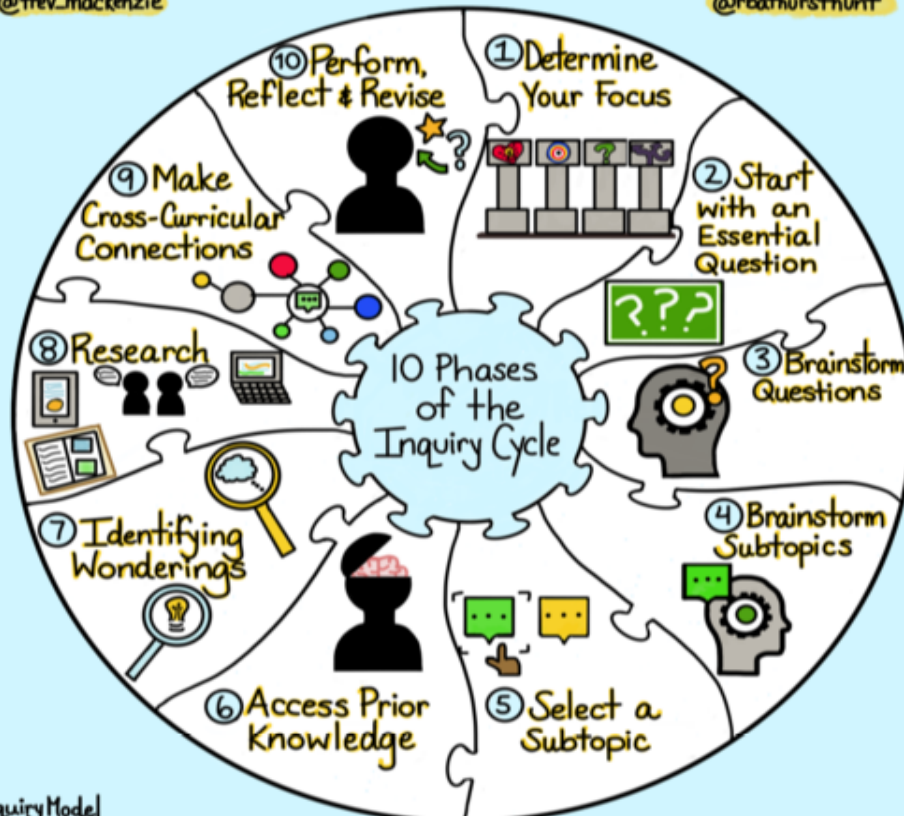
Can You Make it as an Uber Driver? Personal Finance Game

<https://docs.google.com/document/d/1oj3rM1iEyKfB1uRP5jdIq2s9OIQ6XBEV79vxEGZADHg/edit>

The Inquiry Cycle

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Inspired by: Alberta Inquiry Model

#InquiryMindset

10 Characteristics of the Inquiry Classroom

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- 1 Nurture student passions & talents
 - 2 Empower student voice & honour student choice
 - 3 Increase motivation and engagement
 - 4 Foster curiosity and a love for learning
 - 5 Teach grit, perseverance, growth mindset & self-regulation
 - 6 Make research meaningful & develop strong research skills
 - 7 Deepen understanding to go beyond memorizing facts and content
 - 8 Fortify the importance of asking good questions
 - 9 Enable students to take ownership over their own learning and to reach their goals
 - 10 Solve the problems of tomorrow in the classrooms of today
- Genius Hour**
20% Time
Passion Projects