

Seventh Grade Social Studies Curriculum Map

Note: The following timeline and sequence is meant to be a guide only and is subject to change.
(Revised 2008-09 school year)

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Grade Level Content Expectations

	1st Trimester			2nd Trimester			3rd Trimester			Ongoing
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
7 - H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).										X
Resources:										
7 - H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.										X
Resources:										
7 - H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.										X
Resources:										
7 - H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.										X
Resources:										
7 - H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.										X
Resources:										
7 - H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.										X
Resources:										
7 - H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).										X
Resources:										
7 - H1.4.2 Describe and use themes of history to study patterns of change and continuity.										X
Resources:										
7 - H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.										X
Resources:										
7 - W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).										X
Resources:										
7 - W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).										X
Resources:										
7 - W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.										X
Resources:										

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7 - G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.										X
Resources:										
7 - G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.										X
Resources:										
7 - G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.										X
Resources:										
7 - G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).										X
Resources:										
7 - G6.1.1 Contemporary Investigations - Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4) Contemporary Investigation Topics: <i>Conflict, Stability, and Change</i> - Investigate the significance of conflict, stability, and change in governmental systems within the region. <i>Diversity and Nationalism</i> - Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences. <i>Urbanization</i> - Investigate urbanization and its consequences for the world's population. <i>Oil and Society</i> - Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource. <i>Children in the World</i> - Investigate issues affecting children such as health, labor, and war. <i>Regional Cooperation</i> - Explain the significance of and barriers to regional cooperation.										X
Resources:										
7 - C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.										X
Resources:										
7 - C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).										X
Resources:										
7 - C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).										X
Resources:										

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Resources:										
7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.										X
Resources:										
7 - G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).	X	X								
Resources:										
7 - G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).	X	X								
Resources:										
7 - G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).	X	X								
Resources:										
7 - G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.		X								
Resources:										
7 - H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.			X							
Resources:										
7 - H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar - B.C./A.D.; contemporary secular - B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).			X							
Resources:										
7 - G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.			X							
Resources:										
7 - G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.			X							
Resources:										
7 - G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).			X							
Resources:										

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Resources:										
7 - W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.				X						
Resources:										
7 - W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.				X						
Resources:										
7 - W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.				X						
Resources:										
7 - W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).				X						
Resources:										
7 - E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).				X						
Resources:										
7 - G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).				X	X	X	X	X	X	
Resources:										
7 - G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).				X	X	X	X	X	X	X
Resources:										
7 - W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).				X						
Resources:										
7 - W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.				X	X	X				
Resources:										
7 - W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).					X					
Resources:										
7 - G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.					X					

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Resources:										
7 - C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).					X					
Resources:										
7 - E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).					X					
Resources:										
7 - G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).					X	X	X	X	X	X
Resources:										
7 - G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.					X	X	X	X	X	X
Resources:										
7 - G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).					X	X	X	X	X	X
Resources:										
7 - G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.					X					
Resources:										
7 - W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).						X				
Resources:										
7 - G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).							X			
Resources:										
7 - E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).							X			
Resources:										
7 - G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).							X	X	X	X

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Resources:										
7 - W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.							X			
Resources:										
7 - G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).								X		
Resources:										
7 - P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).							X	X	X	X
Resources:										
7 - G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).							X	X	X	X
Resources:										
7 - E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).										X
Resources:										
7 - E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).										X
Resources:										
7 - E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).										X
Resources:										
7 - E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.										X
Resources:										