**Spiral Review:** Provide on-going references to the Connecting Themes, Map/Globe Skills & Informational Processing Skills (Matrices), and the Reading Standards (Key Ideas and Details) for Literacy in History/Social Studies in order to support the content.

---

**2022-2023 Seventh Grade Social Studies Curriculum Map**

The suggested instructional pacing schedule is approximate and can be adjusted; however, the sequence of instruction should not be altered. Teachers should adhere to the guide as closely as possible.

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Buffer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 0: Connecting Themes</strong></td>
<td><strong>Unit 1: Southwest Asia M.E.</strong></td>
</tr>
<tr>
<td><strong>Think Like a Historian</strong></td>
<td><strong>History</strong></td>
</tr>
<tr>
<td><strong>MGS:</strong> 5, 8,9,10,11,12</td>
<td><strong>Priority Standards</strong></td>
</tr>
<tr>
<td>**IPS:**10,11,12,17</td>
<td>SS7H2a,b,c,d</td>
</tr>
<tr>
<td><strong>L6-8RHS1.2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 days</th>
<th>30 days</th>
<th>3 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connecting Themes</strong></td>
<td><strong>Big Ideas</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>- Conflict and Change</td>
<td>- History</td>
<td><strong>Remediation</strong></td>
</tr>
<tr>
<td>- Culture</td>
<td>- Conflicts: European partitioning, Establishment of the modern State of Israel, U.S. presence and interest in the Middle East, Palestinian Israeli Conflict, Division between Sunni and Shia Muslims, Kurdish nationalism</td>
<td><strong>Enrichment</strong></td>
</tr>
<tr>
<td>- Gain from Trade</td>
<td>- Geography</td>
<td></td>
</tr>
<tr>
<td>- Governance</td>
<td>- Location of select countries, physical features, natural resources impact population distribution and trade</td>
<td></td>
</tr>
<tr>
<td>- Human Environmental Interaction</td>
<td>- Environmental issues *water pollution *unequal water resources</td>
<td></td>
</tr>
<tr>
<td>- Location</td>
<td>- Diversity of Ethnic group and religious groups; (Ethnics: Arabs, Persians, and Kurds): (Religious: Judaism, Islam, Christianity)</td>
<td></td>
</tr>
<tr>
<td>- Movement/Migration,</td>
<td>- Economy</td>
<td></td>
</tr>
<tr>
<td>- Production, Distribution, Consumption</td>
<td>- Trade: Voluntary, benefits, specialization</td>
<td></td>
</tr>
<tr>
<td>- Time, Change, Continuity</td>
<td>- Types of Trade barriers: OPEC Economic systems in Israel, Saudi Arabia, Turkey</td>
<td></td>
</tr>
<tr>
<td>- Scarcity</td>
<td>- Economic systems in Israel, Saudi Arabia, Turkey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Investment in human capital, capital goods, entrepreneurship and GDP (Israel, Saudi Arabia, Turkey)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Distribution of oil and impacts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Literacy rate, standard of living</td>
<td></td>
</tr>
<tr>
<td><strong>Government/Civics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Forms of government and citizen participation - Israel, Saudi Arabia, Turkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Forms of democracy – parliamentary and presidential</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Note:** The Review Unit and Pre-Unit Buffers have been included to provide additional learning supports.

MGS=Map/Globe Skills  
IPS=Informational Processing Skills  

Revised May 2022
**Spiral Review:** Provide on-going references to the Connecting Themes, Map/Globe Skills & Informational Processing Skills (Matrices), and the Reading Standards (Key Ideas and Details) for Literacy in History/Social Studies in order to support the content.

---

**2022-2023 Seventh Grade Social Studies Curriculum Map**

The suggested instructional pacing schedule is approximate and can be adjusted; however, the sequence of instruction should not be altered. Teachers should adhere to the guide as closely as possible.

<table>
<thead>
<tr>
<th>First Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Unit 2: Review Buffer</td>
</tr>
<tr>
<td><strong>History</strong></td>
</tr>
<tr>
<td>Priority Standards</td>
</tr>
<tr>
<td>SS7H1a,b,c</td>
</tr>
</tbody>
</table>

| 2 days | 36 days | 12 days |

- **Using Documents**
  - Political Cartoon Analysis
  - Document Analysis
  - Photograph Analysis
  - Draw conclusions & make generalizations
  - Analyze artifacts
  - Graphic scales
  - Perspective, trends, & generalizations.

**Big Ideas**

**History**
- Conflicts: European partitioning, civil war, artificial political boundaries, Pan-African movement, nationalism, independence in Kenya and Nigeria.
- Creation and end of apartheid in South Africa Nelson Mandela and F.W.de Klerk

**Geography**
- Location: countries, features of Africa, Physical features, climate, Sahara, Sahel, savanna, tropical rain forest, impacts trade and where people live, poor soil and deforestation, Impact of desertification
- Diversity, ethnic groups, religious groups, religions in African ethnic groups
- Environmental issues *water pollution *unequal access to water impacts irrigation, trade, industry, and drinking water

**Economy**
- Trade: Voluntary, benefits, specialization, Trade barriers,
- International trade, exchanging currencies
- Economic Systems in South Africa, Nigeria, and Kenya and locations
- Investment in human capital, capital goods, natural resources, entrepreneurship, and GDP

**Government/Civics**
- Government and Citizens participation – autocratic and democratic governments, presidential and parliamentary, South Africa, Nigeria, Kenya
- Government instability; standard of living, access to education, distribution of medicine, food, disease, famine

---

*Note: The Review Unit and Pre-Unit Buffers have been included to provide additional learning supports.*

MGS=Map/Globe Skills  
IPS=Informational Processing Skills  
Revised May 2022
Spiral Review: Provide on-going references to the Connecting Themes, Map/Globe Skills & Informational Processing Skills (Matrices), and the Reading Standards (Key Ideas and Details) for Literacy in History/Social Studies in order to support the content.

2022-2023 Seventh Grade Social Studies Curriculum Map

The suggested instructional pacing schedule is approximate and can be adjusted; however, the sequence of instruction should not be altered. Teachers should adhere to the guide as closely as possible.

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>2 days</th>
<th>32 days</th>
<th>3 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Unit 3: Review Buffer</strong></td>
<td><strong>History</strong></td>
<td><strong>Geography</strong></td>
<td><strong>Civics/Government</strong></td>
</tr>
<tr>
<td><strong>Priority Standard</strong></td>
<td><strong>Priority Standards</strong></td>
<td><strong>Priority Standards</strong></td>
<td><strong>Priority Standards</strong></td>
</tr>
<tr>
<td>SS7H3a,b,c,d,e</td>
<td>SS7G9b SS7G10a,b SS7G11a SS7G12b</td>
<td>SS7G9a SS7G12a</td>
<td>SS7CG4a</td>
</tr>
</tbody>
</table>

### Using Documents
- Political Cartoon Analysis
- Document Analysis
- Photograph Analysis
- Draw conclusions & make generalizations
- Analyze artifacts
- Graphic scales
- Perspective, trends, & generalizations.

### Big Ideas
**History: Southern Asia**
- Mohandas Gandhi’s belief in non-violent protest, Nationalism, and Independence in India

**Geography: Southern Asia**
- Location: countries’ climate, physical features, natural resources; impact trade and where people live
- Diversity: ethnic groups, religious groups, belief systems
- Environmental issues *Pollution-Ganges Rivers *Air pollution and flooding –India

**Economics: Southern Asia**
- Economic system, Trade; Voluntary, benefits, specialization, types of trade barriers
- Investment in human capital, capital goods, entrepreneurship and GDP (India). Literacy Rate, Standard of Living

**Government/Civics: Southern Asia**
- Forms of government, citizen participation & Forms of democracy

**History: Eastern Asia**
- Conflicts: Role of the United States in the rebuilding of Japan after WWII, impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square, foreign involvement in Korea and Vietnam in terms of the containment of communism

**Geography: Eastern Asia**
- Location, countries Climate, Physical features, natural resources, Impact on trade and where people live
- Diversity; ethnic groups, religious groups, belief systems
- Environmental Issues *Pollution- Yangtze Rivers *Air Pollution and flooding- China

**Economics: Eastern Asia**
- Economic systems: Trade, Voluntary, Benefits, specialization, types of trade barriers
- Investment in human, capital, capital goods, entrepreneurship and GDP, literacy rate, standard of living

**Government/Civics: Eastern Asia**
- Forms of government: Citizen participation, Forms of Democracy

Note: The Review Unit and Pre-Unit Buffers have been included to provide additional learning supports.

MGS=Map/Globe Skills
IPS=Informational Processing Skills

Revised May 2022
Spiral Review: Provide on-going references to the Connecting Themes, Map/Globe Skills & Informational Processing Skills (Matrices), and the Reading Standards (Key Ideas and Details) for Literacy in History/Social Studies in order to support the content.

### 2022-2023 Seventh Grade Social Studies Curriculum Map

The suggested instructional pacing schedule is approximate and can be adjusted; however, the sequence of instruction should not be altered. Teachers should adhere to the guide as closely as possible

<table>
<thead>
<tr>
<th>2nd Semester</th>
<th>Pre-Unit 4: Review Buffer</th>
<th>Unit 4: Financial Literacy</th>
<th>Buffer</th>
<th>World Studies Show What You Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Standard</td>
<td>SS7E10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 days</td>
<td>30 days</td>
<td>3 days</td>
<td>18 days</td>
<td></td>
</tr>
</tbody>
</table>

**Using Documents**
- Political Cartoon Analysis
- Document Analysis
- Photograph Analysis
- Draw conclusions & make generalizations
- Analyze artifacts
- Graphic scales
- Perspective, trends, & generalizations.

**Big Ideas**
- Basic principles of effective personal money How to live within one’s income
- Income is received from work and is limited
- Budget is a tool to plan the spending and saving of income
- Reasons and benefits of saving Uses and costs of credit

**Assessment Remediation Enrichment**
- Use Big Ideas to generate:
  - Projects
  - Choice Board
  - Scrap Books

Note: The Review Unit and Pre-Unit Buffers have been included to provide additional learning supports.

MGS=Map/Globe Skills
IPS=Informational Processing Skills

Revised May 2022