

Connecting Themes/Enduring Understandings Used in 7th Grade Social Studies

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society

Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Location: The student will understand that location affects a society's economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

7th Grade Curriculum Map for the Georgia Standards of Excellence in Social Studies

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the 7th Grade Social Studies Course.

Unit #/Title	Unit 1: Connecting Themes	Unit 2: Southwest Asia (Middle East) Today	Unit 3: Impact of the Environment and Economy on Southwest Asia (Middle East)
GSE for Social Studies	NA	<p style="text-align: center;">October 12</p> SS7G5, SS7G6, SS7G7, SS7CG3	<p style="text-align: center;">October 12</p> SS7G6, SS7G7, SS7E4, SS7E5, SS7E6
Key Concepts	Conflict and Change Culture Gain from Trade Governance Human Environmental Interaction Location Movement/Migration Production, Distribution, Consumption Scarcity Time, Change, Continuity	Location of select countries and features in Southwest Asia Environmental issues *water pollution *unequal water resources Location, physical features, and natural resources impact population distribution and trade Various forms of government and citizen participation - Israel, Saudi Arabia, Turkey Forms of democracy – parliamentary and presidential	Environmental issues *water pollution *unequal water resources Location, physical features, and natural resources impact on population distribution and trade Analyze different economic systems and their location on a continuum Economic systems in Israel, Saudi Arabia, Turkey Voluntary trade benefits buyers and sellers How specialization encourages trade Types of trade barriers Function of OPEC Literacy rates affect the standard of living Relationship between investment in human capital, capital goods, entrepreneurship and GDP (Israel, Saudi Arabia, Turkey) Distribution of oil impacts development of the region

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Unit #/Title	Unit 4: Origins of Modern Southwest Asia (Middle East) October 12	Unit 5: Southern and Eastern Asia Today January 25	Unit 6: Impact of the Environment and Economy on Southern and Eastern Asia January 25
GSE for Social Studies	SS7H2, SS7G8	SS7G9, SS7G11, SS7G12, SS7CG4	SS7G10, SS7E7, SS7E8, SS7E9
Key Concepts	<p>European partitioning led to regional conflict</p> <p>Establishment of the modern State of Israel (Jewish religious connection to the land, anti-Semitism, Zionism, aftermath of the Holocaust)</p> <p>Land and religion play a role in continuing conflicts (Palestinian-Israeli Conflict, division between Sunni and Shia Muslims, Kurdish nationalism)</p> <p>U.S. presence and interest in the Middle East (Persian Gulf Conflict and invasions of Afghanistan and Iraq)</p> <p>Difference between an ethnic group and a religious group</p> <p>Diversity of religious and ethnic groups (Arabs, Persians, and Kurds)</p> <p>Prominent religions: Judaism, Islam, Christianity</p>	<p>Location of selected countries and features in Southern and Eastern Asia</p> <p>Location, climate, physical features, natural resources, and physical features impact trade and where people live</p> <p>Difference between an ethnic group and a religious group</p> <p>Belief systems of prominent religions (Buddhism, Hinduism, Shintoism, Confucianism)</p> <p>Various forms of government and citizen participation – China, Japan, North Korea, South Korea, India</p> <p>Forms of democracy – parliamentary and presidential</p>	<p>Environmental issues *Pollution-Ganges and Yangtze Rivers *Air pollution and flooding – China and India</p> <p>Different economic systems and where their located on a continuum</p> <p>Economic systems – China, India, Japan, North Korea, South Korea</p> <p>Voluntary trade benefits buyers and sellers</p> <p>Specialization encourages trade Types of trade barriers</p> <p>How literacy rates affect the standard of living</p> <p>Relationship between investment in human capital, capital goods, entrepreneurship and GDP (China, India, Japan, South Korea, North Korea)</p>

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Unit #/Title	Unit 7: Historical Background of Southern and Eastern Asia January 25	Unit 8: Africa Today April 5	Unit 9: Impact of the Environment and Economy on Africa April 5
GSE for Social Studies	SS7H3	SS7G1, SS7G3, SS7G4, SS7CG1, SS7CG2	SS7G2, SS7E1, SS7E2, SS7E3
Key Concepts	<p>Nationalism led to independence in India</p> <p>Mohandas Gandhi’s belief in non-violent protest</p> <p>Role of the United States in the rebuilding of Japan after WWII</p> <p>Impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square</p> <p>Reasons for foreign involvement in Korea and Vietnam in terms of the containment of communism</p>	<p>Location of selected countries and features of Africa</p> <p>Characteristics (location, climate, and physical characteristics) in the Sahara, Sahel, savanna, and tropical rain forest impact trade and where people live</p> <p>Difference between an ethnic group and a religious group</p> <p>Diversity of religions within African ethnic groups</p> <p>Citizens participation – autocratic and democratic governments</p> <p>Various forms of government and citizen participation –South Africa, Nigeria, Kenya</p> <p>Two predominant forms of democratic governments – presidential and parliamentary</p> <p>Government instability impacts standard of living, access to education, and the distribution of medicine and food to combat diseases and famine</p>	<p>Environmental issues *water pollution *unequal access to water impacts irrigation, trade, industry, and drinking water</p> <p>Relationship between poor soil and deforestation</p> <p>Impact of desertification on the environment</p> <p>Different economic systems and their locations along a continuum</p> <p>Economic systems in South Africa, Nigeria, and Kenya. Voluntary trade benefits buyers and sellers</p> <p>Specialization encourages trade</p> <p>Types of trade barriers</p> <p>International trade requires a system for exchanging currencies</p> <p>Factors that influence economic growth -Nigeria, South Africa, and Kenya.</p> <p>Literacy rates affect the standard of living</p> <p>Relationship between investment in human capital, capital goods, natural resources, entrepreneurship, and GDP</p>

Georgia Department of Education

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<p>Unit #/Title</p>	<p>Unit 10: Connecting Africa’s Past with Africa’s Present</p> <p>April 5</p>	<p>Unit 11: Your Financial Future</p>
<p>GSE for Social Studies</p>	<p>SS7H1</p>	<p>SS7E10</p>
<p>Key Concepts</p>	<p>European partitioning contributed to conflict, civil war, and artificial political boundaries in Africa today</p> <p>Pan-African movement and nationalism led to independence in Kenya and Nigeria.</p> <p>Creation and end of apartheid in South Africa</p> <p>Nelson Mandela and F.W.de Klerk</p>	<p>Basic principles of effective personal money</p> <p>How to live within one’s income</p> <p>Income is received from work and is limited</p> <p>Budget is a tool to plan the spending and saving of income</p> <p>Reasons and benefits of saving</p> <p>Uses and costs of credit</p>