



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Social Studies

Grade 7

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Course Description: 7th Grade World Geography

Seventh Grade World Geography is designed to help the 7th graders develop a geographic understanding of their world with a focus on location, physical features, culture, economics, and politics. The course will introduce the students to the field of geography through the 5 themes. After gaining a basic understanding of maps, terms, definitions and the themes, students will engage in case studies on the specific topics. Students will engage in role-playing as the role of geographer in order to gain a specific world-view. Students will understand the globalization of the world, the role of the United States within the world, and the interconnections of the US and other countries politically and economically, as well as the role of the US in problem solving.

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Suggested Course Sequence:

Unit 1: *Introduction to Geography*: 5 weeks

Unit 2: *Human Environmental Interaction*: 6 weeks

Unit 3: *The US and the Global Economies*: 12 weeks

Unit 4: *Governments and US Foreign Policy*: 12 weeks

Unit 5: *Conflict and Justice in an Interconnected World*: 12 weeks

Unit Overview

Content Area:	7 th Grade Social Studies
Unit Title:	Unit 1- Introduction to Geography
Target Course/Grade Level:	7 th Grade
<p>Unit Summary: Students will examine the relationship between people and their environment through the eyes of a geographer. The students will understand the role of the geographer and all necessary key terms/ maps to have a geographic perspective. Students will use the US as its main location in this unit.</p> <p>21st century themes:</p> <p style="padding-left: 40px;">Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy</p>	

Learning Targets

Standards:	
<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
CPI#	Cumulative Progress Indicator (CPI)
CCSS.ELA-LITERACY.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
NJCCS for Social Studies , 2009 Skills Table: Spatial Thinking 5-8	Select and use various geographic representations to compare information about people, places, regions, and environments.
NJCCS for Social Studies , 2009 Skills Table: Spatial Thinking 5-8	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do groups and individuals interact with their environment? • How is knowledge about the earth, landforms and resources collected and shared? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Humans interact with their unique environments. • Understandings of specific and unique terms are critical in the field of geography. • Maps are necessary for perspective and to share valuable information.

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| <ul style="list-style-type: none"> • How do leaders in an academic field (geography) create unique terminology to convey unique and specific meanings? | <ul style="list-style-type: none"> • Information can clearly be demonstrated and shared in graphs and charts. |
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Unit Learning Targets

Students will...

- Define and apply geographical terms correctly
- Read text and explain the geographic implications of the given information
- Analyze and explain various types of maps
- Construct appropriate graphs and charts for give information
- Explain which type of map or representation is best for a specific set of criteria

Evidence of Learning

Summative Assessment (4 weeks)- End of unit assessment of map skills, charts, graphs and vocabulary, map of the US

Equipment Needed:

Internet, Elmo

Teacher Resources:

Text, maps

Formative Assessments

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| <ul style="list-style-type: none"> • Exit tickets • Journals • Self- reflections | <ul style="list-style-type: none"> • Quizzes |
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Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Geography (Tools of Geography)	2
2	5 Themes of Geography	3
3	Key Vocabulary	2
4	Types and Purposes of Maps	4

5	Types and Purposes of Charts and Graphs	4
6	Independent Case Study	5

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area:	7 th Grade Social Studies
Unit Title:	Unit 2: Human-Environmental Interactions (6 weeks)
Target Course/Grade Level:	7 th Grade

Unit Summary: Students will focus on the interconnections between humans and their environment. Students will engage in case studies, which demonstrate man's ability to control and impact nature and the consequences of these actions. Students will also engage in simulations through which they can become problem solvers for many of the man-made and nature created current problems facing the world. Students will use Middle and *South America* as its main locations in this unit.

21st century themes: Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy

Learning Targets

Standards: 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CPI#	Cumulative Progress Indicator (CPI)
CCSS.ELA-LITERACY.RH 6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-RH 6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
NJCCS for Social Studies , 2009 Skills Table: Spatial Thinking 5-8	Select and use various geographic representations to compare information about people, places, regions, and environments.
NJCCS for Social Studies , 2009 Skills Table: Spatial Thinking 5-8	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
NJCCCS 6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
NJCCCS 6.2.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment
8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.

Unit Essential Questions

- How do groups and individuals interact with their environment?
- How do human actions impact the environment?
- What can humans do to stop and reverse their negative effects on the environment?

Unit Enduring Understandings

- Humans have a tremendous impact on the environment.
- Humans are reliant on the environment to sustain life.
- Humans must take steps immediately to care for the earth and its precious resources.

Evidence of Learning

Summative Assessment (3 days)- Case study of a specific HEI incident; map test

Equipment Needed: Internet, maps (specifically of Central and South America)

Teacher Resources: Text and map

Formative Assessments

- Exit tickets
- Journals
- Self- reflections
- Quizzes

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	HEI- Meaning and Understanding	2 days
2	Introduction to Central America	2 days
3	The Land and People of Central America	4 days
4	Introduction to South America	2 days
5	The Land and People of South America	4 days
6	Class Case studies of HEI (group activities such as Panama Canal)	6 days
7	Solving Negative Effects of HEI	4 days
8	Independent Case Study of HEI including solutions to any problems	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.pearsoned.com

www.nationalgeographic.com

Unit Overview

Content Area:	7 th Grade Social Studies
Unit Title:	Unit 3 The US and the Global Economy (12 weeks)
Target Course/Grade Level:	7 th Grade
Unit Summary:	Students will examine the interconnections between the people and their environment as it relates to the economy. Students will understand the importance of a strong economy and the major changes that have taken place that have created a global, interconnected world economy. Students will use Asia as its main locations in this unit.
21st century themes:	Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy

Learning Targets

Standards: 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI#	Cumulative Progress Indicator (CPI)
CCSS.ELA-LITERACY.RH 6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-RH 6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
NJCCS for Social Studies, 2009 Skills Table: Spatial Thinking 5-8	Select and use various geographic representations to compare information about people, places, regions, and environments.
NJCCS for Social Studies, 2009 Skills Table: Spatial Thinking 5-8	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy
6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
9.2.8.A.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.2.8.A.3	Relate earning power to quality of life across cultures.
9.2.8.B.4	Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.
9.2.8.D.5	Explain the economic principle of supply and demand.
9.2.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant

	societal goals.
9.2.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions
9.2.12.D.10	Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

Unit Learning Targets

Students will...

- Explain the meaning of economy
- Differentiate among different economic philosophies and structures
- Understand the economy of the US and its international role
- Explain the interconnectedness of all countries' economies
- Explain different organizations and their impact on the global economies
- Identify countries and major physical features of Asia
- Become an expert on a specific country's economy and make suggestions to strengthen and grow that economy

Evidence of Learning

Summative Assessment (4 days) map test on Asia; case study on a specific country's economy

Equipment Needed: Text, maps, case studies

Teacher Resources: Text and online resources

Formative Assessments

- Exit tickets
- Journals
- Self- reflections
- Quizzes

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	What is an economy?	2 days
2	Different types of economies in action	3 days
3	Introduction to Europe	2 days
4	The Land and People of Europe	3 days
5	The US Economy- a Brief History	4 days
6	The Modern US Economy	4 days
7	The Global Economy (World Bank, IMF, etc)	4 days
8	Case Study- EU Economy	4 days
9	Independent Economic Case Study	4 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview
Content Area: 7th Grade Social Studies

Unit Title: Unit 4: The US and World Governments with a Focus on American Foreign Policy

Target Course/Grade Level: 7th Grade

Unit Summary: Students will examine the government of the US as well as the other types of government structures used throughout the world. The students will examine US foreign policy and its diplomatic interconnections with other nations. Students will use Europe as its main locations in this unit.

21st century themes: Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy

Learning Targets
Standards: 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CPI#	Cumulative Progress Indicator (CPI)
CCSS.ELA-LITERACY.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
NJCCS for Social Studies, 2009 Skills Table: Spatial Thinking 5-8	Select and use various geographic representations to compare information about people, places, regions, and environments.
NJCCS for Social Studies, 2009 Skills Table: Spatial Thinking 5-8	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.
6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic

	imbalances and social inequalities.	
6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.	
Unit Essential Questions <ul style="list-style-type: none"> • Why do governments exist? • What are different types of governments? • How do people interact with their governments? • How do governments interact internationally (including organizations)? • How has foreign policy become complex due to globalization? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Governments exist to serve its people, but not all governments function in this way. • To maintain diplomacy countries must interact and negotiate with other countries. • In the modern world, countries must rely on diplomacy and negotiation due to globalization. • World organizations have formed to deal with globalization. 	
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Explain the purpose of government • Explain how the US government works • Explain the various types of governments used in the world today • Identify the history of US foreign policy • Explain modern US foreign policy • Identify key places and physical features of Europe 		
Evidence of Learning		
Summative Assessment (4 days)- European map assessment; case study on a country's government system		
Equipment Needed:	Text, primary sources, various websites	
Teacher Resources:	Text and Resource	
Formative Assessments <ul style="list-style-type: none"> • Exit tickets • Journals • Self- reflections • Quizzes 		
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Government	2 days
2	US Government in Action	8 days
3	Types of Government	3 days
4	Introduction to Europe	2 days
5	The Land and People of Europe	4 days
6	US Foreign Policy: A History	5 days

7	Modern US Foreign Policy	10 days
8	International Organizations	5 days
9	Case Studies- Class	10 days
10	Case Study Independent	4 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Unit Overview

Content Area:	7 th Grade Social Studies
Unit Title:	Unit 5- Conflict and Justice in an Interconnected World
Target Course/Grade Level:	7 th Grade
Unit Summary:	Students will examine causes of major international conflict; they will focus on religion, land control, and ethnicity as major contributors to these conflicts. Students will examine international organizations involved in conflict and justice including the United Nations and Interpol. Students will use the Middle East and Africa as its main locations in this unit.
21st century themes:	Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy

Learning Targets

Standards: 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI#	Cumulative Progress Indicator (CPI)
CCSS.ELA-LITERACY.RH 6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-RH 6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
NJCCS for Social Studies, 2009 Skills Table: Spatial Thinking 5-8	Select and use various geographic representations to compare information about people, places, regions, and environments.
NJCCS for Social Studies, 2009 Skills Table: Spatial Thinking 5-8	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

Unit Essential Questions

- What causes conflict between different groups of people?
- What is the role of outsiders to step in during conflict?

Unit Enduring Understandings

- Countries are interdependent on one another for economic stability; this leads to alliances and conflict.
- Differences in race and religion have caused much conflict between countries leading to fighting.
- Organizations like the UN work to maintain world peace.
- Humans need to feel safe and secure in order to progress. Once these basic needs are met they will advance.
- During conflict, people are divided into perpetrators, rescuers, and by-standers.

Unit Learning Targets

Students will...

- Explain what is meant by globalization
- Understand religious and ethnic differences
- Evaluate various international organizations as to their roles and success
- Explain and analyze several examples of international conflict as to cause and results
- Suggest ways for the international community to deal with conflict

Evidence of Learning

Summative Assessment (6 days) – Map test of Africa and the Middle East; Case study on modern conflict

Equipment Needed: Internet, laptops, Elmo

Teacher Resources: Text, primary source readings, current events websites

Formative Assessments

- Exit tickets
- Journals
- Self- reflections
- Quizzes

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Religion and Ethnicity- Understanding Differences	4 days
2	Causes of Conflict	4 days
3	Case Study on the Holocaust- introduce "genocide"	10 days
3	Introduction to the Middle East and Africa	3 days
4	The People and Land of the Middle East and Africa	5 days
5	International Organizations	5 days
6	Modern Conflict (Balkans, Pakistan/India, Israel/ Palestine, Koreas, Ukraine/ Russia, etc.)	15 days
7	Independent Case Study	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit: