

Mullica Township School District



Social Studies Curriculum Grade 7

Board Approved: 11/28/2018

Mullica Township School District: Grade 7 SS Curriculum

	Module 1a/ MP1	Module 1b/ MP1	Module 2/MP2	Module 3/MP3	Module 4 / MP4
Focus	Using geography skills	Synthesizing information from multiple sources to understand a place and its people	Using reading skills and strategies to understand social studies	Connections between today and yesterday	Noticing & noting connections between places (ex: Africa, Europe, America)
Module Title	Thinking like a Geographer	A Long Walk to Water: Studying Africa	Europe and Russia	North and South America	Asia and Our Most Southern Continents
Description & Essential Questions	<p>Students begin by developing an understanding of major themes of geography, reviewing the locations of continents and oceans, different types of landforms and learning essential skills necessary for understanding geography, such as map reading.</p> <p>EQ: How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p>	<p>Students are immersed in a study of the African continent learning about the geography, history, culture, and current economy. Concurrently, in ELA, they are reading a short novel with a narrative and informational component based in Sudan.</p> <p>EQs: How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	<p>As students focus on Europe and Russia, we explore how reading skills and strategies such as comparing/contrasting, cause/effect, sequencing, summarizing, identifying main ideas and supporting details, and drawing conclusions, can help us to learn big ideas about geography and history.</p> <p>EQs: How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</p>	<p>While learning about the history and geography of North and South America, students read a complimentary text about Frederick Douglass in ELA. Drawing on knowledge learned in the previous module, students should be able to develop a deep understanding of slavery in the US. In addition, students will learn about and discuss current race-related issues.</p> <p>EQs: How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? How do citizens, civic ideals, and government institutions interact to balance the needs of</p>	<p>As students learn about the people and places of Asia, Australia, and Antarctica, they should begin to make note of connections between different places in the world by discussing things like trade, exploration, the slave trade, and immigration.</p> <p>EQs: How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for</p>

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				<p>individuals and the common good? How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>	<p>individuals, groups, and societies?</p>
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	Module 1a/ MP1	Module 1b/ MP1	Module 2/ MP2	Module 4/ MP4	
Texts	<ul style="list-style-type: none"> Textbook: Exploring Our World: Chapter 1, Section 1 & Geography Skills Handbook, Chapter 3, Sections 1-3 Newsela (leveled) readworks.org (leveled) 	<ul style="list-style-type: none"> Textbook: Exploring Our World: Chapters 16, 17, 18 (Section 1), 19, 20, 21 A Long Walk to Water by Linda Sue Park Newsela (leveled) readworks.org (leveled) 	<ul style="list-style-type: none"> Textbook: Exploring Our World: Chapters 10,11,13,14 Pygmalion Newsela (leveled) readworks.org (leveled) 	<ul style="list-style-type: none"> Textbook: Exploring Our World: Chapters 4,5,7,8 Narrative of the Life of Frederick Douglass Newsela (leveled) readworks.org (leveled) 	<ul style="list-style-type: none"> Textbook: Exploring Our World: Chapters 22, 23, 24, 18 (Sections 1 and 2), 25, 26, 27, 28, 29 Newsela (leveled) readworks.org (leveled)
Cross-Curricular Writing Tasks					

NJ 2014 Student Learning Standards		Modules 1a/1b	Module 2	Module 3	Module 4
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.					
Beginnings to 1620					
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	√	√	√	

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6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.	√	√	√	√
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.		√	√	√
Colonization and Settlement 1585-1763					
NJ 2014 Student Learning Standards		Modules 1a/1b	Module 2	Module 3	Module 4
<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.</p>					
Expanding Exchanges and Encounters (500 CE-1450 CE)					
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.	√			√
6.2.8.B.4.c	Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.	√			

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NJ 2014 Student Learning Standards		Modules 1a/1b	Module 2	Module 3	Module 4
6.2.8.B.4.d	Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.	√		√	√
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	√	√	√	√
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>					
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	√	√	√	√
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body	√	√	√	√

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	(e.g., school board, municipal or county government, state legislature).				
NJ 2014 Student Learning Standards		Modules 1a/1b	Module 2	Module 3	Module 4
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.	√	√	√	√
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	√	√	√	√
6.3.8.C.1	Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).	√	√	√	√