Grade 7 Social Studies Curriculum Maps

Grade: 7 Subject: Social Studies	Unit 1: World Geography Skills
Big Idea/Rationale	Unit 1 – World Geography Skills will examine the physical geography of the world's continents and oceans. Students will emerge from this unit with map skills that allow for the investigation of ways the world is interconnected, as well as the comparison of New Jersey to other places around the world.
Enduring Understanding (Mastery Objective)	• Examine physical geographic features, including the world's continents, oceans. • Perform map skills. • Analyze ways the world is interconnected. • Use, interpret, analyze thematic maps to answer social studies questions.
Essential Questions (Instructional Objective)	• Where do I live in relation to the rest of the town, county, state, continent, the world? • What contributes to varying climates throughout the world? • How is the world interconnected? • How do I interpret a map? • What kind of land is there? • How do people use land?
Content (Subject Matter)	• Map Components – Title, key, symbols & coloring • Ocean Currents • Wind Patterns • Climate • Environment • Travel
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.1.8.B.1.b—Analyze the world in spatial terms, 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. • 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.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. • 6.2.8.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

CCSS

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
- 06-08.RH.03—Identify key steps in a texts description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.06—Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.
- 06-08.RH.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.
- 06-08.WST.01.A—Introduce claim(s) about a topic or issue acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
- 06-08.WST.01.B—Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.
- 06-08.WST.01.C—Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) counterclaims reasons and evidence.
- 06-08.WST.01.D—Establish and maintain a formal style.
- 06-08.WST.01.E—Provide a concluding statement or section that follows from and supports the argument presented.
- 06-08.WST.02.A—Introduce a topic clearly previewing what is to follow organize ideas concepts and information into broader categories as appropriate to achieving purpose include formatting (e.g. headings) graphics (e.g. charts tables) and multimedia when useful to aiding comprehension.

	• 06-08.WST.02.B—Develop the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples. • 06-08.WST.02.C—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • 06-08.WST.02.D—Use precise language and domain-specific vocabulary to inform about or explain the topics. • 06-08.WST.02.E—Establish and maintain a formal style and objective tone. • 06-08.WST.02.F—Provide a concluding statement or section that follows from and supports the information or explanation presented. • 06-08.WST.03—(See note not applicable as a separate requirement). • 06-08.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. • 06-08.WST.05—With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed. • 06-08.WST.06—Use technology including the Internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently. • 06-08.WST.07—Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration. • 06-08.WST.08—Gather relevant information from multiple print and digital sources using search terms effectively assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • 06-08.WST.09—Draw evidence from informational texts to support analysis reflection and research. • 06-08.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials and Resources	• www.nystromworldatlas.com • www.unitedstreaming.com • www.yourchildlearns.com • Mimio software • 21st century cart for drawing on maps.
Notes	

Grade: 7 Subject: Social Studies	Unit 2: Continent of North America
Big Idea/Rationale	Unit 2 – Continent of North American will allow students to examine the physical and cultural geographic features of North America, including the regions of Central America and the Caribbean. Students will also compare New Jersey to the rest of North America.
Enduring Understanding (Mastery Objective)	• Investigate how North America has been interconnected with the world throughout history. • Compare and contrast New Jersey with other regions of North America. • Demonstrate computer research strategies and power point presentation skills while examining the Continent of North America. • Demonstrate essay writing skills while examining the Continent of North America.
Essential Questions (Instructional Objective)	• What information is being represented on a map of North America? • How can different cultures of North America be described? • How does the physical geography of North America affect the cultural geography of the people?
Content (Subject Matter)	• Map Components – Title, key, symbols & coloring • Physical Regions of North America • Cultural Regions of North America • Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.1.8.B.1.a—Describe migration and settlement patterns of Native American groups and explain how these patterns affected interactions in different regions of the Western Hemisphere. • 6.1.8.B.1.b—Analyze the world in spatial terms, 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. • 6.1.8.D.1.b—Explain how interactions among African, European, and Native American groups began a cultural transformation. • 6.1.8.B.2.a—Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. • 6.1.8.D.2.b—Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. • 6.1.8.C.4.b—Explain how major technological developments revolutionized land and water transportation, as well as the economy in

New Jersey and nation.
- 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- 6.2.8.B.1.b—Compare and contrast how nomadic and agrarian societies used land and natural resources.
- 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire's relationships with other parts of the world.
- 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.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.C.4.b—Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

CCSS
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- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.

- 06-08.RH.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.
- 06-08.WST.01.A—Introduce claim(s) about a topic or issue acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
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- 06-08.WST.02.B—Develop the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples.
- 06-08.WST.02.C—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 06-08.WST.02.D—Use precise language and domain-specific vocabulary to inform about or explain the topics.
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Notes	

Grade: 7 Subject: Social Studies	Unit 3: Continent of Asia
Big Idea/Rationale	Unit 3 – Continent of Asia will allow students to examine the physical and cultural geographic features of Asia. Students will also compare New Jersey to Asia.
Enduring Understanding (Mastery Objective)	• Investigate how Asia has been interconnected with the world throughout history. • Compare and contrast New Jersey with regions of Asia. • Demonstrate computer research strategies and power point presentation skills while examining the continent of Asia. • Demonstrate essay writing skills while examining the continent of Asia.
Essential Questions (Instructional Objective)	• What information is being represented on a map of Asia? • How can different cultures of Asia be described? • How does the physical geography of Asia affect the cultural geography of the people?
Content (Subject Matter)	• Map Components – Title, key, symbols & coloring • Physical Regions of Asia • Cultural Regions of Asia • Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. • 6.2.8.B.1.b—Compare and contrast how nomadic and agrarian societies used land and natural resources. • 6.2.8.B.2.a—Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. • 6.2.8.B.2.b—Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. • 6.2.8.B.3.a—Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

- 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire's relationships with other parts of the world.
- 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.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f—Explain how the geographies of China and Japan influenced their development and their relationship with one another.
- 6.2.C.4.b—Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

CCSS
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Notes	

Grade: 7 Subject: Social Studies	Unit 4: Continent of Europe
Big Idea/Rationale	Unit 2 – Continent of Europe will allow students to examine the physical and cultural geographic features of Europe. Students will also compare New Jersey to Europe.
Enduring Understanding (Mastery Objective)	• Investigate how Europe has been interconnected with the world throughout history. • Compare and contrast New Jersey with regions of Europe. • Demonstrate computer research strategies and power point presentation skills while examining the continent of Europe. • Demonstrate essay writing skills while examining the continent of Europe.
Essential Questions (Instructional Objective)	• What information is being represented on a map of Europe? • How can different cultures of Europe be described? • How does the physical geography of Europe affect the cultural geography of the people?
Content (Subject Matter)	• Map Components – Title, key, symbols & coloring • Physical Regions of Europe • Cultural Regions of Europe • Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.1.8.B.1.b—Analyze the world in spatial terms, 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. • 6.1.8.D.1.b—Explain how interactions among African, European, and Native American groups began a cultural transformation. • 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. • 6.2.8.B.1.b—Compare and contrast how nomadic and agrarian societies used land and natural resources. • 6.2.8.B.2.a—Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. • 6.2.8.B.3.a—Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided

motivation for expansion.

- 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire's relationships with other parts of the world.
- 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.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.C.4.b—Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

CCSS

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Notes	

Grade: 7 Subject: Social Studies	Unit 5: Continent of Asia
Big Idea/Rationale	Unit 5 – Continent of Africa will allow students to examine the physical and cultural geographic features of Africa. Students will also compare New Jersey to Africa.
Enduring Understanding (Mastery Objective)	• Investigate how Africa has been interconnected with the world throughout history. • Compare and contrast New Jersey with regions of Africa. • Demonstrate computer research strategies and power point presentation skills while examining the continent of Africa. • Demonstrate essay writing skills while examining the continent of Africa.
Essential Questions (Instructional Objective)	• What information is being represented on a map of Africa? • How can different cultures of Africa be described? • How does the physical geography of Africa affect the cultural geography of the people?
Content (Subject Matter)	• Map Components – Title, key, symbols & coloring • Physical Regions of Africa • Cultural Regions of Africa • Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.1.8.B.1.b—Analyze the world in spatial terms, 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. • 6.1.8.D.1.b—Explain how interactions among African, European, and Native American groups began a cultural transformation. • 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. • 6.2.8.B.1.b—Compare and contrast how nomadic and agrarian societies used land and natural resources. • 6.2.8.B.2.a—Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. • 6.2.8.B.2.b—Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China),

and determine the geopolitical impact of these civilizations, then and now.

- 6.2.8.B.3.a—Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire's relationships with other parts of the world.
- 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.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

CCSS

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
- 06-08.RH.03—Identify key steps in a texts description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.06—Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.
- 06-08.RH.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.
- 06-08.WST.01.A—Introduce claim(s) about a topic or issue acknowledge

and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.

- 06-08.WST.01.B—Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.
- 06-08.WST.01.C—Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) counterclaims reasons and evidence.
- 06-08.WST.01.D—Establish and maintain a formal style.
- 06-08.WST.01.E—Provide a concluding statement or section that follows from and supports the argument presented.
- 06-08.WST.02.A—Introduce a topic clearly previewing what is to follow organize ideas concepts and information into broader categories as appropriate to achieving purpose include formatting (e.g. headings) graphics (e.g. charts tables) and multimedia when useful to aiding comprehension.
- 06-08.WST.02.B—Develop the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples.
- 06-08.WST.02.C—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 06-08.WST.02.D—Use precise language and domain-specific vocabulary to inform about or explain the topics.
- 06-08.WST.02.E—Establish and maintain a formal style and objective tone.
- 06-08.WST.02.F—Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 06-08.WST.03—(See note not applicable as a separate requirement).
- 06-08.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
- 06-08.WST.05—With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed.
- 06-08.WST.06—Use technology including the Internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 06-08.WST.07—Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.
- 06-08.WST.08—Gather relevant information from multiple print and digital sources using search terms effectively assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for

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Materials and Resources	• www.nystromworldatlas.com subscription • www.unitedstreaming.com subscription • www.yourchildlearns.com • www.geography.about.com • www.cia.gov/worldfactbook • Mimio software • 21st century cart • Mobile computer lab and/or computer lab sign up • Classroom group fusion page • Microsoft Word and Power Point • Individual student flash/jump drives
Notes	

Grade: 7 Subject: Social Studies	Unit 6: Continents of South America, Antarctica, Australia & the Region of Oceania
Big Idea/Rationale	Unit 6 – Continents of South America, Antarctica, Australia & the Region of Oceania will allow students to examine the physical and cultural geographic features of South America, Antarctica, Australia & the region of Oceania. Students will also compare New Jersey to the continents of South America, Antarctica, Australia & the region of Oceania.
Enduring Understanding (Mastery Objective)	• Investigate how the continents of South America, Antarctica, Australia & the region of Oceania have been interconnected with the world throughout history. • Compare and contrast New Jersey with the continents of South America, Antarctica, Australia & the region of Oceania. • Demonstrate computer research strategies and power point presentation skills while examining the continents of South America, Antarctica, Australia & the region of Oceania.
Essential Questions (Instructional Objective)	• What information is being represented on maps of South America, Antarctica, Australia and the region of Oceania? • How can different cultures of South America, Australia & the region of Oceania be described? • How does the physical geography of South America, Antarctica, Australia & the region of Oceania affect the cultural geography of the people?
Content (Subject Matter)	• Map Components – Title, key, symbols & coloring • Physical Regions of South America, Antarctica, Australia & Oceania • Cultural Regions of South America, Antarctica, Australia & Oceania • Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.1.8.B.1.b—Analyze the world in spatial terms, 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. • 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. • 6.2.8.B.1.b—Compare and contrast how nomadic and agrarian societies used land and natural resources. • 6.2.8.B.2.a—Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.

- 6.2.8.B.3.a—Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire's relationships with other parts of the world.
- 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.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

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- 06-08.WST.01.E—Provide a concluding statement or section that follows from and supports the argument presented.
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Notes	