



## Grade 7 Social Studies

### **Content Summary**

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In Social Studies, students will learn and utilize the Big 6™ Research Process through these five regions of the world: Africa, East Asia, West Asia, the Americas, and Europe/Russia. Students will survey each of these regions by examining the peoples, cultures, and resources within a global context. Students will develop their research abilities and apply these skills through multiple research opportunities within the context of each of the five regions. Through the study of each of these regions, students will develop enduring understandings of core concepts and ideas in civics, economics, geography, and history.

### **Skill Summary**

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Students will develop research skills using the Big 6™ Research Process. Students will learn each step of the Big 6™ Research Process and co-construct a research project as a class. In the following units of study, students will independently conduct research projects both short and sustained. Specific research skills include: writing a guiding research question, selecting the best sources, evaluating information for relevancy and accuracy, drawing conclusions from the research, documenting sources, and self-evaluating. In addition to the research process, students will also utilize technology in a variety of different ways to gather, organize and present information learned.

### **Unit Assessments**

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**Unit 2** — In this unit assessment, students will self-select a topic by creating a guiding research question about an environmental problem in East Asia. Students will then write a response that analyzes the causes of the problem and the effects of the problem on the surrounding population. Students should include a Works Cited to reference their sources for their response. (Students will progress to an annotated bibliography by the end of this semester.)

**Unit 4** — The Unit Four Assessment will be an optional research project about “The Human Footprint.” Students will select their own topic, write a guiding research question, and research how two different countries use and interact with their selected topic. To launch this assessment, teachers can use clips from the video from National Geographic titled, “The Human Footprint.” Clips from this video are available on Blackboard. Students should cite their sources with an annotated bibliography.

## Spokane Public Schools 7<sup>th</sup> Grade Social Studies Semester One Scope and Sequence Overview

Unit Name	Unit Theme	Suggested # of Days
Unit 1: Africa	Introduction to Geography	5
Unit 1: Africa	Africa: Geography and Environment	5
Unit 1: Africa	Africa: People and Places	10
Unit 2: East Asia	East Asia: Geography and Environment	10
Unit 2: East Asia	East Asia: People and Places	10
Unit 2: East Asia	Assessment: Writing About an Environmental Issue in East Asia	5
Unit 3: West Asia	West Asia: Geography and Environment	5
Unit 3: West Asia	West Asia: People and Places	10
Unit 4: The Americas	The Americas: Geography and Environment	5
Unit 4: The Americas	The Americas: People and Places	10
Unit 4: The Americas	Assessment: The Human Footprint	5
Unit 5: Europe and Asia	Europe and Asia: Geography and Environment	5
Unit 5: Europe and Asia	Europe and Asia: People and Places	5
<b>Total Number of Suggested Days</b>		<b>90</b>

## Spokane Public Schools 7<sup>th</sup> Grade Social Studies

### **Unit One Overview**

#### **Region: Africa**

#### **Content Summary**

In Unit One, teachers will give students a foundation of map reading and geography skills. Students will study the geography, environment, people and places of Africa. Teachers will introduce students to the steps of writing a research paper using The Big6™ Research Process. The Big6™ Research Process includes: developing a research question, selecting the best resources, gathering the information from the resources, using the information, synthesizing the information, and self-evaluation. This unit is the foundation for research skills in social studies.

#### **Skill Summary**

Students will learn how to analyze multiple types of maps and demonstrate this learning in multiple ways. Students will begin to study the research process, specifically focusing on the Big6™ research scope and sequence.

#### **Formative and Summative Assessments**

Throughout Unit One: Africa, students should be given multiple opportunities to demonstrate their understanding of the unit's Grade Level Expectations and Common Core State Standards. Teachers may choose to use the suggested formative assessment measures written in the curriculum guide framework, or implement other measures as needed. By the end of the unit, students will demonstrate their ability to conduct research to answer a question of their own creation related to the content. Students will also complete the Unit One Writing Task where they will be asked to use text based evidence to write a one to three page paper to support a claim.

## Unit 1: Africa/Introduction to Geography

Unit 1	Africa		Essential Questions
<b>Scope and Sequence</b>	<b>Standards and Learning Target Examples</b>		
<b>5 Days – Introduction to Geography</b>  <u>Vocabulary</u>  compass rose  legend/key  thematic map  physical map  political map  <u>Resources:</u>  <b>The Nystrom Desk Atlases</b>  <b>Our World Today: Teachers Guide</b>  <b>AVID: The Write Path History/Social Science: Interactive Teaching and Learning Guide</b>	<b>Geography 3.1.1 –</b> Analyzes maps and charts from a specific time period to analyze an issue or event	Students can analyze different types of maps and graphs connected to the regions of the world. <b>Note: The AVID strategy “Reading and Interpreting Maps” can be used to complete this task.</b>	<b>How does a map help historians come to deeper understanding of the regions of the World?</b>
	<b>CCSS (Reading Literacy 6-8.4) –</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies	Students can identify the key components of a map and use these key components to analyze its data to come to a deeper understanding of the regions of the World.	
		<b>Ed Tech 1.1.1 –</b> Generate ideas and create original works for personal and group expression using a variety of digital tools	Students can create maps using digital software while being able to identify the type of map they created and including all of a maps key components.

Unit 1	Africa/Introduction to Geography		Essential Questions
Scope and Sequence	Standards and Learning Target Examples		
<p><b>5 Days – Africa Geography and Environments Vocabulary</b></p> <p>ecosystem</p> <p>desertification</p> <p>population pressure</p> <p>sustainable development</p> <p><b><u>Resources</u></b></p> <p><b>National Geographic: Africa Geography and Environments</b></p> <p><b>The Big 6 Research Process</b></p> <p><b>AVID: The Write Path History/Social Science: Interactive Teaching and Learning Guide</b></p>	<p><b>Geography 3.2.1 –</b> Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present</p>	<p>Students can identify the impact of sustainable development on the people and the environment of the Savannah.</p>	<p><b>What is the impact of sustainable development on the people and environment of a region?</b></p> <p><b>Why is economic growth so important to the survival and sustainability of a region?</b></p> <p><b>How do people impact the environment through their actions?</b></p>
	<p><b>Economics 2.4.1 –</b> Understands and analyzes the distribution of wealth and sustainability of resources</p>	<p>Student can complete Cornell Notes on the many ways that African countries are attempting to achieve economic growth.</p>	
	<p><b>Unit 1 Writing Task</b></p> <p>Students can use text based evidence to back up a claim about the issue of desertification in Africa.</p> <p>Read the article “Desertification: The People Whose Land is Turning to Dust.”</p> <p>Write a one to three page response that describes the impact of desertification on the people and environment of Africa. Include appropriate in-text citations to support your claims.</p>		

## Spokane Public Schools 7<sup>th</sup> Grade Social Studies

Name \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_\_

### **Unit One Writing Task: Desertification**

Desertification is a type of land degradation in which a relatively dry land region becomes increasingly dry, losing its bodies of water, vegetation, and wild life. It is caused by many factors including climates changes and human activities such as deforestation.

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#### ***Directions to the student***

**Read the article “Desertification: The People Whose Land is Turning to Dust.” Write a one to three page response that describes the impact of desertification on the people and environment of Africa. Include appropriate in-text citations to support your claims.**

Use the following steps to guide your work:

1. Read the article “Desertification: The People Whose Land is Turning to Dust.”
2. Use a template to organize your information, either created by you or provided by your teacher.
3. Write a well-organized extended response that answers all parts of the writing prompt.

## Desertification: The people whose land is turning to dust

<http://www.bbc.com/news/world-africa-34790661#orb-footer>

The UN predicts over 50 million people will be forced to leave their homes by 2020 because their land has turned to desert. This is already happening in Senegal, writes Laeila Adjovi. Cattle herder Khalidou Badara took me up a hill in Louga, northern Senegal, to describe to me how his area has changed. "When I was a child, I did not even dare to walk up to here because the vegetation was so dense. "But these past few years, the wind and sand have been taking over. "There are almost no more trees, and the grass does not grow anymore, and so each year, we have to go further and further away to find grazing for our cattle."

His life has become more complicated because of desertification. He's not the only one. The UN says land degradation affects 1.5 billion people globally. Desertification is the persistent degradation of dry land ecosystems by human activities and by climate change. It translates into scarcer rains and decreasing soil quality, which leads to less grazing for livestock and lower crop yield. Each year, UN figures say, 12 million hectares of land are lost. That's land where 20 million tonnes of grain could have been grown.

People living off the land feel they have no choice but to migrate. In another part of Louga - the village of Pendaayake - I met Cheikhou Lo. Cheikhou Lo says he can't work because of the drought. He had sown hectares of peanuts and beans in the hope of selling them. But lack of rain and soil erosion mean the peanuts and beans have not ripened. His failed harvest is only good to feed animals.

"Years ago, there was more rain and we were able to produce more," he told me. "We could live on the crops until the next rainy season. Now, with that drought, we can't work. "If we had boreholes and sufficient means, we could grow vegetables, plant trees, and we could stay here". "But if not, many have to leave and go elsewhere to be able to survive."

His 27-year-old nephew Amadou Souare added that in the village there is only one borehole and not enough means to dig another one. "Here we live off the land," he said. "And if that does not work, we are in so much trouble." Many young people from the village have left. Cheikou Lo's own children, now adults, went to find jobs in Dakar. Some have travelled to Gabon, others are planning to go to Europe or Brazil.

"We would rather they stayed here to develop the village but with no jobs and no means, how can we ask them to stay?" he asked. One project is trying to slow the effects of desertification. The Great Green Wall initiative aims to create a barrier of vegetation in vulnerable areas across the continent, from Senegal to Djibouti. The organization says hundreds of thousands of trees have already been planted in the region. In Senegal, the wall is intended to make a 545km (338 mile) long curtain of vegetation.

The organization also makes fodder banks for herders, vegetable gardens to prevent malnutrition and teaches children how to protect the environment. The idea is to meet minimal living conditions so people can survive. After all, El Hadj Goudiaby from the national agency of the Great Green Wall explained, the trees will only have an impact in 10-15 years' time. "Can people

here really wait that long? No."Month by month, people continue to leave. A few hours away, Dakar, the capital city, offers hope of a better life.

Malik Souare grew up in Pendayayake. Unable to live off the land, he decided to move to Dakar, and found a job as a driver. But now, he dreams of going even further away."You know, everyone wants to get ahead. So I would prefer to leave. Go to England maybe. That is the place where my hopes are now," he said.For more and more rural communities at the mercy of the environment, migration appears to be the only choice.

According to the UN, over 50 million people could move from the desertified areas of sub-Saharan Africa towards North Africa and Europe by 2020. Pushed by the desert and pulled by opportunity, more and more people like Mr Souare will picture their future abroad.

## 7<sup>th</sup> Grade Social Studies: Unit One Writing Task “Desertification” Performance Assessment Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Scoring Elements	Advanced		Meets Expectations		Approaches Expectations		Not Yet
	4	3.5	3	2.5	2	1.5	1
<b>Focus</b>	Addresses all aspects of prompt appropriately and maintains a strongly developed focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses prompt appropriately, but with a weak or uneven focus.		Attempts to address prompt, but lacks focus or is off-task.
<b>Reading/ Research</b>	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.
<b>Conventions</b>	Demonstrates and maintains a well- developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
<b>Content Understanding</b>	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in- depth understanding.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.

Unit 1	Africa		Essential Questions
Scope and Sequence	Standards and Learning Target Examples		
<p><b>10 Days – Africa-People and Places</b></p> <p><u>Vocabulary</u></p> <p>biotechnology</p> <p>push/pull factor</p> <p>urbanization</p> <p>migration</p> <p><u>Resources</u></p> <p><b>National Geographic: Africa People and Places</b></p> <p><b>The Big 6 Research Process</b></p>	<p><b>S.S. Skills 5.2.1</b> – Creates and uses research questions to guide inquiry on an issue or event</p>	<p>Students can write a research question to investigate:</p> <ul style="list-style-type: none"> <li>-desertification in Africa</li> <li>-sustainable development in the Savannah</li> <li>-other environmental issues in Africa</li> </ul>	<p><b>How does a region’s geography and natural resources affect the people living in that area?</b></p> <p><b>What are the solutions to the environmental problems the people of Africa are facing?</b></p>
	<p><b>S.S. Skills 5.1.2</b> – Evaluates the breadth of evidence supporting positions on an issue or event.</p>		
	<p><b>CCSS Reading History 6-8.8</b> – Distinguish among fact, opinion, and reasoned judgement in a text</p>	<p>Students can evaluate resources for validity and relation to topic selected for a research project.</p>	
	<p><b>Ed tech 1.3.1</b> – Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</p>	<p>Students can create a guiding research question that addresses an environmental issue in the Sahara.</p>	

## Spokane Public Schools 7<sup>th</sup> Grade Social Studies

### **Unit Two Overview**

**Region: East Asia**

#### **Content Summary**

In Unit Two, students will study the geography and people of East Asia and how the environment has affected people and how people have affected the environment. Students will also study and analyze how technology and ideas have impacted East Asia.

#### **Skill Summary**

In this unit, students will focus on all aspects of the Big6™ research process. Students will go through the research process beginning with writing a guiding research question, conducting the research, and writing a case study based on their research.

#### **Unit Assessment**

In the Unit Two Assessment, students will select a topic related to an environmental problem in East Asia and then proceed through all the steps of the research process. The product for this assessment is a multi-paragraph response on an environmental problem in East Asia that analyzes the causes and the effects of the problem on the surrounding population. Students should cite their sources within their paper and include a works cited. Students will progress to a bibliography in their Unit Four Assessment.

## Unit 2-East Asia

Unit 2	East Asia	
Scope and Sequence	Standards and Learning Target Examples	
<p><b>10 Days : East Asia Geography and Environment</b></p> <p><b><u>Vocabulary</u></b></p> <p>biodiversity</p> <p>deforestation</p> <p>ecosystem</p> <p>sustainable development</p> <p><b><u>Resources</u></b></p> <p><b>National Geographic – East Asia Geography and Environments</b></p> <p><b>AVID: The Write Path History/Social Science: Interactive Teaching and Learning Guide</b></p>	<p><b>Geography 3.2.1 –</b> Understand and analyzes how the environment has affected people and how people have affected the environment</p>	<p>Students can analyze the role of geographical features in terms of its impact on the culture and way of life of the people of East Asia.</p>
	<p><b>CCSS Reading History 6-8.7 –</b> Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Students can demonstrate understanding of the effects of an environmental problem on the people in East Asia after analyzing a variety of visual media types. (charts, graphs, photos, videos, maps, etc) <b>Note: Use AVID strategies to analyze the different visual media types.</b></p>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What role do geographical features of a region play in where people settle and their way of life?</b></p> <p><b>What impact are environmental problems having on the people of East Asia?</b></p>	

Unit 2	East Asia		
Scope and Sequence	Standards and Learning Target Examples		Essential Questions
<p><b>10 Days : East Asia People and Places</b></p> <p><b><u>Vocabulary</u></b></p> <p>communism</p> <p>megalopolis</p> <p>global economy</p> <p>information technology</p> <p>free enterprise system</p> <p><b><u>Resources</u></b></p> <p><b>National Geographic East Asia: People and Places</b></p> <p><b>The Big 6 Research Process</b></p> <p><b>AVID: The Write Path History/Social Science: Interactive Teaching and Learning Guide</b></p>	<p><b>History 4.2.3</b> – Understands and analyzes how technology and ideas have impacted Washington State or world history.</p> <p><b>CCSS Writing History 6.8.4</b> – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students can analyze the costs and benefits and risks of building the world’s largest dam, the Three Gorges Dam in China.</p>	<p><b>What are the costs and benefits of human development and expansion on the environment?</b></p> <p><b>How does analyzing differing perspectives on current issues allow people to form their own opinions?</b></p>
	<p><b>S.S. Skills 5.1.2</b> – Evaluates the breadth of evidence supporting positions on an issue or event</p>	<p>Students can participate in a Socratic Seminar where they evaluate the range of perspectives when developing a position on the costs and benefits of building the Three Gorges Dam.</p>	

Unit 2	East Asia		
Scope and Sequence	Standards and Learning Target Examples		Task
<p><b>5 days- Assessment: Writing About an Environmental Issue in East Asia</b></p> <p><u>Vocabulary</u></p> <p>ecosystem</p> <p>environment</p> <p><u>Resources</u></p> <p><b>Unit 2 Assessment: Writing about and Environmental Issue in East Asia.</b></p> <p><b>The Big 6 Research Process</b></p>	<p><b>CCSS Writing History 6-8.8</b>          – 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.</p>	<p>Students can distinguish between fact, opinion, and reason in their sources when writing about an environmental issue in Asia.</p>	<p><b>After researching informational texts on an environmental problem in East Asia, write a response that analyzes the causes of the issue and the effects of the issue on the surrounding population. Include appropriate in-text citations and a works cited of your resources.</b></p>
	<p><b>Ed Tech 1.3.1</b> -Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</p>	<p>Students can develop a research question to guide investigation on an environmental issue in East Asia.</p>	
	<p><b>SS Skills 5.1.2</b> - Evaluates the breadth of evidence supporting positions on an issue or event</p>	<p>Students can evaluate the range of evidence on an issue of their choosing surrounding and environmental issue in Asia.</p>	