

## Social Studies 7 Course Overview

Unit	Major Concepts	Skills	Summative Assessments
<p>Introduction to the Document-Based Question Essay and Review of Geography Terms</p>	<ul style="list-style-type: none"> <li>● Social studies assessment essay format</li> <li>● Human rights and human weaknesses</li> <li>● Sometimes people ignore the suffering of others.</li> <li>● Human beings have empathy when they are aware of others.</li> <li>● Geography, particularly location, influences human existence.</li> </ul>	<ul style="list-style-type: none"> <li>● Note-taking</li> <li>● interpreting images</li> <li>● Interpreting written documents</li> <li>● Scaffolding question format</li> <li>● Organizing/ planning a 5 paragraph essay</li> <li>● Writing a 5 paragraph essay with support</li> <li>● Making connections between different artifacts</li> <li>● Identifying, defining, and applying major geography vocabulary</li> <li>● Plotting seven continents, four oceans, the equator, the tropics of Cancer and Capricorn, and the prime meridian on a world map</li> <li>● Using Google Earth to locate GPS coordinates</li> <li>● Identifying how certain geographic features can encourage or discourage human settlement in an area</li> </ul>	<ul style="list-style-type: none"> <li>● Practice Document Based Question (DBQ) Essay - Classical Period-in a guided scenario, students walk through the process of constructing a DBQ essay</li> <li>● DBQ- Making Connections Between Renaissance Paintings and Twentieth Century Poems. Students practice observing, analyzing, and writing about two paintings and one poem.</li> <li>● Creating Their Own Continent - Following a rigorous set of directions, students demonstrate their knowledge of landforms, geographic features, maps, map keys, cardinal directions, scale, labeling, and how geographic features can positively or negatively affect human settlement.</li> </ul>
<p>Gandhi and India</p>	<ul style="list-style-type: none"> <li>● Geography of and land usage of India</li> <li>● Overcoming injustice by peaceful means</li> <li>● Understanding stereotypes and oppression.</li> </ul>	<ul style="list-style-type: none"> <li>● Gathering and using information about the various regions of India</li> <li>● Employ various styles of note-taking.</li> <li>● Creative historical writing</li> <li>● Identify perspectives of the occupation in India.</li> </ul>	<ul style="list-style-type: none"> <li>● Real Estate Brochures,</li> <li>● Letters to Gandhi (creating a series of letters to and from Gandhi by multiple people with different ideas about issues in India).</li> <li>● Student-paced multi-media event packets</li> <li>● Document-Based</li> </ul>

			Question Essay
Mao and the Cultural Revolution in China	<ul style="list-style-type: none"> <li>• When the government controls the military, media and the economy, it controls the means of oppression.</li> <li>• History of usage in China.</li> <li>• Brief history of the Chinese government.</li> <li>• Far reaching impacts of Cultural Revolution</li> <li>• Oppression and tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>• Map construction, analysis, and terrain identification</li> <li>• Note-taking</li> <li>• Primary source analysis</li> <li>• Expository writing</li> <li>• Identify the causes and outcomes of the Cultural Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• China Relief Map</li> <li>• Interactive Virtual China Museum (using Google Slides with hyperlinks to construct a representation of the Cultural Revolution)</li> <li>• Document-Based Question Essay</li> </ul>
Europe and the Holocaust	<ul style="list-style-type: none"> <li>• Political and physical geography of Europe. Borders and ideas separated by rivers and mountains</li> <li>• Oppression and tyranny</li> <li>• Dehumanization.</li> <li>• Eight stages of Genocide</li> <li>• Continuing Genocides throughout the world</li> </ul>	<ul style="list-style-type: none"> <li>• Note Taking</li> <li>• Journaling.</li> <li>• Regional Mapping.</li> <li>• Oral and Visual Presentations.</li> <li>• Identifying Bias.</li> <li>• Research the role of individuals in genocide.</li> </ul>	<ul style="list-style-type: none"> <li>• Keystone Oral and Visual Presentation on assigned topics of the Holocaust</li> <li>• Document Based Questions and outline of Essay</li> </ul>
South Africa and Nelson Mandela	<ul style="list-style-type: none"> <li>• Geography of South Africa</li> <li>• Culture of South Africa.</li> <li>• Technology and the might of the minority</li> <li>• Control the masses.</li> <li>• Peaceful demonstration and perseverance</li> <li>• Forgiveness is more powerful than revenge</li> <li>• Equality is possible when all voices are heard</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping.</li> <li>• Note Taking.</li> <li>• Building a Document-Based Question (DBQ).</li> <li>• Travel Research</li> <li>• Budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• South Africa Trip (planning and documenting a trip to South Africa)</li> <li>• Construction of Document-Based Question Essay (selecting appropriate historic documents, framing essay prompt)</li> </ul>