



**DERBY**  
**PUBLIC SCHOOLS**

# Social Studies Grade 7

## Derby's Instructional Core Beliefs

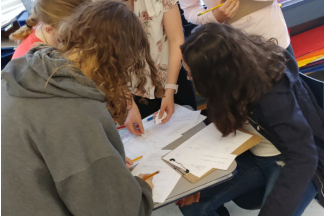
Derby Public Schools believes curriculum outlines what students will know and be able to do as a result of their experiences in Our classrooms. Teachers continue to develop effective ways to implement the “what” of the curriculum with “how” can be more effective for student learning. They engage is

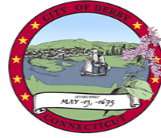
- *Curriculum establishes what learners will know and be able to do through assured experiences.*
- *The curriculum is built on a series of learning progressions.*
- *The district's model for High-Quality Instruction involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
- *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*

**Derby's Vision of MEL**

**[Derby's Portrait of the Graduate](#)**

**References**

<b>Content Area: Social Studies</b>	<b>Course: SS Grade 7</b>	<b>Grade Level: Seventh</b>
	<b>Vision of the Graduate</b> <ul style="list-style-type: none"> <li>• The Citizen</li> <li>• The Critical Thinker</li> <li>• The Communicator</li> <li>• The Problem Solver</li> <li>• The Collaborator</li> </ul>	
<b>Unit Titles</b>	<b>Length of Unit</b>	
<ul style="list-style-type: none"> <li>• The Tools of History and Geography</li> </ul>	<ul style="list-style-type: none"> <li>• 3-4 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• Latin America</li> </ul>	<ul style="list-style-type: none"> <li>• 8-10 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• Asia (Japan/China)</li> </ul>	<ul style="list-style-type: none"> <li>• 8-10 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• Russia and Eastern Europe</li> </ul>	<ul style="list-style-type: none"> <li>• 8-10 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• The Middle East</li> </ul>	<ul style="list-style-type: none"> <li>• 6-8 weeks</li> </ul>	



### Course Level Overview

The Grade Seven Social Studies is a continuation of world history that started in Grade Six.

Students will engage deeply in the study of our world in four main units or regions:

- *Latin America*
- *Asia Japan/China*
- *Russia/Eastern Europe*
- *The Middle East*

<b>Unit Title</b>	The Tools of History and Geography	<b>Length of Unit</b>	3-4 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What methods and tools are best used to understand human life on our planet?</li> <li>• How and why are people distributed as they are on our globe?</li> <li>• What are the strengths and weaknesses of various historical sources?</li> <li>• How have recent international crises (i.e. 9/11) affected Americans?</li> </ul>		
<b>Standards*</b>	<p><b>Developing Questions and Planning Inquiry</b>          INQ 6-8.1, INQ 6-8.5</p> <p><b>Evaluating Sources and Using Evidence</b>          INQ 6-8.6, INQ 6-8.9</p> <p><b>Communicating Conclusions and Taking Informed Action</b>          INQ 6-8.10, INQ 6-8.11, INQ 6-8.13</p> <p><b>Applying Disciplinary Concepts and Tools</b>          INQ 6-8.1 , INQ 6-8.5 D, GEO 6-7.1 GEO 6-7.2 GEO 6-7.3 ,GEO 6-7.4 , GEO 6-7.5 , GEO 6-7.6 ,GEO 6-7.7 , GEO 6-7.8 E, GEO 6-7.9 , GEO 6-7.10 , GEO 6-7.11, HIST 6-8.1</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• The Five Themes of Geography help geographers to describe and locate areas of the planet.</li> <li>• Maps: advantages and disadvantages, reading a map, types of maps</li> <li>• Historians use various resources and inference to help them gain accurate understandings</li> <li>• Countries across the globe are interdependent with one another - what happens in one country has repercussions in other countries.</li> <li>• International crises (i.e. 9/11) have affected the way Americans see themselves and the rest of the world.</li> </ul>		
<b>Key Vocabulary</b>	Interdependence, Inference, Primary Source, Secondary Source, Oral History, Geography, Absolute Location, Relative Location, Place, Human-Environment-Interaction, Adapt, Refugee, Region, Culture, Terrorism.		

Standards based on: *Connecticut Elementary and Secondary Social Studies Frameworks*

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

<b>Unit Title</b>	The Tools of Geography and History	<b>Length of Unit</b>	3-4 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The Five Themes of Geography.</li> <li>• The differences between primary and secondary sources, and the limitations and advantages of both.</li> <li>• The advantages and weaknesses of oral history.</li> <li>• The advantages and disadvantages of maps, and how to read them.</li> <li>• The continents and oceans.</li> <li>• The effect that international crises (i.e. 9/11) had on Americans.</li> <li>• The meaning of interdependence and how it relates to U.S. foreign relations and our economy (especially the products we buy).</li> <li>• How to use inference to draw informed conclusions through the use of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Five Themes of Geography.</li> <li>• Differentiate between primary and secondary sources..</li> <li>• Practice oral history to evaluate the effects of a recent international crisis on Americans (i.e. 9/11).</li> <li>• Accurately read maps.</li> <li>• Identify the continents and oceans.</li> <li>• Explain interdependence and how it relates to U.S. products.</li> <li>• Use inference to examine evidence and draw informed conclusions.</li> </ul>

<b>Assessments:</b>	Summative assessment, Oral History Interview, Interdependence activity, Inference activity.
<b>Teacher Resources:</b>	Connecticut Social Studies Frameworks, Eyewitness to History (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Derby Historical Society, Timelines, Graphic Organizers, World Map, Atlas, Film.

<b>Unit Title</b>	Latin America	<b>Length of Unit</b>	8-10 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do nations use their resources to generate their economies?</li> <li>• What are the advantages and disadvantages of multi- and single-resource economies?</li> <li>• How did indigenous cultures of Latin America adapt to or alter their environment?</li> <li>• How did Columbus's arrival and legacy affect indigenous societies?</li> <li>• What advantages did European geography grant to Conquistadors?</li> </ul>		
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b> INQ 6-8.1</p> <p><b>Evaluating Sources and Using Evidence</b> INQ 6-8.9</p> <p><b>Communicating Conclusions and Taking Informed Action</b> INQ 6-8.10, INQ 6-8.11,</p> <p><b>Applying Disciplinary Concepts and Tools</b> GEO 6-7.1, GEO 6-7.2, GEO 6-7.3, GEO 6-7.4, GEO 6-7.5 , GEO 6-7.6 , GEO 6-7.7 , GEO 6-7.8 E, GEO 6-7.9 , GEO 6-7.10 , GEO 6-7.11 , CIV 6-7.2 A, CIV 6-7.3 , ECO 6-7.1 ECO 6-7.2 , ECO 6-7.3 , ECO 6-7.4 ECO 6-7.6, ECO 6-7.7 , HIST 6-8.1</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Countries use resources available to them to generate their economies.</li> <li>• Different economic systems provide both advantages and disadvantages.</li> <li>• People's societies reflect the geography around them and the resources available to them.</li> <li>• Different geographies provide various advantages and disadvantages to individual societies.</li> </ul>		
<b>Key Vocabulary</b>	Latin America, Economy, Single-Resource Economy, Sustainability, Annihilation, Aztec, Inca, Conquistador		

<b>Unit Title</b>	Latin America	<b>Length of Unit</b>	8-10 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The locations of Latin American countries and important geographic areas.</li> <li>• How countries use their natural resources to generate their economies.</li> <li>• The advantages and disadvantages of ecotourism.</li> <li>• The advantages and disadvantages of single- and multi-resource economies.</li> <li>• How indigenous societies adapted to and altered their environments to meet their needs.</li> <li>• How Columbus's legacy affected indigenous peoples and the planet (Columbian Exchange).</li> <li>• The geographic advantages that Conquistadors had which allowed them to conquer indigenous people.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a political and physical map of Latin America.</li> <li>• Identify the ways in which countries use their natural resources to generate their economies.</li> <li>• Identify advantages and disadvantages of ecotourism.</li> <li>• Compare and contrast single- and multi-resource economies.</li> <li>• Identify the ways that indigenous people modified and adapted to their environment.</li> <li>• Use evidence to argue whether or not Columbus should be celebrated through a holiday.</li> <li>• Evaluate the effect that the Columbian Exchange had on both the New World and Old World.</li> <li>• Argue which geographic advantages were most effective in allowing the Conquistadors to conquer the indigenous people.</li> </ul>

<b>Assessments:</b>	Map activity, Summative assessment, Argument writing, Performance Task (i.e. Student-led project)
<b>Teacher Resources:</b>	Documentaries (i.e. "Guns, Germs, and Steel"), Newsela, Junior Scholastic, Eyewitness to History (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Derby Library Databases, World Map, Atlas.

<b>Unit Title</b>	Japan	<b>Length of Unit</b>	8-10 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How has Japan's geography and lack of natural resources shaped its population distribution, culture, and economy?</li> <li>• Why did Japan isolate itself from the rest of the world? What was the result?</li> <li>• What effect did U.S. involvement in Japan have upon the country?</li> <li>• What motivated Japan to attack Pearl Harbor and invade its neighbors?</li> <li>• What effect did the atomic bomb attacks have on Japan and the world?</li> </ul>		
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b> INQ 6-8.5</p> <p><b>Evaluating Sources and Using Evidence</b> INQ 6-8.7, INQ 6-8.8</p> <p><b>Communicating Conclusions and Taking Informed Action</b> INQ 6-8.10, INQ 6-8.11,</p> <p><b>Applying Disciplinary Concepts and Tools</b> GEO 6-7.7 , GEO 6-7.8 E, GEO 6-7.10 , GEO 6-7.11, CIV 6-7.2 , CIV 6-7.3 C, ECO 6-7.3 , ECO 6-7.4 , HIST 6-8.1.</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Japan's geography and lack of natural resources has influenced its population distribution, culture, and economy.</li> <li>• The technologically superior United States opened Japan to trade, setting it on a course to grow and expand militarily to obtain resources by force from its neighbors.</li> <li>• The atomic bomb attacks brought Japan to surrender and had profound psychological impacts on the Japanese and the rest of the world.</li> </ul>		
<b>Key Vocabulary</b>	Tsunami, Plate Tectonics, Ring of Fire, Arable, Samurai, Feudal, Bushido, Shogun, Isolation, Nuclear.		

<b>Unit Title</b>	Japan	<b>Length of Unit</b>	8-10 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Japan's lack of natural resources and geography have resulted in dense populations, a manufacturing economy, a culture with a heavy seafood diet and technological dependence, and a susceptibility to earthquakes and tsunamis.</li> <li>• Japan isolated itself from the rest of the world, resulting in their falling behind technologically.</li> <li>• The United States forcibly opened Japan to trade, changing Japan into a modern militarized society.</li> <li>• Japan invaded its neighbors to obtain their natural resources, and preemptively attacked the U.S. to keep it from interfering.</li> <li>• The atomic attacks on Japan ended WWII, changing Japanese society and ushering in the Nuclear Age.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the benefits and weaknesses of Japan's geography.</li> <li>• Weigh the consequences of Japan's historical isolation.</li> <li>• Show how Japan's lack of natural resources motivated it to aggressively take the resources of its neighbors.</li> <li>• Debate the merits of the U.S. nuclear attack on Japan.</li> </ul>

<b>Assessments:</b>	Map Activity, Summative Assessment, Debate, Performance Task (i.e. Student-led Project)
<b>Teacher Resources:</b>	Newsela, Junior Scholastic, Eyewitness to History (book & website), SHEG.org (Stanford History Education Group), Timelines, Graphic Organizers, World Map, Atlas, Derby Library Databases.

<b>Unit Title</b>	Russia and Eastern Europe	<b>Length of Unit</b>	8-10 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What challenges does Russia's geography create for its economy?</li> <li>• What factors led to the overthrow of the Czar? How did these factors make Russia socially fertile for Communism? How did it affect neighboring countries?</li> <li>• How did the Soviet Union and the United States expand their influence beyond their borders, and what effect did this have? What does that mean today?</li> </ul>		
<b>Standards</b>	<b>Evaluating Sources and Using Evidence</b> INQ 6–8.7, INQ 6–8.8 <b>Communicating Conclusions and Taking Informed Action</b> INQ 6–8.13, INQ 6–8.14 , INQ 6–8.15 <b>Applying Disciplinary Concepts and Tools</b> CIV 6–7.2 , CIV 6–7.3 , ECO 6–7.3 , ECO 6–7.4 , HIST 6–8.1		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Russia's massive size and location present both advantages and disadvantages</li> <li>• The mismanagement of the Czar, economic hardship, and WWI contributed to Russians turning to Communism as an answer to their problems.</li> <li>• The communist Soviet Union became a major rival for the capitalist United States</li> <li>• Propaganda was used by both the Soviet Union and the United States.</li> <li>• Eastern Europe came under Russia's influence, and were cut off from the West.</li> <li>• Since the Cold War, the United States and Russia have had tense relations and continue to spread their own influences around the globe.</li> </ul>		
<b>Key Vocabulary</b>	Czar, Communism, Capitalism, Socialism, Revolution, Reaction, Reform, Cold War, Iron Curtain, Propaganda, Proxy War.		

<b>Unit Title</b>	Russia and Eastern Europe	<b>Length of Unit</b>	8-10 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● Russia's location and size create challenges towards accessing and distributing resources, and it contains a wide variety of cultures, languages, and lifestyles.</li> <li>● Various factors contributed to the Russian Revolution of 1917, including Czar Nicholas II, economic hardships, and WWI.</li> <li>● The advantages and disadvantages of capitalism, communism, and socialism.</li> <li>● The Soviet Union became a major rival for the United States in the twentieth-century, creating nuclear tensions, propaganda, and proxy wars.</li> <li>● Eastern European countries were kept under strict communist rule, and were isolated from the West.</li> <li>● Since the end of the Cold War, Russia and the United States have continued to have various forms of conflict.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect on the ways that Russia's geography affects its culture and economy.</li> <li>● Identify and evaluate the causes of the Revolution of 1917.</li> <li>● Assess the advantages and disadvantages of communism, capitalism, and socialism.</li> <li>● Analyze the events of the Cold War and the effects they had.</li> <li>● Create a visual analysis to demonstrate understanding of propaganda.</li> <li>● Analyze the current relations between the United States and Russia.</li> </ul>

<b>Assessments:</b>	DBQ, Summative Assessment, Formative Assessment (i.e. political cartoon), Performance Task (i.e. Student-led Project)
<b>Teacher Resources:</b>	Newsela, Junior Scholastic, Eyewitness to History (book & website), SHEG.org (Stanford History Education Group), Library of Congress, Derby Library Databases

<b>Unit Title</b>	Middle East	<b>Length of Unit</b>	6-8 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How has the geography, especially water availability, of the Middle East affected the settlement patterns of ancient civilizations?</li> <li>• What are some characteristics of modern Middle Eastern countries?</li> <li>• What factors have contributed to making political and cultural unity difficult in the modern Middle East?</li> <li>• What are the historical causes of the Israeli-Palestinian conflict? How has geography contributed to the problem today?</li> </ul>		
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b> INQ 6-8.1</p> <p><b>Evaluating Sources and Using Evidence</b> INQ 6-8.7, INQ 6-8.8</p> <p><b>Communicating Conclusions and Taking Informed Action</b> INQ 6-8.15</p> <p><b>Applying Disciplinary Concepts and Tools</b> HIST 6-8.1 , CIV 6-7.2 A, CIV 6-7.3 C, GEO 6-7.9 , GEO 6-7.11 , GEO 6-7.7 , GEO 6-7.4 , GEO 6-7.5 , GEO 6-7.2</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Ancient civilizations formed around major rivers and coastlines.</li> <li>• The three major monotheistic religions were born in the Middle East, and their presence plays important roles in the region today.</li> <li>• The modern Middle East is largely characterized by Islam and Arab and Persian culture,</li> <li>• Historical and geographic concerns have perpetuated the conflict between Israel and Palestine.</li> </ul>		
<b>Key Vocabulary</b>	Judaism, Christianity, Islam, Monotheism, Intifada		

<b>Unit Title</b>	Middle East	<b>Length of Unit</b>	6-8 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Ancient Middle Eastern civilizations depended on rivers.</li> <li>• The relationships and differences between the three major monotheistic religions: Judaism, Christianity, and Islam.</li> <li>• The modern Middle East is largely characterized by the religion of Islam and the cultures of Arabs and Persians.</li> <li>• Middle Eastern countries can have diverse geography, economic classes, and cultural and ethnic backgrounds.</li> <li>• The Israeli-Palestinian conflict is a product of historical reasons connected to WWII, and geography helps to explain the current tensions between the two groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the importance of rivers to ancient Middle Eastern civilizations.</li> <li>• Identify the relationships and differences between the three major monotheistic religions.</li> <li>• Identify characteristics of various Middle Eastern countries.</li> <li>• Show an understanding of the reasons for the Israeli-Palestinian conflict and how it currently manifests.</li> </ul>

<b>Assessments:</b>	Formative Assessment (i.e. Map activity), Performance Task (i.e. Student-led project)
<b>Teacher Resources:</b>	Connecticut Social Studies Frameworks, Newsela, Junior Scholastic, Eyewitness to History (book & website), SHEG.org (Stanford History Education Group), Derby Library Databases