



7th Grade Social Studies Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

In *Social Studies Grade 7*, instructional time is focused on guiding students from concrete ideas of history to more complex and abstract concepts. Students' exploration this year is centered around the Eastern World, including Asia, Africa, the Middle East, the Pacific Islands, Australia, and New Zealand. Students are encouraged through units to generalize trends and themes within geography, government, current issues, and differing cultures, with time spent on research, interpreting maps, graphs, and charts, readings, and class discussion. [Social Studies Grade Seven: History, Places, and Cultures of Africa, Asia, and the South Pacific](#) serve as the foundation of the curriculum. These standards are supported in Noblesville Schools through primary curriculum materials for middle school social studies, *The Newsela Social Studies Content Platform*. The following document provides an overview of the year's course of study for 7th grade historians.

Please note: Collaborative teacher teams across both middle schools work together to align standards, assessments, and learning objectives. As order of units, duration of units, and essential questions are at the discretion of building-level teams, unit numbers and unit duration are not included in this overview, and essential questions listed may represent both schools or only one. For the most relevant and up-to-date information on your child's social studies curriculum pacing, please [enroll as a Parent Observer on Canvas](#).

NOBLESVILLE SCHOOLS CURRICULUM
SOCIAL STUDIES
7th Grade



Units of Study

Table 1: Units of Study for 7th Grade Social Studies

Unit	Transfer Goals	Enduring Understandings	Essential questions <i>may include but are not limited to the following:</i>
Ancient Civilizations	1. Analyze interactions of civilizations, cultures, and peoples with greater perspective. 2. Compare and contrast different historical accounts and perspectives. 3. Draw conclusions about how innovations affect the world.	1. Early civilizations developed along river valleys (Mesopotamia, Egypt, Indus, China). 2. River Valley Civilizations set the stage for all of human history. 3. Innovations continue to push civilizations forward. 4. Trade creates opportunities for the exchange of resources and cultural diffusion between civilizations.	1. How have ancient innovations impacted our modern world?
World Religions	1. Draw connections about the origin of religion and its effects on current events. 2. Seek out, compare, and critique different historical accounts and perspectives Analyze interactions of civilizations, cultures, and peoples with greater perspective and empathy .	1. Many conflicts in history have their origins in religious differences. 2. Monotheistic religions have similar origins and beliefs. 3. Religion impacts society.	1. How do the similarities and differences between the world's religions impact society?

SOCIAL STUDIES

7th Grade



Unit	Transfer Goals	Enduring Understandings	Essential questions <i>may include but are not limited to the following:</i>
Standard of Living	1. Draw connections between standard of living and the modernization of societies. 2. Seek out, compare, and critique different historical accounts and perspectives. 3. Analyze interactions of civilizations, cultures, and peoples with greater perspective and empathy.	1. <i>Standard of Living</i> is determined by a person's access to wealth, health, and education within their country.	1. What factors determine and influence a person's standard of living? 2. Why do some people live well while others barely live?
Imperialism	1. Demonstrate how the power of an individual can overcome injustices 2. Seek out, compare, and critique different historical accounts and perspectives. 3. Analyze interactions of civilizations, cultures, and peoples with greater perspective and empathy.	1. Individuals have power to bring about change. 2. Historical events/decisions lead to nations' successes and failures. 3. Economic reforms and globalization have led to change. 4. External and internal factors affect people in a region.	1. How can nonviolence overcome violence? 2. How can one person spark change? 3. How have East Asia's historical decisions led to their current status in the world? 4. How did Africa go from a continent of wealthy and powerful kingdoms (Ancient Egypt, Mali, Ghana, Songhai) to an underdeveloped area affected by war, poverty and hardship? 5. Why is the Middle East such an area of conflict?