Pequea Valley School District
Social Studies

Unit: 1 **Course: Humanities** **Grade: 7**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What is geography?
- What are the basics of domestic (US) and global geography?
- How does geography affect human life?
- What are the key features of human geography?

Keystone Eligible Content/PA Core Standard:
CC.8.5.6-8.J.
CC.8.5.6-8.G.
CC.8.5.6-8.D.
CC.8.5.6-8.B.
CC.8.6.6-8.E.
CC.8.6.6-8.I.

Pacing: Approximate number of class sessions per unit:
- start of school year through September

Tier 3 Vocabulary (Content specific vocabulary)

Geo Basics https://www.vocabulary.com/lists/1788892
Physical Geo https://www.vocabulary.com/lists/2503231
Human Geo https://www.vocabulary.com/lists/1887307

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Map skills: map elements, reading a map
- Analyze graphs/charts
- Non-fiction text comprehension / reading skills and strategies

- Technology basics: logging in and utilizing programs and digital tools

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- **Geography basics:** continents, oceans, poles, equator, prime meridian, Latitude and Longitude, tropic of Cancer / Capricorn, maps vs. globes vs GPS (how to read a map, types of map, benefits of map vs. globe vs. GPS)
- **Chapter 2: Physical Geography:** US Physical Geography: regions, states, major rivers, mountains, lakes, landforms (Plateaus, plains, canyons, basin, etc. - physical geo vocabulary) solstice, equinox (BrainPop)
- **Chapter 3: Human Geography - Use the US as examples for all of this!**
- **People:** population, migration (push/pull factors, immigrant, refugee/refuge)
- **War/Conflict** - WHAT and WHY
- **Government: WHAT and WHY** (democracy, dictatorship, imperialism, colonization, republic) (TeenBiz Guided reading lesson on forms of government)
- **Religion** - WHAT and WHY
- **Economy -** how do countries make money? basics (import, export, trade, inflation, currency),
- **Culture:** language, food, religion, clothing, music, art

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Establish a working understanding of geography basics in order to apply to future units
- Identify continents, oceans, equator, poles, directions,
- US Geo; states, major landforms, bodies
- Understand purpose of government and basic types
- Understand what culture is

Literature:
SS Text
TeenBiz
Scholastic Scope, Action, and Jr. Scholastic

Software/Resources:
Vocabulary.com (high classes)
Quizlet.com (mid-lower classes)
TeenBiz: weekly articles connect to unit/chapters
Schoology
SS online text
IXL (map basics)

Pequea Valley School District
Social Studies

Unit 2: South Asia (India, etc.) **Course: Social Studies/ELA** **Grade: 7**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How does geography influence the way people live in S. Asia?
- What are the key physical geography features of S. Asia?]
- How does physical geography affect human life?
- What were the contributions of the Indus River Valley civilization?

Keystone Eligible Content/PA Core Standard
CC.8.5.6-8.J.
CC.8.5.6-8.G.
CC.8.5.6-8.D.
CC.8.5.6-8.B.
CC.8.6.6-8.E.
CC.8.6.6-8.I.

Pacing: Approximate number of class sessions per unit
- 4 weeks

Tier 3 Vocabulary (Content specific vocabulary)
subcontinent, alluvial plain, delta, atoll, monsoon, cyclone, reincarnation, Raj, boycott, civil disobedience, nuclear proliferation, dalit
These are in addition to weekly ELA vocab words from the Sadlier vocab program (piloted 2018-2019)

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
Social Studies
- Map Skills
- Nonfiction and fiction reading skills
- Text analysis

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- **Geography:** Basic geography: Map of S. Asia in general, landforms, water. Landforms: Himalayas / Ganges River, Brahmaputra, and Wildlife (cobra/mongoose if reading Riki Tiki Tavi) (Class guided notes based on SS text)
- **Religion:** hinduism / Jainism / Buddhism (NearPod or IXL)
- **Government:** Imperialism, Colonialism (Actively Learn)
- **People**: Ghandi, Mother Theresa (did not do)
- **Ancient Beginnings/History**: early river civilizations (Indus Valley), colonialism, imperialism (class guided notes - Nearpod)
- **Culture: holidays, people, food, gender roles** Dwali - November 7
- **Current Issues:** Pollution → Poison in the Air - Scope Action / March 2017, Poverty

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Identify key physical geographical features (continent, countries, landforms, water) and their effect on humans
- Understand the roots of ancient civilization in connection to location/geography (why humans settled and flourished along Indus R)
- Understand the cause and effect relationship G. Britain and India
- Identify and synthesize the cause and effect of population growth, poverty, and environmental impacts
- Identify the key parts of plot in a fictional text
- Use text support when analyzing a fictional text
- Compare text to other media (RTT movie version)

Literature:
Riki Tiki Tavi→ short stories → parts of plot, characterization, theme, conflict, fig. language
Monkey's Paw - prose OR drama (Scope 10/17) - if time / Halloween

Software/Resources:
Same as unit 1

Pequea Valley School District
Social Studies

Unit 3: Middle East / SW Asia **Course: World Explorations** **Grade: 7**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How does geography influence the way people live in SW Asia?
- What are the key physical geography features of SW Asia?
- What are the contributions of Ancient Mesopotamia?
- What are the 8 key features of civilization?
- How does religion connect to conflict?

Keystone Eligible Content/PA Core Standard

CC.8.5.6-8.J.
CC.8.5.6-8.G.
CC.8.5.6-8.D.
CC.8.5.6-8.B.
CC.8.6.6-8.E.
CC.8.6.6-8.I.

Pacing: Approximate number of class sessions per unit

- Approximately 4 weeks

Tier 3 Vocabulary (Content specific vocabulary)
https://www.vocabulary.com/lists/1913348

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Social Studies

- Map analysis skills
- Define religion
- Explain Cause and Effect relationship (war/conflict, natural resources)
- How to compare and contrast
- Provide Text support

- Ancient civilization basics

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- SW Asia: Physical geographical features continent, countries, major cities, landforms, bodies of water
- History: Major world religions, Ancient history / civilization growth and contributions
- War/Conflicts: Civil war/ethnic conflicts, Terrorism - roots and effects
- Government: Monarchy, dictatorship, democracy
- Abundance and scarcity of natural resources
- Non fiction/memoir elements
- Identify and analyze: tone, mood, point of view, characterization, style, text features

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Identify key geographical features of SW Asia: continent, countries, major cities, landforms, bodies of water
- Know roots of big 3 major religions - major commonalities/differences (compare and contrast)
- Explain ISIS/Terrorism: who, what, where, why
- Know Causes and effects of civil war/ethnic disputes, dictatorship
- Understand effects of natural resources: petroleum/water
- Explain why humans settle near water / civilization growth
- Read and analyze a NF memoir/graphic novel

Literature:
Persepolis

Software/Resources:
See previous units

- **Geography: Map of Middle East.** basic geography: countries, landforms, water (peninsula, desert, resources), natural resources (oil, water)
- **Religions:** The big 3: BASICS of Judaism, Christianity, Islam, terrorism/radical extremism (ISIS), **Ancient Beginnings / History:** Mesopotamia/Cradle of Civilization, colonization and issues with Palestine/Israel
- **Current Issues:** civil war, refugees from war, ISIS article (Scope), Arab Spring.
- **Countries:** Syria, Israel, Yemen, Afghanistan, Iran, Iraq, S.Arabia, Oman, U.A.E, Jordan, Lebanon, Turkey, Bahrain, Quatar, Kuwait

Social Studies Texts:

- Persepolis, modified pdf version OR Bread Winner??
- Are We Defeating Isis? Jr Scholastic (HIGH) (10/17)
- Shattered Lives: From War to America (Syrian Refugees) (09/17) - **GREAT TO USE**
- The Prophet Khizir - Common Lit / Middle Eastern Folktale or use with North Africa
- Malala - common /speech, compare written to recorded speech, Common Lit
- Doomed Quest - Epic of Gilgamesh / Drama Scope (05/17)
- Campers Give Peace a Chance - Reality Central text (LOW), pp. 25 - 27

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Social Studies

Unit 4: Latin America (S. America, Central America, Mexico) **Course: World Explorations** **Grade: 7**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What are the key physical geography features of South and Central America?
- What are key historical events of Latin America?
- What are the key present day issues of Latin America?

Keystone Eligible Content/PA Core Standard
CC.8.5.6-8.J.
CC.8.5.6-8.G.
CC.8.5.6-8.D.
CC.8.5.6-8.B.
CC.8.6.6-8.E.
CC.8.6.6-8.I.

Pacing: Approximate number of class sessions per unit
- Approximately 4 weeks

Tier 3 Vocabulary (Content specific vocabulary)
- **https://www.vocabulary.com/lists/5985590**
- 25 words

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- **Geography: map of** countries**,** major landforms and water, Amazon Rainforest, natural resources, earthquakes
- **Government:** Communism / Cuba / Socialism / Venezuela
- **History:** Aztecs and Mayans, Colonization/Spanish invaders
- **Current Issues:** Migration, Deforestation, Immigrants, Import/Export of goods (food, drugs, etc.)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Geography: South and Central America (countries, land, water)
- Incan Empire
- Mayan Empire
- Aztec Empire
- Amazon rainforest: global significance, location, impacts
- Panama Canal
- Immigrant experience
- Conquistadors
- Cuba / Communism

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Identify the continents of South America and North America
- Apply map skills: Identify South American and Central American countries, oceans, major landforms, bodies of water
- Demonstrate key facts and contributions of Inca, Maya, Aztecs. Compare all 3
- Understand and demonstrate location of Amazon rainforest, significance, current issues

Literature:

Software/Resources:

Nearpod (many lessons on Latin America)
Brainpop (Inca, Maya, Aztec, Mesoamerica, Communism)
Webquest (overview of physical and human geography)
Various articles in Jr. Scholastic and/or Scope/Action (immigrant, chocolate, rainforest)

Pequea Valley School District
Social Studies

Unit 5: Africa **Course: World Geography** **Grade: 7**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do people adapt to their environment?
- What are the causes and effects of conflict in Africa?
- How does conflict impact the people of Africa?
- How did (and does) colonialism affect Africa?
- What are the key physical geography features of Africa?
- What are the key regions of Africa?

Keystone Eligible Content/PA Core Standard
CC.8.5.6-8.J.
CC.8.5.6-8.G.
CC.8.5.6-8.D.
CC.8.5.6-8.B.
CC.8.6.6-8.E.
CC.8.6.6-8.I.

Pacing: Approximate number of class sessions per unit
- About six weeks if doing the memoir and movie

Tier 3 Vocabulary (Content specific vocabulary)
- https://www.vocabulary.com/lists/2142033

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Social Studies
- Map Skills - Identify countries, major cities, bodies of water and landforms of Africa
- Identify regions of Africa
- Cause and Effect of conflict in Africa - guided notes / Nearpod

- Apartheid in S. Africa (Nearpod)
- Research Skills (if doing African Country project)
- Key content for Lost Boy Lost Girl: countries, Sudan civil war, colonialism, Dinka/tribal life, refugee experience

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Social Studies

- Physical Geography of region
- Understand the role of Europe and outside forces (imperialism/colonization/slavery)
- Tribal life
- Civil war - Sudan
- Culture/population/issues
- Research skills

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Identify key physical geographical features (continent, countries, landforms, water) and their effect on humans
- Understand the cause and effect relationship Europe and native populations
- Identify and synthesize the cause and effect of population growth, poverty, and environmental impacts
- Identify and synthesize the cause and effects of civil war
- Identify and synthesize the refugee experience
- Apply research process writing skills: identifying a topic, subtopics, controlling idea, supporting evidence, bias, validity, organization of content, digital design skills
- Identify the key parts of plot in a fictional text
- Use text support when analyzing a non fictional narrative
- Compare text to other media (movie version)

Literature:

Lost Boy Lost Girl - John Bul Dau
SHOW THE DOCUMENTARY: God Grew Tired of Us
Sudanese fundraiser for the Loreto school

Software/Resources:

Nearpod (Africa conflict - causes and effects and Apartheid in South Africa)

Other Resources:

Jr Scholastic - Child Soldier article "Kids at War" → Jan 2018 issue
Two Miles for a Drink of Water: Scholastic Action article

The Chess Warrior - Play, Scholastic Action (LOW) (02/17)
The Curse of King Tut - Play, Scope (02/17) (Egypt can be taught in Africa OR Middle East unit)
Thirst - Scope, NF (05/16)
Man Saving Lives in Sudan: TeenBiz, Fundraising opportunity
Grit: The Power of Perseverance speech by Angela Duckworth (Common Lit)

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Unit 6: East Asia (China, Japan, Vietnam) **Course: World Explorations** **Grade: 7**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do people adapt to their environment?
- What are the causes and effects of conflict in _____? (North Korea, China, Vietnam, etc.)
- What are the key events of the _____ war? (Vietnam and Korean)
- What are the key physical geography features of East Asia?
- How does physical geography affect human life?

Keystone Eligible Content/PA Core Standard
CC.8.5.6-8.J.
CC.8.5.6-8.G.
CC.8.5.6-8.D.
CC.8.5.6-8.B.
CC.8.6.6-8.E.
CC.8.6.6-8.I.

Pacing: Approximate number of class sessions per unit
- 4 weeks

Tier 3 Vocabulary (Content specific vocabulary)
- https://www.vocabulary.com/lists/2091612

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- **Geography: Map of South East Asia: countries,** capitals, major bodies of water, Landforms, Tsunamis, Earthquakes
- **History:** Early China civilization, Early Japan, Korea/ North Korea, Vietnam . China: art, great wall of china, silk road, advances in medicine and technology.
- **Religion:** Buddhism, Confucianism, Taoism
- **Government**: communism vs socialism vs democracy, economics basics

- **History**: Vietnam and Korean Wars (brainpop)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Identify key physical geography features and effects (tsunamis, earthquakes)
- Causes and effects of conflict (Korea and Vietnam)
- Ancient Chinese contributions / innovations
- Asian culture (family, honor, tradition, Chinese new year)
- North Korea - who, what, where, why)

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Identify key physical geography features
- Explain Causes and effects of conflict (Korea and Vietnam)
- Identify Hallmarks of Asian culture

Literature:

Social Studies Texts:

- Where do old phones go to die? Scope Action
- A Breath of Fresh Air and/or China's Internet Crackdown Jr. Scholastic (high)
- Where does clothing come from: Scope/Action - Bangladesh (Create Infographic)

Software/Resources:

Brainpop (Korea and Vietnam Wars)
StoryCorps website (audio of Vietnam vets)
Nearpod
IXL
Vocab.com

Pequea Valley School District
Social Studies

Unit 7: Europe **Course: World Geography** **Grade: 7**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How does geography influence the way people live?
- What are the key events of European history?
- What were the causes and effects of WWII in Europe?
- What are the key physical geography features of Europe?
- What is the region of Europe?

Keystone Eligible Content/PA Core Standard
CC.8.5.6-8.J.
CC.8.5.6-8.G.
CC.8.5.6-8.D.
CC.8.5.6-8.B.
CC.8.6.6-8.E.
CC.8.6.6-8.I.

Pacing: Approximate number of class sessions per unit
- Approximately 6 weeks

Tier 3 Vocabulary (Content specific vocabulary)
- https://www.vocabulary.com/lists/787259
- https://www.vocabulary.com/lists/787271

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Map analysis skills
- Research skills
- Non fiction text skills (reading, etc.)
- Tech Skills (Europe Infographic project)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Countries, capitals, major bodies of water, landforms of Europe
- WWII - causes and effects
- Holocaust - key events, people
- Dictator / fascism

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Identify Countries, capitals, major bodies of water, landforms of Europe
- Understand WWII - causes and effect
- Understand Holocaust - key events, people

Literature:
Surviving Hitler by Andria Warren - nonfiction Memoir

Software/Resources: