Grade 7 Social Studies
World Geography and Cultures 2

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☑ 7 ☐ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** 7th Grade World Geography and Cultures 2		
Course Title:	World Geography and Cultures 2		
Prerequisite(s):	Grade 7 enrollment		
Course Description: *Program of Studies*	This is the second of two courses in World Geography that students begin in grade 7. In World Geography and Cultures 2, students will conduct an in-depth study of East Asia, Sub-Saharan Africa, South America, and North America. For each region, students will explore the physical and human geography, cultures, history, economies, and civic structures of diverse areas of the world. Students will develop a wide range of social studies knowledge and skills to foster a general understanding of the increasingly interdependent world in which we live. Students will explore how to use maps and geographic representations to acquire, process, report, and analyze information from a spatial perspective. In exploring the physical and human characteristics of places, they will understand how culture, experience, and the physical environment influence the evolution of civilizations and societies. Students will explore the characteristics, distribution, and migration of human populations and the complexity and diversity of cultures worldwide. Furthermore, students will explore how the forces of cooperation and conflict among people influence the division and control of Earth's surface and how changes occur in the meaning, use, distribution, and importance of resources. *The Universal Declaration of Human Rights* serves as a throughline across units, guiding students in examining human rights conditions in various countries, both past and present. Seventh-grade World Geography and Cultures II addresses historical and contemporary issues so that students draw connections between the past and the present to foster a deeper understanding of their role in shaping the		

	future.	
Course Essential Questions:	● How does physical geography influence the development and significance of different regions and cultures worldwide? ● How has physical geography affected the people and places of the world? ● How is East Asia shaping the world? ● What role do human and physical geography play in creating opportunities and obstacles in Sub-Saharan Africa? ● How do we best highlight the geography, culture, and history of Latin America? ● How have Native American communities influenced the geography, history, and culture?	
Course Enduring Understandings:	● Physical geography, including landforms, climate, and natural resources, significantly influences where and how people settle and develop communities. ● The physical environment shapes cultural practices, traditions, and societal structures, as communities adapt to their surroundings. ● Geography determines the types of economic activities that are viable in different regions, influencing trade, agriculture, industry, and overall economic development. ● The geographic features of a region can foster or hinder connectivity and interaction with other regions, impacting trade, migration, and cultural exchange. ● Different regions face unique environmental challenges due to their geographic characteristics, leading to diverse strategies for adaptation and survival. ● The significance of various regions on the global stage is often rooted in their geographic advantages or challenges, affecting their historical and contemporary roles in world affairs. ● The Universal Declaration of Human Rights, adopted by the United Nations in 1948, establishes fundamental rights and freedoms for all individuals, regardless of nationality, ethnicity, religion, or gender. This framework serves as a benchmark for advocating equality and justice worldwide.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) ☑ N/A

Course Materials/Resources:	*World Cultures and Geography,* 2026 National Geographic *A Long Walk to Water* by Linda Sue Park
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1 -** The Essentials of Geography and Culture (~4-6 weeks) **Unit 2 -** East Asia (~7-9 weeks) **Unit 3 -** Sub-Saharan Africa (~7-9 weeks) **Unit 4 -** Latin America (~7-9 weeks) **Unit 5 -** The United States and Canada (~6-7 weeks)

Unit Number and Title:	**Unit 1:** The Essentials of Geography and Culture
Duration:	~4-6 weeks
Resource(s):	*National Geographic: World Cultures and Geography,* 2026
Unit Overview:	This unit reviews the major concepts around geographic thinking, maps, physical geography, and culture. Through an investigation of the primary concepts and tools geographers use to interpret the world and its many societies, students will explore how geography influences how people live and adapt to their environment. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 7.Geo.8.a. Analyze how human-environment interactions influence movement and settlement (e.g., Floating City Of Ganvie, The Dry Corridor, Tenochtitlán, Silk Road, trans-Saharan caravans). 7.Geo.9.a. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation within a region (e.g., State Barrier Fence of Western Australia, uncontacted Indigenous tribes, Third Agricultural Revolution). 7.Geo.10.b. Analyze how environmental characteristics vary among regions(e.g., climate, natural disasters, waterways, mountain ranges, deserts). 7.Eco.4.a. Describe different types of economies (e.g., command, market, mixed). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 7.Inq.1.c Determine the kinds of sources that will be helpful in answering compelling DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above.

	DIMENSION 3: Evaluating Sources and Using Evidence 7.Inq.3.a Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., original, authority, structure, context, credibility) 7.Inq. 3.b Organize and prioritize relevant evidence from multiple sources to support claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action 7.Inq.4.a Construct arguments using evidence from multiple sources. 7.Inq.4.b Construct explanations using summary, sequence, examples, and data. 7.Inq.4.d Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies.
Essential Question(s):	How has physical geography affected the people and places of the world?
Enduring Understanding(s):	● The physical geography of a region, including its climate, landforms, and natural resources, significantly influences its inhabitants' culture, daily activities, and lifestyle. ● Mountains, deserts, and oceans can act as barriers that limit interaction between people, leading to the development of distinct cultures and societies. ● The availability and distribution of natural resources such as water, minerals, and fertile soil determine the economic activities and industries that thrive in a region. ● Climate conditions, including temperature and precipitation, influence where people choose to live, affecting settlement patterns and population density. ● A region's geographic location can make it strategically important for trade, military, and political power, influencing historical and contemporary events. ● Human societies adapt to their physical geography through innovations in agriculture, architecture, and technology, which in turn shape the cultural and social development of the region.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the major concepts around geographic thinking. ○ maps ○ physical geography ● the primary concepts and tools geographers use to interpret the spatial world.

	● the different forces that shape the Earth. ○ weathering and erosion ○ plate tectonics ○ landforms ○ bodies of water ● how geography affects the culture of a region. ○ climate ○ landforms ○ natural resources ● the seven elements of culture. ○ customs and traditions ○ social organizations ○ language and communication ○ religion ○ economic systems ○ government ○ arts and literature ● the way expected rules of behavior are communicated. ○ folkways ○ mores ○ laws ● the various family units. ○ nuclear ○ extended ○ blended ○ cross-generational ● how communication varies across cultures. ○ verbal ○ non-verbal ● the basic tenets of the five major world religions. ○ Judaism

	○ Christianity ○ Islam ○ Buddhism ○ Hinduism ● the elements of the main economic systems. ○ traditional ○ market ○ command ○ mixed economies ● the basic roles of government. ○ provide order ○ establish laws ○ serve citizens ● the basic types of government. ○ democracy ○ republic ○ dictatorship ○ oligarchy ○ autocracy **Skills:** (Students will be able to…) ● develop a political and physical world map as an ongoing reference. ● understand and navigate the global grid. ● analyze map projections to deepen their understanding of two-dimensional and three-dimensional interpretations of the Earth. ● apply the five themes of geography to various locations. ● explain how latitude, longitude, and time zones work. ● assess the advantages and disadvantages of mental mapping versus GPS. ● create mental maps based on individual experiences and how they view the world. ● evaluate the relationship between people and their physical environment. ● synthesize how various landforms and bodies of water impact the populations that live within and around them.

Unit Number and Title:	**Unit 2 -** East Asia
Duration:	~7-9 weeks
Resource(s):	*National Geographic: World Cultures and Geography,* 2026
Unit Overview:	This unit focuses on East Asia's diverse geography, culture, history, government, and economies. The geographic study will include China's rivers and plains, Japan's island chain, the Korean Peninsula, and East Asia's diverse environments. The study of China will cover major themes, including the early dynasties, the rise of Confucianism, the Silk Roads global trade, the Communist Revolution, and the country's rapid economic growth in recent decades. In examining modern East Asia, students will explore the diversity of contemporary life, religious traditions, and popular culture while also analyzing key political, economic, and social challenges facing the region today.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 7.Geo.3.a Analyze cultural diffusion among regions using paper-based and digital mapping techniques. (e.g. expansion, relocation) 7. Geo. 7. a Explain how changes in transportation have led to regional and global connections among human settlements (e.g., United States Interstate Highway System, Panama Canal, Mombasa-Nairobi Standard Gauge Railway). 7.Geo.8.a. Analyze how human-environment interactions influence movement and settlement (e.g., Floating City Of Ganvie, The Dry Corridor, Tenochtitlán, Silk Road, trans-Saharan caravans). 7.Geo.9.a. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation within a region (e.g., State Barrier Fence of Western Australia, uncontacted Indigenous tribes, Third Agricultural Revolution). 7.Geo.10.b. Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts). 7.Geo.12.a. Explain how global changes in population distribution patterns have affected land use in

	region (e.g., the Pampas, Deforestation in the Amazon, Southwest United States population boom) 7.Civ.1.a. Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts (e.g., Declaration of Human Rights, International Refugee Assistance, United States Border Security, United Nations). 7.Civ.2.a. Explain how political participation varies within different types of government in different eras and contexts. (e.g., compulsory voting, protest, volunteerism, women's suffrage) His.2.a. Describe a series of political events and developments that reflect change and continuity throughout the history of a region (eg. trans-Saharan Migration, Spanish Conquest of Hispaniola, Mexican Revolution, Cuban Revolution, Latin American independence, Apartheid, Central African Republic Civil War, Yogyakarta Principles, Timbuktu) Eco. 4.a. Describe different types of economies (e.g.,command, market, mixed). 7.Eco.4.b. Describe the role of competition in a market economy (e.g., prices, wages, tariffs, trade agreements, international trade organizations). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 7.Inq.1.a. Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 7.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility). 7.Inq.3.b. Organize and prioritize relevant evidence from multiple sources to support claims. 7.Inq.3.c. Develop claims and counterclaims in response to a compelling question. DIMENSION 4: Communicating Conclusions and Taking Informed Action 7.Inq.4.a Construct arguments using evidence from multiple sources. 7.Inq.4.b Construct explanations using summary, sequence, examples, and data. 7.Inq.4.d Present arguments and explanations about local, regional, and global issues to reach a target

	audience using print, oral, and digital technologies.
Essential Question(s):	● How is East Asia shaping the world?
Enduring Understanding(s):	● The diverse geography of East Asia, including China's rivers and plains, Japan's island chain, and the Korean Peninsula, has significantly influenced settlement patterns, economic activities, and cultural interactions throughout history. ● Confucianism, Buddhism, and other belief systems have played a major role in shaping the values, traditions, and governance of East Asian societies, continuing to impact the region today. ● The Silk Roads and other trade networks facilitated cultural exchange and economic growth, while global trade continues to shape East Asia's economic and political landscape. ● From early dynasties and shogunates to communist revolutions and democratic movements, East Asian governments have evolved in response to internal and external forces, impacting their people and global relations. ● East Asia's rapid industrialization and economic growth have led to advancements in technology and global influence, but have also created social, environmental, and political challenges that continue to shape the region.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the impact of geography, major themes of history, culture, government, and economics of East Asia. ● the geography of the region. ○ political boundaries ○ Yangtze River ○ Yellow Rivers ○ the Gobi Desert ○ the Tibetan Plateau ○ the Ring of Fire ● the major Chinese dynasties. ○ contributions to governance

	○ contributions to culture ○ contribution to philosophies ○ key innovations ○ the Mandate of Heaven ○ the Great Wall ○ Confucianism ○ civil service exam system ● the importance of the Silk Roads in spreading goods, ideas, and technologies among China, the Middle East, and Europe. ○ silk ○ paper ○ gunpowder ○ Buddhism ● how Japan transitioned into a world power. ○ isolationism ○ imperialism ● the causes and consequences of the Communist Revolution in China. ○ including the rise of Mao Zedong ○ the Great Leap Forward ○ Cultural Revolution ● the causes and outcomes of the Korean War. ○ the division of Korea ○ two systems in North and South Korea today ● the continued global significance of East Asia. ○ China's economic rise ○ Japan's technological advancements ■ technology giants like Samsung and Sony ○ South Korea's influence on pop culture ■ K-Pop/K-Dramas/anime ○ Artificial Intelligence

	Skills: (Students will be able to…) ● develop political and physical maps of East Asia to serve as an ongoing reference. ● analyze and interpret historical maps of trade routes and dynastic territories. ● compare and contrast historical texts by analyzing Confucius' Analects vs. Mao Zedong's Little Red Book to evaluate the changing role of government in China. ● evaluate the impact of cultural exchange by analyzing East Asian artwork, writing, and philosophy. ● examine industrialization using primary sources on the Meiji Restoration vs. China's Great Leap Forward. ● assess the role of propaganda by comparing Chinese Cultural Revolution posters with Japanese WWII imperial propaganda. ● write a policy recommendation on a contemporary issue in East Asia, such as environmental sustainability in China or the future of North-South Korean relations, using real government reports and news articles.

Unit Number and Title:	**Unit 3 -** Sub-Saharan Africa
Duration:	~7-9 weeks
Resource(s):	*National Geographic: World Cultures and Geography,* 2026 *Long Walk to Water* by Linda Sue Park
Unit Overview:	This unit focuses on the geography, culture, history, government, and economies of Sub-Saharan Africa. An exploration of the region's geography will focus on the diversity of the physical environment, including the rainforests, rift valleys, great plateaus, grasslands, and deserts. Each of these features has impacted the people living there in profound ways. The region's history will focus on the early migrations and early states/empires, the impact of the slave trade and colonization, and the struggles African states have endured in their post-colonial development. In the study of Sub-Saharan Africa today, students will explore the incredible cultural diversity of the region, the issues surrounding modernization and globalization, competition for scarce natural resources and food, and issues surrounding public health. Students will read *Long Walk to Water* as a cross-curricular read in both Social Studies and English classes.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 7.Geo.3.a. Analyze cultural diffusion among regions using paper based and digital mapping techniques (e.g., expansion, relocation). 7.Geo.7.a. Explain how changes in transportation have led to regional and global connections among human settlements (e.g., United States Interstate Highway System, Panama Canal, Mombasa–Nairobi Standard Gauge Railway). 7.Geo.8.a. Analyze how human-environment interactions influence movement and settlement (e.g., Floating City Of Ganvie, The Dry Corridor, Tenochtitlán, Silk Road, trans-Saharan caravans). 7.Geo.9.a. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation within a region (e.g., State Barrier Fence of Western Australia, uncontacted Indigenous tribes, Third Agricultural Revolution).

	7.Geo.10.b. Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts). 7.Geo.12.a. Explain how global changes in population distribution patterns have affected land use in a region (e.g., the Pampas, Deforestation in the Amazon, Southwest United States population boom). 7.Civ.1.a. Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts (e.g., Universal Declaration of Human Rights, International Refugee Assistance, United States Border Security, United Nations). 7.His.2.a. Describe a series of political events and developments that reflect change and continuity throughout the history of a region (e.g., trans-Saharan Migration, Spanish Conquest of Hispaniola, Mexican Revolution, Cuban Revolution, Latin American independence, Apartheid, Central African Republic Civil War, Yogyakarta Principles, Timbuktu). 7.Eco.6.a. Explain how changes in supply and demand have influenced the price and quantity of a good or service in a region (e.g., gold inflation related to Mansa Musa's Hajj, Dutch fur trade in North America, Rainforest logging, Cobalt mining in Democratic Republic of the Congo, global agriculture, Venezuela oil production, illegal poaching). 7.Eco.13.a. Describe tools and resources that are used to measure standard of living (e.g., Gross Domestic Product, Human Development Index). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 7.Inq.1.a. Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 7.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility). 7.Inq.3.b. Organize and prioritize relevant evidence from multiple sources to support claims.

	7.Inq.3.c. Develop claims and counterclaims in response to a compelling question. DIMENSION 4: Communicating Conclusions and Taking Informed Action 7.Inq.4.a. Construct arguments using evidence from multiple sources. 7.Inq.4.d. Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies. 7.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. 7.Inq.4.f. Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
Essential Question(s):	● What role do human and physical geography play in creating opportunities and obstacles in Sub-Saharan Africa?
Enduring Understanding(s):	● Sub-Saharan Africa's diverse geography, including deserts, savannas, and rainforests, has influenced patterns of cultural diffusion. Mapping techniques reveal how cultures have spread through expansion and relocation, affecting language, religion, and social practices. ● The interactions between humans and the environment in Sub-Saharan Africa, such as the use of rivers for transportation and farming in arid regions, have profoundly influenced movement and settlement patterns. These interactions illustrate the adaptability and resilience of human societies in response to their natural surroundings. ● Long-term human-induced environmental changes, like deforestation and desertification, have altered the spatial patterns of conflict and cooperation within Sub-Saharan Africa. Understanding these changes helps explain regional disputes and collaborative efforts to address ● The environmental characteristics of Sub-Saharan Africa, including its varying climate zones, natural disasters, and geographical features like mountains and rivers, influence local lifestyles, agricultural practices, and economic activities. These variations shape the daily lives and development opportunities of the region's inhabitants. ● Shifts in population distribution patterns in Sub-Saharan Africa, driven by factors such as urbanization and migration, have significantly impacted land use. These changes affect

	agricultural practices, urban development, and resource allocation, reflecting the dynamic relationship between population growth and environmental sustainability.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the impact of geography, major themes of history, culture, government, and economics of Sub-Saharan Africa. ● the geography of the region. ○ political boundaries ○ diversity of the physical environment ○ rainforests ○ rift valleys ○ great plateaus ○ grasslands ○ deserts ● the cultural diversity of the region. ● early African migration. ○ Bantu migration ● the early states and empires of Africa. ○ Kingdom of Ghana ○ Mali Empire ○ Mansa Musa ○ Songhai Empire ● the impact of the slave trade. ○ transatlantic slave trade ○ triangle trade ○ the Middle Passage ○ Trans-Saharan Trade ○ Indian Ocean Trade ● the impact of colonization. ○ Imperialism

- Berlin Conference
- Missionaries
- Colonial System of Rule

- the struggles African states have endured in their post-colonial development.
  - ethnic conflict
  - Sudanese civil war
  - apartheid in South Africa
  - Nelson Mandela
- the issues surrounding modernization and globalization.
  - African Union
  - conservation
- the competition for scarce natural resources and food.
  - rare earth elements mining in Congo
  - effects of desertification and climate change in the Sahel
  - efforts to preserve and extend fertile land in the Sahel (Great Green Wall)
  - Natural resource distribution
  - oil and conflict
  - famine
  - food insecurity
- the issues surrounding public health.
  - malaria
  - HIV/AIDS
  - pandemic
  - vaccinations

Skills: (Students will be able to…)

- develop political and physical maps of Sub-Saharan Africa as an ongoing reference.
- analyze the influence of the physical environment on the development of Sub-Saharan Africa.
- explore digital mapping to determine how the climate of the continent is impacted by latitude regions.

	● identify past wealth and success on the continent through an exploration of African empires. ● analyze the traditions, beliefs, and encounters that have influenced the development of modern Sub-Saharan Africa. ● explain how trade networks and migration influence the development of African civilizations through topics such as the Transatlantic Slave Trade ● investigate diverse cultures in Sub-Saharan Africa. ● investigate and evaluate current economic, political, environmental, social, and public health issues impacting the region.

Unit Number and Title:	**Unit 4 -** Latin America
Duration:	~7-9 weeks
Resource(s):	*National Geographic: World Cultures and Geography,* 2026
Unit Overview:	This unit focuses on the geography, culture, history, government, and economies of South America while weaving in appropriate elements of Central America and the Caribbean. An exploration of the geography will focus on the physical diversity of the region, including the Andes Mountains, the Amazon River Basin, and wide open grasslands and plains. The region's history will focus on exploring Incan and Mayan culture, European conquest and colonization, the impact of slavery, and the issues surrounding independence. In the study of Latin America today, students will explore the diversity of contemporary cultures, religious traditions, and popular culture and investigate some of the most significant political, economic, and social issues the region is currently facing.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 7.Geo.3.a. Analyze cultural diffusion among regions using paper based and digital mapping techniques (e.g., expansion, relocation). 7.Geo.7.a. Explain how changes in transportation have led to regional and global connections among human settlements (e.g., United States Interstate Highway System, Panama Canal, Mombasa–Nairobi Standard Gauge Railway). 7.Geo.8.a. Analyze how human-environment interactions influence movement and settlement (e.g., Floating City Of Ganvie, The Dry Corridor, Tenochtitlán, Silk Road, trans-Saharan caravans). 7.Geo.9.a. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation within a region (e.g., State Barrier Fence of Western Australia, uncontacted Indigenous tribes, Third Agricultural Revolution). 7.Geo.10.b. Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts). 7.Geo.12.a. Explain how global changes in population distribution patterns have affected land use in a

	region (e.g., the Pampas, Deforestation in the Amazon, Southwest United States population boom). 7.His.2.a. Describe a series of political events and developments that reflect change and continuity throughout the history of a region (e.g., trans-Saharan Migration, Spanish Conquest of Hispaniola, Mexican Revolution, Cuban Revolution, Latin American independence, Apartheid, Central African Republic Civil War, Yogyakarta Principles, Timbuktu). 7.Eco.13.a. Describe tools and resources that are used to measure standard of living (e.g., Gross Domestic Product, Human Development Index). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 7.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 7.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility). 7.Inq.3.b. Organize and prioritize relevant evidence from multiple sources to support claims. 7.Inq.3.c. Develop claims and counterclaims in response to a compelling question. DIMENSION 4: Communicating Conclusions and Taking Informed Action 7.Inq.4.a. Construct arguments using evidence from multiple sources. 7.Inq.4.b. Construct explanations using summary, sequence, examples, and data. 7.Inq.4.d. Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies.
Essential Question(s):	How do we best highlight the geography, culture, and history of Latin America?
Enduring Understanding(s):	• Latin America's rich cultural heritage, shaped by indigenous civilizations, European colonization, African influences, and later migrations, demonstrates significant cultural

	diffusion. Mapping techniques reveal the spread and integration of these diverse cultures, highlighting the continent's vibrant and dynamic cultural landscape. ● The interactions between humans and the diverse environments of Latin America, from the Amazon Rainforest to the Andean highlands, have significantly influenced movement, settlement patterns, and lifestyle adaptations. These interactions underscore the continent's unique adaptability and the critical role of sustainable practices. ● Long-term human-induced environmental changes, such as deforestation in the Amazon and urban expansion, have reshaped spatial patterns of conflict and cooperation. These environmental shifts highlight the ongoing challenges and collaborative efforts required to manage the continent's natural resources and ecological balance. ● Latin America's varied environmental characteristics, including its climates, natural disasters, and geographical features, influence its economic activities, agricultural practices, and settlement patterns. These environmental factors shape the everyday lives of its inhabitants and contribute to its global significance. ● Shifts in global population distribution and urbanization trends have impacted land use in Latin America, from the agricultural plains of the Pampas to the urban sprawl of major cities. These changes reflect the continent's evolving demographic landscape and its implications for economic development and environmental sustainability. ● Latin America's history, marked by significant political events and developments such as independence movements, revolutions, and social reforms, showcases a rich tapestry of change and continuity. These historical narratives emphasize the continent's resilience and ongoing contributions to global history. ● The movement of people and goods between the Old World and the New World expanded global interconnectedness.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the impact of geography, major themes of history, culture, government, and economics of South America. ● the geography of the region.

	○ size ○ political boundaries ○ variety of topographic features ○ climate zones ● the factors that have influenced the development of the history of the region. ○ conquest ○ trade ○ natural resources ● how geography has influenced the way in which people live in the region. ○ the Andes Mountains ○ the Amazon River Basin ○ wide open grasslands and plains ● how its physical geography has been a positive and negative influence on the region's economy. ● the early history of the region. ○ Aztec ○ Incan ○ Maya ○ European conquest and colonization ○ Conquistadors ○ encomienda system ● the impact of slavery. ○ slavery in the Brazilian economy ○ Portuguese monopoly ○ plantations ● the Latin American independence movements. ○ Simon Bolivar ○ Miguel Hidalgo ● the culture of South America. ○ Mestizos ○ Amerindians ○ indigenous language

	○ religion ○ futbol ○ cultural diffusion ● the government of South America. ○ Case Studies: ■ Peru ■ Chile ■ Argentina ● the economics of South America. ○ agriculture ○ mining economy ○ globalization ○ deforestation of the Amazon **Skills:** (Students will be able to…) ● develop political and physical maps of Latin America as an ongoing reference. ● classify the various geographic features of the region. ● analyze the influence of the physical environment on the development of South America. ● compare and contrast the geography and histories of the early civilizations. ● identify examples of the ongoing impact of Aztec, Inca, and Mayan culture. ● evaluate the enduring positive and negative impacts of the Columbian Exchange. ● analyze the events, traditions, and encounters that have influenced the development of modern Latin America. ● understand and explain the diversity of cultures in Latin America and the blend of European, African, and indigenous influences. ● investigate and evaluate the region's economic, political, environmental, social, and public health issues.

Unit Number and Title:	**Unit 5 -** The United States and Canada
Duration:	~6-7 Weeks
Resource(s):	*National Geographic: World Cultures and Geography,* 2026
Unit Overview:	This unit focuses on the history and culture of Indigenous Peoples and their enduring impact on the United States and Canada. The region's history will focus on the diversity of indigenous cultures, European exploration and colonization, with a focus on American history up to the Revolutionary War, where students will pick up their studies in grade eight. In a study of North America today, students will explore the cultural diversity of the United States and Canada, the impact of globalization, and investigate some of the most significant political, economic, social, and environmental issues the region is currently facing.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 7.Geo.3.a. Analyze cultural diffusion among regions using paper based and digital mapping techniques (e.g., expansion, relocation). 7.Geo.7.a. Explain how changes in transportation have led to regional and global connections among human settlements (e.g., United States Interstate Highway System). 7.Geo.8.a. Analyze how human-environment interactions influence movement and settlement 7.Geo.9.a. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation within a region . 7.Geo.10.b. Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts). 7.Geo.12.a. Explain how global changes in population distribution patterns have affected land use in a region (e.g. Southwest United States population boom). 7.His.2.a. Describe a series of political events and developments that reflect change and continuity throughout the history of a region (e.g., trans-Saharan Migration, Spanish Conquest Hispaniola, Mexican Revolution, Cuban Revolution, Latin American independence, Apartheid, Central African

	Republic Civil War, Yogyakarta Principles, Timbuktu). 7.Eco.14.a. Explain how a trade barrier has shaped global or regional trade in historical and contemporary contexts (e.g., tariff barrier, non-tariff barrier, embargo). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 7.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 7.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility). 7.Inq.3.b. Organize and prioritize relevant evidence from multiple sources to support claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action 7.Inq.4.b. Construct explanations using summary, sequence, examples, and data. 7.Inq.4.d. Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies.
Essential Question(s):	● How have Native American communities influenced North America's geography, history, and culture?
Enduring Understanding(s):	● The physical characteristics of the United States and Canada, such as their varied climate, waterways, and landscapes, significantly influenced where and how Native American tribes settled and lived. ● Cultural diffusion among Native American tribes was influenced by geographic features and environmental conditions, leading to diverse cultural practices and adaptations. ● Native Americans adapted their lifestyles to their environment, using available resources, affecting their movement, settlement patterns, and societal structures.

	● Changes in transportation, whether through natural waterways or created paths, facilitated connections and exchanges between different Native American tribes, impacting trade, cultural exchange, and political alliances. ● Long-term human-induced changes, such as agriculture and settlement expansion, had profound effects on Native American societies, leading to both cooperation and conflict over resources. ● The diverse environmental characteristics across North America, including mountains, deserts, and plains, necessitated unique adaptations and survival strategies among Native American groups.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the impact of geography, major themes of history, culture, government, and economics of North America. ● geography of North America. ○ countries ○ 50 U.S. states ● identify key Native American societies before European contact. ○ Iroquois ○ Cherokee ○ Sioux ○ Puebloand ● the key cultural practices, social structures, and environments of Native American societies. ● explain the motivations behind European exploration in the 15th and 16th centuries. ○ trade routes ○ spreading Christianity ○ land acquisition ● understand the dynamics of the first encounters between Native Americans and Europeans. ○ Native American perspectives ○ European perspectives ○ Columbus ○ Bartolome de las Casas

	● the Columbian Exchange and its impact on both the Old World and New World. ○ focusing on goods ○ crops ○ animals ○ diseases exchanged ● the causes and effects of the Pequot and King Philip's War. ● analyze the long-term consequences of European exploration and colonization on Native American societies. ○ disease ○ displacement ○ cultural change **Skills:** (Students will be able to…) ● develop political and physical maps of the United States and Canada as an ongoing reference. ● analyze historical sources critically (such as explorer journals, accounts of first encounters) and recognize bias or perspective in these sources. ● make connections between past and present by relating the effects of early European exploration on Native Americans to modern issues or situations. ● use primary and secondary sources effectively to support their conclusions. ● Communicate historical ideas clearly through both oral presentations and written reports. ● develop political and physical maps of the United States and Canada as a unit reference guide. ● identify how the United States and Canada organize themselves based on geographic features. ● explain the physical characteristics, including landforms, elevation, water, climate, soil, natural resources, plants, and animal life. ● explore how Native Americans lived in the region (pre-contact). ● explain how the land influenced how Native Americans lived. ● celebrate the enduring legacy of Indigenous Peoples. ● address the treatment of Indigenous Peoples through European colonization.