

# 1<sup>st</sup> Quarter

## 7<sup>th</sup> Grade-SOCIAL STUDIES

**Topic: Looking at the Earth (Thinking Like A Geographer; The Earth In Space)**

**Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.**

Week	Objectives	Students' Performance Indicators	SA	TA
1	Define and understand what Geography is.	✓ I can define and understand what Geography is.		
		✓ I can explain the physical and human characteristics Geographers study.		
	Know and understand the main tools.	✓ I can identify the main tools of Geography.		
		✓ I can explain how the tools of Geography are used.		
	Know and understand the solar system.	✓ I can draw the solar system.		
		✓ I can explain the movements of the Earth around the Sun.		
	Describe why the seasons change.	✓ I can describe why the seasons change.		
		✓ I can determine Solstices and Equinoxes.		
	Define important terms used in the articles.	✓ I can define the important things used in the articles		
2	<b>Topic: Looking at the Earth (Forces Shaping the Earth; Landforms and Waterways)</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	Objectives	Students' Performance Indicators	SA	TA
	Determine the three layers of the Earth.	✓ I can determine the three layers (core, mantle, crust) of the Earth.		
	Determine the movements of the Earth.	✓ I can determine the movement of the Earth.		
	Identify the factors that cause erosion.	✓ I can define what erosion is.		
		✓ I can identify the factors that cause erosion.		
	Define and differentiate the landforms and waterways.	✓ I can define and differentiate the different landforms (plains, plateaus, canyon, isthmus, peninsula, island, continental shelf, trenches).		
		✓ I can define and differentiate the different waterways (strait, channel, delta, ocean, sea, gulfs, bays, lakes, rivers, ponds, and stream)		

3	<b>Topic: Looking at the Earth (The Water Planet; Climate)</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	<b>Objectives</b>	<b>Students' Performance Indicators</b>	<b>SA</b>	<b>TA</b>
	Understand the water cycle.	✓ I can illustrate the water cycle.		
		✓ I can define the terms in water cycle (evaporation, condensation, precipitation, collection).		
	Identify the world's four oceans.	✓ I can identify the four oceans.		
		✓ I can describe the four oceans.		
	Understand and differentiate weather and climate.	✓ I can define what climate is.		
		✓ I can define what weather is.		
		✓ I can differentiate weather and climate.		
✓ I can explain the impact of people on climate.				
Identify the five elements that affect climate.	✓ I can differentiate El Nino and La Nina.			
4	<b>Topic: Climate Zones and Vegetation; An Environmental Balance</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	<b>Objectives</b>	<b>Students' Performance Indicators</b>	<b>SA</b>	<b>TA</b>
	Identify the five types of climates.	✓ I can identify the five types of climates.		
	Understand how the climate zones in the midlatitude region differ.	✓ I can understand why the climate zones in the midlatitude region differ.		
	Understand and define what vegetation is.	✓ I can define what vegetation is.		
	Identify what kind of vegetation grows in the tundra climate zone.	✓ I can identify what kind of vegetation grows in the tundra climate zone.		
	Define the terms used in articles.	✓ I can define the terms (weather, climate, Tropics, drought, El Nino, La Nina, current, local wind, rain shadow, greenhouse effect, rain forest) used in the articles.		
	Understand and explain the four "spheres" of the earth.	✓ I can enumerate and explain the four "spheres" (The Atmosphere, The Lithosphere, The Hydrosphere, The Biosphere) of the earth.		
	Identify the two ways of managing water.	✓ I can identify the two ways of managing water.		
		✓ I can explain the two ways of managing water.		
	Understand why farmers practice crop rotation.	✓ I can understand why farmers practice crop rotation.		

5	<b>Topic: Understanding Culture; Population Patterns</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	<b>Objectives</b>	<b>Students' Performance Indicators</b>	<b>SA</b>	<b>TA</b>
	Define the following terms: culture, ethnic group, dialect, democracy dictatorship, monarchy, cultural diffusion, civilization, culture region.	✓ I can define the following terms: culture, ethnic group, dialect, democracy dictatorship, monarchy, cultural diffusion, civilization, culture region.		
	Identify describe the social groups that social scientists' study.	✓ I can identify the social groups that the social scientists' study.		
		✓ I can describe the social groups that the social scientists' study.		
	Identify and understand the different forms of government a society may have.	✓ I can identify the different forms of government a society may have.		
		✓ I can describe the forms of government a society may have.		
	Understand how history shape cultures.	✓ I understand how history shape cultures.		
	Describe the beliefs of two major religions.	✓ I can describe the beliefs of two major religions.		
6	Define the following terms: death rate, birthrate, famine, population, density, urbanization, emigrate, refugee.	✓ I can define the following terms: death rate, birthrate, famine, population, density, urbanization, emigrate, refugee.		
	Identify the problems caused by overpopulation.	✓ I can identify the problems caused by overpopulation		
	Understand the main reason for growing urbanization.	✓ I understand the main reason for growing urbanization.		
	<b>Topic: Resources and World Trade; Technology "Shrinks" the World</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	<b>Objectives</b>	<b>Students' Performance Indicators</b>	<b>SA</b>	<b>TA</b>
	Understand the difference between commercial farming and subsistence farming.	✓ I can differentiate commercial and subsistence farming.		
	Understand the difference between developed and developing countries.	✓ I can explain the difference between the developed and developing countries.		
		✓ I can explain why developing countries want more industry.		
	Describe the types of economic systems.	✓ I can describe the types of economic systems.		
		✓ I can define what economy is.		
	Identify two examples of new transportation technology	✓ I can identify two examples of new transportation technology.		
		✓ I can explain two examples of new transportation technology.		
	Understand people's responsibilities in democracies.	✓ I know people's responsibilities in democracies.		



7	<i>Topic: Review First Quarter Lessons</i>			
	<i>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</i>			
	Lessons			
	Looking at the Earth	✓		
		✓		
	Water, Climate, and Vegetation	✓		
	The World's People	✓		

End of 1st Quarter

## 2nd Quarter

### 7<sup>th</sup> Grade-SOCIAL STUDIES

<b>Topic: The United States-From Sea to Shining Sea; An Economic Leader, The Americans</b>				
<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>				
Week	Objectives	Students' Performance Indicators	SA	TA
1-2	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Understand how the United States rank in size among all the countries of the world.	✓ I know how the United States rank in size among all the countries of the world.		
	Know the largest group of freshwater lakes in the world.	✓ I know the largest group of freshwater lakes in the world.		
	Understand how were Hawaiian Islands formed.	✓ I understand how were Hawaiian Islands formed.		
	Understand why the Midwest called "America's breadbasket".	✓ I understand why the Midwest called "America's breadbasket".		
	Describe two characteristics of the United States that have made it a world economic leader.	✓ I can describe two characteristics of the United States that have made it a world economic leader.		
	Know what document explains the form of government used in the United States.	✓ I know what document explains the form of government used in the United States.		
<b>Topic: Canada-A Resource-Rich Country; The Canadians</b>				
<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>				
	Objectives	Students' Performance Indicators	SA	TA
3-4	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Know about the unusual border between Canada and the United States.	✓ I know about the unusual border between Canada and the United States.		
	Know which province is the world's leading producer of newsprint.	✓ I know which province is the world's leading producer of newsprint.		
	Understand why Vancouver is a useful port for Canadian trade with Asian countries.	✓ I understand why Vancouver is a useful port for Canadian trade with Asian countries.		
	Know who the first people live in Canada.	✓ I know who the first people live in Canada.		
	Know the first new territory created in 1999, and what it means.	✓ I know the first new territory created in 1999, and what it means.		

5-6	<b>Topic: Latin America (Mexico)-Mexico's Land and Economy; Mexico's History; Mexico's Today</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	<b>Objectives</b>	<b>Students' Performance Indicators</b>	<b>SA</b>	<b>TA</b>
	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Understand how the vaqueros of Mexico influenced American ranching.	✓ I can understand how the vaqueros of Mexico influenced American ranching.		
	Understand why Mexico is a land bridge.	✓ I can understand why Mexico is a land bridge.		
	Understand why many Mexicans moved to the cities of the north.	✓ I can understand why many Mexicans moved to the cities of the north.		
	Describe three achievements of the ancient Maya.	✓ I can describe three achievements of the ancient Maya.		
	Know and understand which European country conquered and colonized Mexico.	✓ I know and understand which European country conquered and colonized Mexico.		
	Know what Emiliano Zapata's goals were.	✓ I know what Emiliano Zapata's goals were.		
7	Know what percentage of Mexico's population lives in urban areas.	✓ I know what percentage of Mexico's population lives in urban areas.		
	Explain how Mexico's government is similar to the government of the United States.	✓ I can explain how Mexico's government is similar to the government of the United States.		
	Explain why Mexico's government refuse to allow foreign factories in Mexico	✓ I can explain why Mexico's government refuse to allow foreign factories in Mexico		
	<b>Topic: Central America and the Caribbean Islands-Central America; Cultures of the Caribbean</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	<b>Objectives</b>	<b>Students' Performance Indicators</b>	<b>SA</b>	<b>TA</b>
	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Understand the difference between plantation and subsistence farming.	✓ I understand the difference between plantation and subsistence farming.		
	Know the major religion and language of Central America.	✓ I know the major religion and language of Central America.		
	Know which country in Central America is the most heavily populated and the most sparsely populated.	✓ I know which country in Central America is the most heavily populated and the most sparsely populated.		
	Know what archipelagos make up the Caribbean Islands.	✓ I know what archipelagos make up the Caribbean Islands.		
	Name four groups who have influenced the culture of the Caribbean region.	✓ I name four groups who have influenced the culture of the Caribbean region.		
	Explain how Cuba is different from every other country in the Western Hemisphere.	✓ I explain how Cuba is different from every other country in the Western Hemisphere.		

8	<b>Topic: Review</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	<b>LESSON</b>			
	<b>The United States and Canada</b> <b>The United States</b> <ul style="list-style-type: none"> <li>• From Sea to Shining Sea</li> <li>• An Economic Leader</li> <li>• The Americans</li> </ul>	✓		
	<b>Canada</b> <ul style="list-style-type: none"> <li>• A Resource-Rich Country</li> <li>• The Canadians</li> </ul>	✓		
	<b>Latin America</b> <b>Mexico</b> <ul style="list-style-type: none"> <li>• Mexico's Land and Economy</li> <li>• Mexico's History</li> <li>• Mexico's Today</li> </ul>	✓		
	<b>Central America and the Caribbean Islands</b> <ul style="list-style-type: none"> <li>• Central America</li> <li>• Cultures of the Caribbean</li> </ul>	✓		

**End of 2<sup>nd</sup> Quarter**



### 3rd Quarter

### 7<sup>th</sup> Grade-SOCIAL STUDIES

**Topic: Europe-Early History - Classical Greece and Rome; Medieval Europe; From Renaissance to Revolution**

**Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.**

Week	Objectives	Students' Performance Indicators	SA	TA
1-2	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Name four influences that Greece had on Roman Culture.	✓ I can name four influences that Greece had on Roman Culture.		
	Explain why some of Rome's citizens wanted absolute rulers instead of elected senators.	✓ I can explain why some of Rome's citizens wanted absolute rulers instead of elected senators.		
	Know when the first Christian Bible was completed.	✓ I know when the first Christian Bible was completed.		
	Know what kind of work most people were involved in during the Middle Ages.	✓ I know what kind of work most people were involved in during the Middle Ages.		
	Describe the effect of Colombian Exchange.	✓ I can describe the effect of Colombian Exchange.		
<b>Topic: Modern History-The Modern Era Emerges; A Divided Continent; Moving Toward Unity</b>				
<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>				
3-4	Objectives	Students' Performance Indicators	SA	TA
	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Understand where the Industrial Revolution begin.	✓ I understand where the Industrial Revolution begin.		
	Name the political, economic, and social system that was based on the teachings of Karl Marx.	✓ I can name the political, economic, and social system that was based on the teachings of Karl Marx.		
	Understand how people's living habits changed after the introduction of factories.	✓ I understand how people's living habits changed after the introduction of factories.		
	Explain the purpose of Marshall Plan.	✓ I can explain the purpose of Marshall Plan.		



	Know and understand which countries considered to be satellites of the Soviet Union.	✓ I know and understand which countries considered to be satellites of the Soviet Union.		
	Explain the similarities and Differences between a "cold" and a "hot" war.	✓ I can explain the similarities and Differences between a "cold" and a "hot" war.		
5-6	<b>Topic: Western Europe Today-The British Isles; France and the Benelux Countries; Germany and the Alpine Countries</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	<b>Objectives</b>	<b>Students' Performance Indicators</b>	<b>SA</b>	<b>TA</b>
	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Name the three regions of the United Kingdom.	✓ I can name the three regions of the United Kingdom.		
	Know the two leading exports of the United Kingdom.	✓ I know the two leading exports of the United Kingdom.		
	Explain why the Ireland joined the European Union.	✓ I can explain why the Ireland joined the European Union.		
	Explain why the house of Lords has little power in the United Kingdom's Parliament.	✓ I can explain why the house of Lords has little power in the United Kingdom's Parliament.		
	Name five of France's agricultural products.	✓ I can name five of France's agricultural products.		
	Name two major cultures and languages of Belgium.	✓ I can name two major cultures and languages of Belgium.		
	Explain how the Dutch protect their land from the sea.	✓ I can explain how the Dutch protect their land from the sea.		
	Explain what damaged the Black Forest.	✓ I can explain what damaged the Black Forest.		
	Name Switzerland's four languages.	✓ I can name Switzerland's four languages.		
	Know the problems emerged as a result of German reunification	✓ I know the problems emerged as a result of German reunification		
7	<b>Topic: Review</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	<b>Objectives</b>	<b>Students' Performance Indicators</b>	<b>SA</b>	<b>TA</b>
	<b>Europe</b> <b>Europe-Early History</b> <ul style="list-style-type: none"> <li>• Classical Greece and Rome</li> <li>• Medieval Europe</li> <li>• From Renaissance to Revolution</li> </ul>	✓		
	<b>Europe-Modern History</b> <ul style="list-style-type: none"> <li>• The Modern Era Emerges</li> <li>• A Divided Continent</li> <li>• Moving Toward Unity</li> </ul>	✓		

	<b>Western Europe Today</b> <ul style="list-style-type: none"> <li>• The British Isles</li> <li>• France and the Benelux Countries</li> <li>• Germany and the Alpine Countries</li> </ul>	✓		
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**End of 3rd Quarter**

**4<sup>th</sup> Quarter**  
**7<sup>th</sup> Grade-SOCIAL STUDIES**

**Topic: South Asia-India-Past and present; Pakistan and Bangladesh; Mountain Kingdoms, Island Republics**

**Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.**

Week	Objectives	Students' Performance Indicators	SA	TA
1-2	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Know the most widely followed religion in India.	✓ I know the most widely followed religion in India.		
	Know the Indian leader who led a movement that brought India its independence in 1947.	✓ I know the Indian leader who led a movement that brought India its independence in 1947.		
	Explain how monsoon winds affect India's climate.	✓ I can explain how monsoon winds affect India's climate.		
	Know the region that has been the source of conflict between Pakistan and India.	✓ I know the region that has been the source of conflict between Pakistan and India.		
	Explain why Islamabad was built inland.	✓ I can explain why Islamabad was built inland.		
	Know what products have become Nepal's most valuable exports.	✓ I know what products have become Nepal's most valuable exports.		
	Explain how Bhutan's people earn a living.	✓ I can explain how Bhutan's people earn a living.		
<b>Topic: China and Its Neighbors-China's Land and New Economy; Dynasties to Communism; China's Neighbors</b>				
<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>				
3-4	Objectives	Students' Performance Indicators	SA	TA
	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Name China's two large deserts.	✓ I can name China's two large deserts.		
	Know two very important functions that China's rivers perform.	✓ I know two very important functions that China's rivers perform.		
	Know and understand the cause of China's economy to boom.	✓ I know and understand the cause of China's economy to boom.		



	Explain how China's rivers are both a blessing and a disaster.	✓ I can explain how China's rivers are both a blessing and a disaster.		
	Name two thinkers who influenced life in China.	✓ I can name two thinkers who influenced life in China.		
	Explain how the teachings of Kongfuzi prevent rebellions in China.	✓ I can explain how the teachings of Kongfuzi prevent rebellions in China.		
	Explain why Taiwan has not claimed independence from China.	✓ I can explain why Taiwan has not claimed independence from China.		
	Explain why many people flee to Taiwan from China in 1949.	✓ I can explain why many people flee to Taiwan from China in 1949.		
	Explain why Communist leaders discouraged religious worship in Mongolia.	✓ I can explain why Communist leaders discouraged religious worship in Mongolia.		
5-6	<b>Topic: Japan and the Koreas-Japan-Past and Present; The Two Koreas</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	Objectives	Students' Performance Indicators	SA	TA
	Define important terms used in the articles.	✓ I can define important terms used in the articles.		
	Explain why Japan experiences earthquakes.	✓ I can explain why Japan experiences earthquakes.		
	Know who the samurai were.	✓ I know who the samurai were.		
	Explain how Japan's religions influenced the country's arts.	✓ I can explain how Japan's religions influenced the country's arts.		
	Explain why the Japanese don't want a large military.	✓ I can explain why the Japanese don't want a large military.		
	Locate where the Korean Peninsula is.	✓ I can locate where the Korean Peninsula is.		
	Know who the Silla were.	✓ I know who the Silla were.		
	Know the products made in South Korea.	✓ I know the products made in South Korea.		
	Explain how the standard of living in South Korea differ from that in North Korea.	✓ I can explain how the standard of living in South Korea differ from that in North Korea.		
7	<b>Topic: Review</b>			
	<b>Standard 1: Analyze information about people, places, and the environment using geographic tools, including maps, globes, atlases, and other available resources.</b>			
	Objectives	Students' Performance Indicators	SA	TA
	<b>Asia</b> <b>1. South Asia</b> <ul style="list-style-type: none"> <li>India-Past and present</li> <li>Pakistan and Bangladesh</li> <li>Mountain Kingdoms, Island Republics</li> </ul>	✓		

	<b>2. China and Its Neighbors</b> <ul style="list-style-type: none"> <li>• China's Land and New Economy</li> <li>• Dynasties to Communism</li> <li>• China's Neighbors</li> </ul>	✓		
	<b>3. Japan and the Koreas</b> <ul style="list-style-type: none"> <li>• Japan-Past and Present</li> <li>• The Two Koreas</li> </ul>	✓		

**End of 4<sup>th</sup> Quarter**