

Fairfield Public Schools Social Studies Curriculum

World Regional Studies II Grade 7



FAIRFIELD
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World Regional Studies II: Description

World Regional Studies is a two-year Social Studies course for grades 6 and 7. Through an in-depth study of world regions, students will explore the physical and human geography, history, cultures, economics, and civic structures of diverse areas of the world. Through a geographic lens, students will develop a wide range of social studies knowledge and skills in order 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 gain an understanding of how culture, experience, and the physical environment influence the evolution of societies and civilizations. Students will explore the characteristics, distribution, and migration of human populations and the complexity and diversity of cultures around the world. 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. Relevant historical and contemporary issues will provide opportunities for addressing multiple standards through focused inquiry.

Objectives and Standards:

Historical Understandings: Shown as content objectives, these goals define what students should know about each of the world's regions upon completion of each unit. These understandings are drawn from the *Connecticut Social Studies Frameworks (2015)*, as well as the *National Geography Standards* developed by National Geographic. These understandings provide students with the global perspectives required to analyze geographic, historical, and contemporary issues and problems.

Historical Thinking / Inquiry Skills: These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks (2015)* and the *C3 Social Studies for the Next Generation National Framework (2013)*, these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the course content, and construct sound arguments and perspectives.

World Regional Studies II: Overview

Central Understandings

- Utilize maps and other geographic representations, tools, and technologies to acquire, process, report, and analyze spatial information.
- Analyze and interpret the physical and human characteristics of the Earth and its regions.
- Assess the characteristics, distribution, and complexity of Earth's diverse cultures.
- Analyze how culture and experience influence people's perceptions, values, and social structures.
- Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- Understand how physical systems affect human systems.
- Analyze the changes that occur in the meaning, use, distribution, and importance of resources.
- Apply geographic concepts to interpret the past and present, and make predictions about the future.
- Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding.
- Analyze and evaluate historical sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data.
- Compose arguments / positions, and participate in debates on different interpretations of the same historical events or global issues; synthesize primary and secondary sources to justify position.
- Develop open-ended questions that can be addressed through research and interpretation.

Course Themes

- **GEO: Geography:** Geographic Representations; Human-Environment Interaction; Culture; Human Populations; Global Interconnections
- **HIST: History:** Change, Continuity, and Context; Perspectives; Historical Sources and Evidence; Causation and Argumentation
- **ECON: Economics:** Economic Decision-Making; Exchange and Markets; the Global Economy
- **GOV: Civics and Government:** Civic and Political Institutions; Process, Rules, and Laws

Course Compelling Questions

- How has physical geography shaped the people and places of the world?
- How has human civilization changed over time?
- How do world cultures develop, evolve and interact?
- How do economic and political decisions affect a society?
- How does the distribution of power impact a society?

World Regional Studies II: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	The Essentials of Geography and Culture	<ul style="list-style-type: none"> • How do geographers think about the world? • What tools do geographers use to predict and understand human activity? • How does where you live affect how you see the world?
2	East Asia	<ul style="list-style-type: none"> • How have the geographic features of East Asia impacted population distribution? • What elements – influences, beliefs, and encounters have shaped the development of China? • What factors had an impact on the development of Japan and Korea? • How do traditions and modernization create a unique way of life in East Asia? • What challenges does East Asia face today and how do they impact the global community?
3	Sub-Sahara Africa	<ul style="list-style-type: none"> • How has the varied geography of Sub-Saharan Africa affected people’s lives? • How did trade networks and migration influence the development of African civilization? • What historical and geographic factors have influenced the cultures of Sub-Saharan Africa? • How have conflict and government instability slowed economic and social development in Sub-Saharan Africa?
4	South America	<ul style="list-style-type: none"> • How has geography influenced the way in which people live in the region? • How has physical geography been a positive and negative influence on the economy of the region? • What factors have influenced the development of the history of the region (geography, conquest, trade, natural resources)? • In what ways is the region culturally diverse? • How is the region responding to current economic, political, environmental, social, and public health issues?
5	North America	<ul style="list-style-type: none"> • How have the physical features of North American impacted settlement patterns? • What elements have influenced the development of the cultural and economic regions of the United States and Canada? • How have various cultures influenced Mexico’s history? • How are the political and economic systems of the United States, Canada, and Mexico interdependent? • What economic, political, environmental, social, and public health issues do the United States, Canada, and Mexico face today?

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of geographical and historical content; provide an accurate summary of content distinct from prior knowledge or opinions (CCSS.ELA-LITERACY.RH6-8.2).
2. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to social studies (CCSS.ELA-Literacy.RH6-8.4).
3. Produce arguments (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.6-8.1).
4. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.6-8.2).
5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.ELA-LITERACY.WHST.6-8.4).
6. Cite specific textual evidence to support analysis of primary and secondary sources (CCSS.ELA-LITERACY.RH6-8.1).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (CCSS.ELA-LITERACY.RH6-8.7).
8. Analyze the relationship between a primary and secondary source on the same topic. (CCSS.ELA-LITERACY.RH6-8.9).
9. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (CCSS.ELA-LITERACY.WHST.6-8.7).
10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CSS.ELA-LITERACY.WHST.6-8.8).
11. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCSS.ELA-LITERACY.WHST.6-8.10).

The Essentials of Geography and Culture

Overview

This unit provides a review of 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 the way in which people live, and how people adapt to their environment. Students will also review the many elements of culture, and the ways in which each culture around the world is unique through an introduction to religions and belief systems, as well as various economic and political systems. In addition to the concepts introduced in grade 6, students will be introduced to additional concepts such as demographics and mental maps.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the spatial organization of people, places, and environments on the Earth's surface.
- Apply and create a variety of geographic representations to acquire, process, and report information from a spatial perspective.
- Define demography and identify the relevant tools that demographers use to explore geographic issues.
- Interpret and apply demographic data to predict and understand human activity.
- Examine cultural norms, cultural perspectives, ethnocentrism, and cultural tolerance.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How do geographers think about the world?
- What tools do geographers use to predict and understand human activity?
- How does where you live affect how you see the world?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6-8.1 Explain how a question represents key ideas in the field.

INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 6-8.4 Explain how a relationship between supporting questions and compelling questions is mutually reinforcing.

INQ 6-8.5 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.

Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.7

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in seventh-grade World Regional Studies will individually and with others:

Geographic Representations: Spatial Views of the World

GEO 6-7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

GEO 6-7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environmental Interaction: Places, Regions, and Culture

GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6-7.4 Analyze the cultural and environmental characteristics that make places both similar and different from one another.

GEO 6-7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Human Population: Spatial Patterns and Movement

GEO 6-7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

GEO 6-7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

GEO 6-7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

Global Interconnections

GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

GEO 6-7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

GEO 6-7.11 Explain how global changes in population distribution affect changes in land use in particular regions.

Change, Continuity and Context

HIST 6-7.1 Use questions about historically significant people or events to explain the impact on a region.

HIST 6-7.2 Classify series of historical events and developments as examples of change and/or continuity.

Perspectives

HIST 6-7.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.

HIST 6-7.4 Explain how and why perspectives of people have changed over time.

Historical Sources and Evidence

HIST 6-7.5 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

HIST 6-7.6 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Causation and Argumentation

HIST 6-7.7 Explain multiple causes and effects of events and developments in the past.

HIST 6-7.8 Organize applicable evidence into a coherent argument about the past.

Civic and Political Institutions

CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).

Processes, Rules, and Laws

CIV 6-7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.

Economic Decision-Making

ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

ECO 6-7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Exchange and Markets

ECO 6-7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

ECO 6-7.4 Analyze the role of innovation and entrepreneurship in a market economy.

ECO 6-7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.

The Global Economy

ECO 6-7.6 Explain barriers to trade and how those barriers influence trade among nations.

ECO 6-7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.

INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1-10; CCSS.ELA-WHST.6-8.1-2; CCSS.ELA-Literacy.WHST.6-8.7-10

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments

INQ 6.8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 6–8.13 Critique arguments for credibility.

INQ 6–8.14 Critique the structure of explanations.

INQ 6–8.15 Draw on multiple disciplinary lenses to 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.

INQ 6–8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

INQ 6–8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

East Asia

Overview

This unit focuses on the geography, major themes of history, culture, government, and economics of East Asia. An exploration of the geography of the region will focus on China's rivers and plains, the island chain of Japan, the Korean Peninsula, and the environmental diversity of East Asia. The history of China will focus on the major themes of the early dynasties, the development of Confucianism, the significance of the Silk Roads and global trade, the Communist Revolution, and the rapid economic development of the nation over the past generation. The themes of Japanese and Korean history will be explored through a study of Samurai culture, Shogun rule, the industrialization of Japan, the early kingdoms of Korea, and the enduring impact of the Korean War. In a study of East Asia 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.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the influence of the physical environment on the development of East Asia.
- Analyze the events, beliefs, and encounters that have influenced the development of modern China.
- Analyze the events, beliefs, and encounters that have influenced the development of modern Japan and Korea.
- Understand and explain the diversity of cultures in China, Japan, and Korea.
- Investigate and evaluate current global economic, political, environmental, and social issues impacting the region.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How have the geographic features of East Asia impacted population distribution?
- What elements – influences, beliefs, and encounters have shaped the development of China?
- What factors had an impact on the development of Japan and Korea?
- How do traditions and modernization create a unique way of life in East Asia?
- What challenges does East Asia face today and how do they impact the global community?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6-8.1 Explain how a question represents key ideas in the field.

INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 6-8.4 Explain how a relationship between supporting questions and compelling questions is mutually reinforcing.

INQ 6-8.5 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.

Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.7

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in seventh-grade World Regional Studies will individually and with others:

Geographic Representations: Spatial Views of the World

GEO 6-7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

GEO 6-7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environmental Interaction: Places, Regions, and Culture

GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6-7.4 Analyze the cultural and environmental characteristics that make places both similar and different from one another.

GEO 6-7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Human Population: Spatial Patterns and Movement

GEO 6-7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

GEO 6-7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

GEO 6-7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

Global Interconnections

GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

GEO 6-7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

GEO 6-7.11 Explain how global changes in population distribution affect changes in land use in particular regions.

Change, Continuity and Context

HIST 6-7.1 Use questions about historically significant people or events to explain the impact on a region.

HIST 6-7.2 Classify series of historical events and developments as examples of change and/or continuity.

Perspectives

HIST 6-7.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.

HIST 6-7.4 Explain how and why perspectives of people have changed over time.

Historical Sources and Evidence

HIST 6-7.5 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

HIST 6-7.6 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Causation and Argumentation

HIST 6-7.7 Explain multiple causes and effects of events and developments in the past.

HIST 6-7.8 Organize applicable evidence into a coherent argument about the past.

Civic and Political Institutions

CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).

Processes, Rules, and Laws

CIV 6-7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.

Economic Decision-Making

ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

ECO 6-7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Exchange and Markets

ECO 6-7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

ECO 6-7.4 Analyze the role of innovation and entrepreneurship in a market economy.

ECO 6-7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.

The Global Economy

ECO 6-7.6 Explain barriers to trade and how those barriers influence trade among nations.

ECO 6-7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.

INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1-10; CCSS.ELA-WHST.6-8.1-2; CCSS.ELA-Literacy.WHST.6-8.7-10

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in sixth-grade World Regional Studies will individually and with others:

INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments

INQ 6.8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 6-8.13 Critique arguments for credibility.

INQ 6-8.14 Critique the structure of explanations.

INQ 6-8.15 Draw on multiple disciplinary lenses to 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.

INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

Sub-Saharan Africa

Overview

This unit focuses on the geography, major themes of history, culture, government, and economics of Sub-Saharan Africa. An exploration of the geography of the region will focus on the diversity of the physical environment, including the rain forests, rift valleys, great plateaus, grasslands, and deserts. Each of these features has impacted the people living there in profound ways. The history of the region 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.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the influence of the physical environment on the development of Sub-Saharan Africa.
- Analyze the traditions, beliefs, and encounters that have influenced the development of modern Sub-Saharan Africa.
- Understand and explain the diversity of cultures in Sub-Saharan Africa through selected case studies.
- Investigate and evaluate current economic, political, environmental, social, and public health issues impacting the region.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How has the varied geography of Sub-Saharan Africa affected people's lives?
- How did trade networks and migration influence the development of African civilization?
- What historical and geographic factors have influenced the cultures of Sub-Saharan Africa?
- How have conflict and government instability slowed economic and social development in Sub-Saharan Africa?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6-8.1 Explain how a question represents key ideas in the field.

INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 6-8.4 Explain how a relationship between supporting questions and compelling questions is mutually reinforcing.

INQ 6-8.5 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.

Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.7

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in seventh-grade World Regional Studies will individually and with others:

Geographic Representations: Spatial Views of the World

GEO 6-7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

GEO 6-7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environmental Interaction: Places, Regions, and Culture

GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6-7.4 Analyze the cultural and environmental characteristics that make places both similar and different from one another.

GEO 6-7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Human Population: Spatial Patterns and Movement

GEO 6-7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

GEO 6-7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

GEO 6-7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

Global Interconnections

GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

GEO 6-7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

GEO 6-7.11 Explain how global changes in population distribution affect changes in land use in particular regions.

Change, Continuity and Context

HIST 6-7.1 Use questions about historically significant people or events to explain the impact on a region.

HIST 6-7.2 Classify series of historical events and developments as examples of change and/or continuity.

Perspectives

HIST 6-7.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.

HIST 6-7.4 Explain how and why perspectives of people have changed over time.

Historical Sources and Evidence

HIST 6-7.5 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

HIST 6-7.6 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Causation and Argumentation

HIST 6-7.7 Explain multiple causes and effects of events and developments in the past.

HIST 6-7.8 Organize applicable evidence into a coherent argument about the past.

Civic and Political Institutions

CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).

Processes, Rules, and Laws

CIV 6-7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.

Economic Decision-Making

ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

ECO 6-7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Exchange and Markets

ECO 6-7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

ECO 6-7.4 Analyze the role of innovation and entrepreneurship in a market economy.

ECO 6-7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.

The Global Economy

ECO 6-7.6 Explain barriers to trade and how those barriers influence trade among nations.

ECO 6-7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.

INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1-10; CCSS.ELA-WHST.6-8.1-2; CCSS.ELA-Literacy.WHST.6-8.7-10

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments

INQ 6.8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 6-8.13 Critique arguments for credibility.

INQ 6-8.14 Critique the structure of explanations.

INQ 6-8.15 Draw on multiple disciplinary lenses to 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.

INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

South America

Overview

This unit focuses on the geography, major themes of history, culture, government, and economics 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 history of the region will focus on an exploration of Incan, and Mayan culture, European conquest and colonization, the impact of slavery, and the issues surrounding independence. In the study of South 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.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the influence of the physical environment on the development of South America.
- Analyze the events, traditions, and encounters that have influenced the development of modern South America.
- Understand and explain the diversity of cultures in South America and the blend of European, African, and indigenous influences.
- Investigate and evaluate current economic, political, environmental, social, and public health issues impacting the region.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How has geography influenced the way in which people live in the region?
- How has physical geography been a positive and negative influence on the economy of the region?
- What factors have influenced the development of the history of the region (geography, conquest, trade, natural resources)?
- In what ways is the region culturally diverse?
- How is the region responding to current economic, political, environmental, social, and public health issues?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6-8.1 Explain how a question represents key ideas in the field.

INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a

supporting question.

INQ 6-8.4 Explain how a relationship between supporting questions and compelling questions is mutually reinforcing.

INQ 6-8.5 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.

Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.7

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in seventh-grade World Regional Studies will individually and with others:

Geographic Representations: Spatial Views of the World

GEO 6-7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

GEO 6-7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environmental Interaction: Places, Regions, and Culture

GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6-7.4 Analyze the cultural and environmental characteristics that make places both similar and different from one another.

GEO 6-7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Human Population: Spatial Patterns and Movement

GEO 6-7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

GEO 6-7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

GEO 6-7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

Global Interconnections

GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

GEO 6-7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

GEO 6-7.11 Explain how global changes in population distribution affect changes in land use in particular regions.

Change, Continuity and Context

HIST 6-7.1 Use questions about historically significant people or events to explain the impact on a region.

HIST 6-7.2 Classify series of historical events and developments as examples of change and/or continuity.

Perspectives

HIST 6-7.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.

HIST 6-7.4 Explain how and why perspectives of people have changed over time.

Historical Sources and Evidence

HIST 6-7.5 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

HIST 6-7.6 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Causation and Argumentation

HIST 6-7.7 Explain multiple causes and effects of events and developments in the past.

HIST 6-7.8 Organize applicable evidence into a coherent argument about the past.

Civic and Political Institutions

CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).

Processes, Rules, and Laws

CIV 6-7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.

Economic Decision-Making

ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

ECO 6-7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Exchange and Markets

ECO 6-7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

ECO 6-7.4 Analyze the role of innovation and entrepreneurship in a market economy.

ECO 6-7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.

The Global Economy

ECO 6-7.6 Explain barriers to trade and how those barriers influence trade among nations.

ECO 6-7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in sixth-grade World Regional Studies will individually and with others:

INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.

INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1-10; CCSS.ELA-WHST.6-8.1-2; CCSS.ELA-Literacy.WHST.6-8.7-10
Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in seventh-grade World Regional Studies will individually and with others:

INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments

INQ 6.8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 6-8.13 Critique arguments for credibility.

INQ 6-8.14 Critique the structure of explanations.

INQ 6-8.15 Draw on multiple disciplinary lenses to 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.

INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

North America

Overview

This unit focuses on the geography, major themes of history, culture, government, and economics of North America, weaving in appropriate elements of Central America and the Caribbean. An exploration of the geography of the region will focus on the wide variety of landforms, bodies of water, and climates from the cold arctic of northern Canada to the warm tropics of Mexico. The history of the region 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, Canada, Mexico, and the Caribbean, the impact of globalization, and investigate some of the most significant political, economic, social, and environmental issues the region is currently facing.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the influence of the physical environment on the development of North America.
- Compare and contrast the indigenous civilizations and cultures of North America.
- Compare and contrast the impact of colonization and the development of post-colonial societies in North America.
- Understand and explain the diversity of modern cultures in North America.
- Investigate and evaluate current economic, political, environmental, social, and public health issues impacting the region.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How have the physical features of North America impacted settlement patterns?
- What elements have influenced the development of the cultural and economic regions of the United States and Canada?
- How have various cultures influenced Mexico's history?
- How are the political and economic systems of the United States, Canada, and Mexico interdependent?
- What economic, political, environmental, social, and public health issues do the United States, Canada, and Mexico face today?

Standards Emphasized in the Unit: Inquiry in the Social Studies

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compelling question.

INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 6-8.4 Explain how a relationship between supporting questions and compelling questions is mutually reinforcing.

INQ 6-8.5 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.

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DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in seventh-grade World Regional Studies will individually and with others:

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Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in seventh-grade World Regional Studies will individually and with others:

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