

Greensburg Community School Corporation
Curriculum
7th /Social Studies/Eastern Hemisphere

Prepared by
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Greensburg Community Schools

Mission Statement

The mission of the Greensburg Community School Corporation is to provide and promote lifelong learning through its commitment to quality educational programs that prepare the students to be effective, successful, and responsible citizens. This is to be accomplished in a financially prudent manner.

Greensburg Community Schools 7th /Social Studies/Eastern Hemisphere Narrative Description

Students in Seventh grade Social Studies study the regions and nations of Africa, Asia and the Southwest Pacific including historical, geographical, economic, political and cultural relationships. Students will specifically analyze certain nations including Japan, China, India, South Africa, Egypt and Australia to gain a comprehensive overview of the region. Students will begin by studying the physical geography of the area and mapping various regions. Next, they will study the historical background of differing countries. Then students will compare and contrast various economic and political systems found throughout the region. Finally, students will conclude by a unit on the cultures of Africa, Asia and the Southwest Pacific.

7th/Social Studies/Eastern Hemisphere
Course Concepts and Generalizations

(List the major benchmarks of this course/subject area. These should be aligned with the state standards for this course or subject area. These should involve higher-level thinking skills and should be reflective of the major state standards of the course.)

1. **History** – Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to early modern times.
2. **Civics and Government**- Students will trace the historic development of different forms of government and compare various contemporary governments in Africa, Asia and the Southwest Pacific.
3. **Geography**- Students will explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.
4. **Economics**- Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.
5. **Individuals, Society and Culture**- Students will examine the role of individuals and groups in societies of Africa, Asia and the Southwest Pacific, identify connections among cultures and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.

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Units of Study

UNITS/AREA OF STUDY	LENGTH OF TIME
1. Physical Geography	9 weeks
2. African History	4 weeks
3. Asian History	4 weeks
4. History of Southwest Pacific	2 weeks
5. Economics	4 weeks
6. Civics and Government	6 weeks
7. African Culture	3 weeks
8. Asian Culture	2 weeks
9. Australian Culture	2 weeks

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Unit One Plan

Physical Geography of Eastern Hemisphere

Individual Learner Objectives

1. Students will evaluate the advantages and disadvantages of different types of map projections.
2. Students will interpret the information provided on maps.
3. Students will diagram how the Earth moves in space and its relation to the sun.
4. Students will describe how day and night are related to the rotation of the Earth.
5. Students will analyze the connection between the Earth's tilt and orbit around the sun and seasonal changes on the Earth.
6. Students will describe the forces that shape the land such as volcanoes, earthquakes and weathering and erosion.
7. Students will identify the ways in which landforms and bodies of water affect weather and climate.
8. Students will be able to identify, compare and contrast the major climate regions of the Earth.
9. Students will describe factors that cause large populations in some parts of the world and limit populations in others.
10. Students will name and locate major regions, mountain ranges, river systems, countries and cities in Africa, Asia or the Southwest Pacific.

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Subject Outline

- A. Geographers Tools
 - 1. Map Projections
 - a. Scale
 - b. Distortion
 - c. Pros/Cons of various map projections
 - 2. Physical Geography
 - a. Land, Air and Water- how forces of nature affect physical features
 - b. Climate and what influences it
 - c. Vegetation- how climate affects vegetation
 - 3. Human Geography
 - a. where do people live
 - b. why is the population growing
 - c. use population distribution maps

- B. Physical Geography
 - 1. Physical Features of Africa
 - a. map countries and cities
 - b. map physical features
 - 2. Physical Features of Asia
 - a. map countries and cities
 - b. map physical features
 - 3. Physical Features of Southwest Pacific
 - a. map countries and cities
 - b. map physical features

Greensburg Community Schools
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Modifications

Modifications of instructional content in this course may include, but are not limited to, the following:

Modified pace- as needed based on overall student understanding/comprehension

Modified homework assignments- for IEP students, page numbers provided;
reduced number of locations to map

Modified tests- for IEP students, answer choices are modified

Adaptive equipment-

Use of Resource Staff- as needed based on classroom activity

Other modifications as specified in a student's IEP

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Unit Two Plan

History of Africa

Individual Learner Objectives

1. Explain the rise of early civilizations in the river valley along the Nile River.
2. Describe the achievements of ancient Egypt in art, architecture, religion and government and the development of the concept of theocracy.
3. Describe the extent and influence of Muslim civilization, including political organization, the growth of cities, the development of trans-Saharan and other trade routes, and scientific and cultural contributions to other cultures of the time.
4. Describe the development of Sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali and Songhai and the importance of historic political and trading centers, such as Timbuktu.
5. Identify European nations that colonized Africa.
6. Develop timelines that identify major people, places, events and developments that have taken place in civilizations of Africa.
7. Identify and evaluate solutions and alternative courses of action chosen by people to resolve problems confronting people in Africa.

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Subject Outline

A. Egypt

1. Achievements
 - a. Religion
 - b. Art/ Architecture
 - c. Government/Theocracy
2. Rise of Civilization
 - a. importance of Nile
 - b. invasion and joining with Nubia
3. Downfall of Civilization
 - a. Roman Conquest
 - b. British archeology

B. Sub-Saharan Africa

1. Ghana, Mali and Songhai Empires
 - a. based on trade
 - b. rise and fall
2. Zimbabwe
 - a. theories
 - b. rise and fall
3. Spread of Islam
 - a. early trade routes
 - b. Swahili coast- spread of Islam from Middle East

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Unit Three Plan

History of Asia

Individual Learner Objectives

1. Compare the early civilizations of the Indus River Valley in India with the Huang He of China.
2. Describe the historical origins, central beliefs and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism and Confucianism.
3. Explain the importance of early trade routes in the Eastern Mediterranean, India and China including the early “Silk Road”.
4. Describe developments in agriculture, technology and commerce during the T’ang and Song Dynasties in China.
5. Explain how Mongol rulers in China extended the Empire and both adapted to and changed Chinese culture.
6. Describe advances in Chinese society under the Ming Dynasty, including agriculture, art, architecture, navigation and public administration through the scholar-official class.
7. Explain how Japan became more independent of earlier Chinese influences, developing its own political, religious, social and artistic traditions.
8. Describe the development of Japanese court life, the shogunate and warrior class system, feudalism, and the rise of military society.

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Subject Outline

A. India

1. History
 - a. Arayan invasion
 - b. beginnings of Hinduism
 - c. early government and caste system
2. Hinduism/Buddism
 - a. central beliefs of Hinduism
 - b. Siddhartha's enlightenment
 - c. central beliefs of Buddhism
 - d. compare/contrast Buddhism/Hinduism
3. Colonization by Great Britain
 - a. impact of colonization
 - b. freedom and partition
 - c. Gandhi's beliefs and impact on independence movement

B. China

1. Early Chinese Dynasties
 - a. Ming- beginnings of Great Wall
 - b. Chin-
2. Golden Age of China
 - a. Tang
 - b. Song
3. Mongol Invasion
 - a. Genghis Khan- video
 - b. Kublia Khan adaptations to Chinese society

C. Japan

1. Independence from Chinese traditions
 - a. political, religious
 - b. social, artistic
2. Feudalism
 - a. Tokugawa Shogunate
 - b. Importance of Samurai warrior class

D. Middle East

1. Mesopotamia- rise of early civilization in Tigris and Euphrates
2. Rise of Judaism
 - a. history
 - b. central beliefs
3. Rise of Christianity
 - a. history
 - b. central beliefs
4. Rise of Islam
 - a. history
 - b. central beliefs

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Unit Four Plan

History of Southwest Pacific

Individual Learner Objectives

1. Trace the voyages of exploration from Europe that resulted in colonization of parts of the Southwest Pacific.
2. Recognize the historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present day norms.
3. Form and respond to historical questions, and use a variety of information resources to find and evaluate historical data on the people, places, events and developments that have played a part in the history of Southwest Pacific.

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Subject Outline

- A. Australia
 - 1. History
 - a. Aborigines
 - b. Aborigines Today
 - 2. Impact of Colonization
 - a. On the Aborigines
 - b. Economy today

- B. New Zealand and the Pacific Islands
 - 1. History
 - a. Maori people
 - b. development of unique cultures
 - 2. Economy
 - a. major crops
 - b. impact of colonization

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Unit Five Plan

Economics

Individual Learner Objectives

1. Summarize the purpose of economic systems in cultures.
2. Compare and contrast the main types of economic systems.
3. Identify trade connections between countries in the Africa, Asia and the Southwest Pacific.
4. Illustrate how international trade requires a system for exchanging currency.
5. Compare and contrast the standard of living of various countries in Africa, Asia and the Southwest Pacific using GDP.

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Subject Outline

A. Communism

1. Marx and Engels
 - a. Communist Manifesto
 - b. Response to Capitalism
2. Basic Principles
 - a. government ownership of all means of production
 - b. 3 basic economic questions
3. Problems: Case Study- China
 - a. China's past economic problems
 - b. China's economy today
 - c. GDP

B. Capitalism

1. 3 Basic Economic Questions
 - a. What to produce?
 - b. How to produce?
 - b. For whom to produce?
2. Basic Principles
 - a. Competition
 - b. Profit motive
3. Case Study: United States
 - a. growth of economy
 - b. GDP

C. International Trade

1. Currency Exchange
 - a. map trade routes
 - b. chart where household products come from
2. GDP
 - a. compare GDP's of various countries
 - b. what is GDP and how is it calculated
3. Standard of Living

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Unit Six Plan

Civics and Government

Individual Learner Objectives

1. Give examples of different routes to independence from colonial rule.
2. Identify principles and practices of democracy in current governments in Africa, Asia and the Southwest Pacific by such countries as India, Japan, the Republic of South Africa and New Zealand.
3. Identify different forms of government which demonstrate limited and unlimited government.
4. Define and compare citizenship and the citizen's role in selected countries of Africa, Asia and the Southwest Pacific.
5. Assess the extent of human rights observances in various countries.
6. Explain how African and Asian nations interact with one another.

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Subject Outline

A. Routes to Independence

1. India
 - a. Gandhi
 - b. Non-violent protest
2. South Africa
 - a. Apartheid
 - b. Homelands
 - c. Nelson Mandela
3. China
 - a. Opium War
 - b. Hong Kong
 - c. Unequal Treaties

B. Democracy

1. Australia
 - a. parliamentary democracy
 - b. role of citizens
2. New Zealand
 - a. parliamentary democracy
 - b. role of citizens
3. Saudi Arabia
 - a. monarchy
 - b. role of citizens

C. Totalitarian State

1. China
 - a. observance of human rights
 - b. role of citizens
2. Iran
 - a. observance of human rights
 - b. role of citizens

D. Interaction

1. Trade
2. Current Conflicts
 - a. Kashmir
 - b. Afghanistan
 - c. Iraq

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Unit Seven Plan

African Culture

Individual Learner Objectives

1. Describe some beliefs of Islam and its effect on life in North Africa.
2. Explain how North Africa's Mediterranean location has influenced its cultures.
3. Describe aspects of cultural diversity in West Africa.
4. Explain the role of family in West African culture.
5. Summarize the role of Swahili language in East African culture.
6. Describe the influence of East Africa's location on its cultures.
7. Explain Central Africa's cultural diversity and link it to cultural diversity in other parts of Africa.
8. Explain the role of Islam on North African culture.

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Subject Outline

- A. Northern Africa
 - 1. Islam
 - a. Hausa and Fulani people
 - b. Yoruba and Igbo people near the coast
 - 2. Location
 - a. spread Islam
 - b. unites the people

- B. West Africa
 - 1. Cultural diversity
 - a. many languages
 - b. many occupations
 - 2. Strong kinship ties
 - a. nuclear families
 - b. extended families

- C. East Africa
 - 1. Swahili Coast
 - a. many languages/ Swahili unites the people
 - b. ideas of land ownership changing
 - 2. Location
 - a. trade with Middle East
 - b. Spread of Islam

- D. Central and Southern Africa
 - 1. South Africa
 - a. political influences
 - b. economic influences
 - 2. Migrant workers
 - a. unite to form unions
 - b. better working conditions

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Unit Eight Plan

Asian Culture

Individual Learner Objectives

1. Explain the importance of Hinduism and Buddhism to the cultures of the region.
2. Explain the effects of colonial rule in Southwest Asia
3. Describe the reasons for the diversity of Southwest Asia.
4. Explain on traditional roles for Indian women are changing.
5. Identify key influences on the cultures of Central Asia.
6. Explain how the discovery of oil has affected the lives of Saudi Arabians.
7. Explain how Islam structures the lives of women in Saudi Arabia.

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Subject Outline

- A. Southwest Asia
 - 1. Hinduism and Buddhism
 - a. Effects of Caste system
 - b. Role of women
 - 2. Effects of Colonial rule
 - a. Government
 - b. Language, family life

- B. Central Asia
 - 1. Islam
 - a. Role of women
 - b. impact of Islam on government
 - 2. Economy
 - a. role of oil
 - b. impact on ruling class (monarchy)

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Unit Nine Plan

Australian Culture

Individual Learner Objectives

1. Describe how Pacific island nations have been influenced by other cultures.
2. Give examples of specific changes in societies in Africa, Asia and the Southwest Pacific as a result of cultural diffusion in the past and present.
3. Compare and contrast how social institutions, including the family, religion, education, government, and the economic system influence individual behavior in different societies in the Southwest Pacific.

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Subject Outline

- A. Australia
 - 1. Impact of Colonization
 - a. On Aborigines
 - b. On government and family
 - 2. Social Institutions
 - a. Family life, language, religion
 - b. Influences from other nations

- B. Southwest Asia
 - 1. Cultural Diffusion
 - a. influences from other nations
 - b. SW Asia's impact on other nations
 - 2. Social Institutions
 - a. Impact on family
 - b. Religion, language, education

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