

## Curriculum Map 2023-2024

Teacher: Nebeker

Subject: 7th Grade Social Studies (Geography: Eastern Hemisphere)

MONTH	UNIT	Lessons or skills covered
August	#1 The World (Review)	<ul style="list-style-type: none"><li>● Use of globes and maps</li><li>● Use of Infographics:<ul style="list-style-type: none"><li>○ Water Cycle</li></ul></li><li>● Use of a Population Pyramid</li></ul>
September	#5 Asia	<ul style="list-style-type: none"><li>● Using graphic organizers to understand the main ideas of a textbook lesson.</li><li>● Using vocabulary cards to learn new words and their definitions.</li><li>● Using a climate map, resource map, physical map and political map to predict the population density of a region in Asia.</li></ul>
October	#5 Asia	<ul style="list-style-type: none"><li>● Developing an outline to understand the main ideas of a textbook lesson.</li><li>● Developing games such as pictionary or charades to help review the meaning of new words.</li><li>● Developing a timeline to understand the major events of a country or region in Asia.</li></ul>
November	#5 Asia	<ul style="list-style-type: none"><li>● Creating Cornell notes to categorize main ideas and vocabulary words from a textbook lesson.</li><li>● Creating a story to illustrate student understanding of academic and content vocabulary words.</li><li>● Creating a poster with various graphic organizers to demonstrate the understanding of geographic</li></ul>
December	#5 Asia	<ul style="list-style-type: none"><li>● Researching an assigned country in the Eastern Hemisphere by using</li></ul>

		<p>sources such as the CIA World Factbook.</p> <ul style="list-style-type: none"> <li>● Researching various ways to write a paragraph to answer an essential question in a textbook such as a CER paragraph.</li> <li>● Researching reputable sources to create maps and charts for the World Fair country that each student was assigned in the Eastern Hemisphere.</li> </ul>
<b>January</b>	<b>#6 Africa</b>	<ul style="list-style-type: none"> <li>● Use of graphic organizers to organize textbook information into a CER paragraph.</li> <li>● Citing textbook evidence to support a claim.</li> <li>● Researching reputable sources to create maps and charts for the World Fair country that each student was assigned in the Eastern Hemisphere.</li> </ul>
<b>February</b>	<b>#6 Africa</b>	<ul style="list-style-type: none"> <li>● Use of globes and maps to identify the location of countries and physical features in Africa.</li> <li>● Researching reputable sources to create maps and charts for the World Fair country that each student was assigned in the Eastern Hemisphere.</li> <li>● Citing textbook evidence to support a claim.</li> </ul>
<b>March</b>	<b>#6 Africa</b>	<ul style="list-style-type: none"> <li>● Use of timelines to put major historical events that occur in Africa in order.</li> <li>● Use of REESE'S paragraph to demonstrate how to cite textbook evidence to support a claim.</li> <li>● Researching reputable sources to create maps and charts for the World Fair country that each student</li> </ul>

		was assigned in the Eastern Hemisphere.
<b>April</b>	<b>#7 Oceania</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate their understanding of the vocabulary terms by creating a children’s story.</li> <li>● Researching reputable sources to create maps and charts for the World Fair country that each student was assigned in the Eastern Hemisphere.</li> <li>● Citing textbook evidence to support a claim.</li> </ul>
<b>May</b>	<b>World Fair</b>	<ul style="list-style-type: none"> <li>● Students present their World Fair Poster to various stakeholders in the GMS Gymnasium during finals week.</li> <li>● Students use graphic organizers and sentence frames to complete and discuss findings of their paper during the World Fair.</li> <li>● Students identify if they would live as an exchange student for a year in their World Fair country based on: climate, safety, pollution, relationship with the US, culture and education.</li> </ul>