## THEMATIC UNIT 1: Africa

**Date(s):** January 8, 2019 - March 12, 2019  
**Total # of Days:** 44

<table>
<thead>
<tr>
<th>Content Units</th>
<th>Date(s)</th>
<th># of Standard(s)</th>
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<tbody>
<tr>
<td>Understanding Primary and Secondary Sources</td>
<td>January 8</td>
<td>1</td>
<td>Students will be introduced to primary and secondary sources. After completing this activities student should be able to identify and understand primary and secondary sources.</td>
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<td><em>Teachers, please print out several secondary and primary sources for students to manipulate and sort</em> There should also be some sort of formative assessment at this time to insure student understanding. If not, teachers need to re-teach the basics of understanding primary and secondary sources. *</td>
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| Geography and Diversity              | January 9 - January 17| 7                | **SS7G1:** Locate selected features of Africa.  
|                                      |                       |                  | b: Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan. |
|                                      |                       |                  | **SS7G2:** Explain the environmental issues across the continent of Africa.  
|                                      |                       |                  | a: Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water  
|                                      |                       |                  | b: Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.  
|                                      |                       |                  | c: Explain the impact of desertification on the environment of Africa. |
|                                      |                       |                  | **SSG4:** Analyze the diverse cultural characteristics of the people who live in Africa.  
|                                      |                       |                  | a: Explain the differences between an ethnic group and a religious Group.  
<p>|                                      |                       |                  | b: Describe the diversity of religions within African ethnic groups. |</p>
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<tr>
<th>Topic</th>
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<th>Standards</th>
<th>Details</th>
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| Historical Understandings | January 18 – February 1 | 10       | SS7H1: | Analyze continuity and change in Africa.  
|                       |                    |          | a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.  
|                       |                    |          | b. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria  
|                       |                    |          | c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk. |
| Economics Basics      | February 4 - February 8 | 5        | SS7E1:  | Analyze different economic system.  
|                       |                    |          | a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.  
|                       |                    |          | b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.  
|                       |                    |          | SS7E2:  | Explain how voluntary trade benefits buyers and sellers in Africa.  
|                       |                    |          | a. Explain how specialization encourages trade between countries  
|                       |                    |          | b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.  
|                       |                    |          | c. Explain why international trade requires a system for exchanging currencies between nations.  
|                       |                    |          | SS7E3e: | Describe the role of entrepreneurship.  
| Government Basics     | February 11 – February 15 | 5        | SS7CG1: | Compare and contrast different forms of citizen participation in government.  
|                       |                    |          | a. Explain the role of citizen participation in autocratic and democratic governments.  
|                       |                    |          | b. Describe the two predominant forms of democratic governments: parliamentary and presidential.  
|                       |                    |          | c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy). |
SS7G3: Explain the impact of location climate, and physical characteristics on population distribution in Africa.
   a: Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live.

SS7CG2: Analyze how government instability in Africa impacts standards of living.
   a: Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa

SS7E3: Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.
   a: Evaluate how literacy rates affect the standard of living. (in Nigeria, South Africa, and Kenya)
   b: Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita) (in Nigeria, South Africa, and Kenya)
   c: Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita) (in Nigeria, South Africa, and Kenya)
   d: Explain how the distribution of natural resources affects the economic development of Africa.

SS7E1c: Compare and contrast the economic systems in South Africa, Nigeria, and Kenya.

SS7CG1: Compare and contrast different forms of citizen participation in government.
   a: Explain the role of citizen participation in autocratic and democratic governments.
   b: Describe the two predominant forms of democratic governments: parliamentary and presidential (use examples in Africa)
   c: Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy)

THEMATIC UNIT 2: Middle East
Date(s): March 13, 2019 – May 10, 2019
<table>
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</table>
| Geography and Diversity  | March 13 – March 22 | 7         | **SS7G5**: Locate selected features in Southwest Asia (Middle East).  
b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.  
**SS7G6**: Explain the impact of environmental issues across Southwest Asia (Middle East)  
a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.  
**SS7G7**: Explain the impact of location climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).  
a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.  
**SS7E6a**: Evaluate how literacy rate affect the standard of living.  
**SS7G8**: Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).  
a. Explain the differences between an ethnic group and a religious group.  
b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds) |
| Government                | March 25 - March 29 | 5         | **SS7CG3**: Compare and contrast various forms of government.  
a. Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)]  
b. Describe the two predominant forms of democratic governments: parliamentary and presidential. (use examples in the Middle East) |
| Economics | April 8 - April 12 | 5 | SS7E6: Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.  
b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). (in Israel, Saudi Arabia, and Turkey)  
c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). (in Israel, Saudi Arabia, and Turkey)  
SS7E4c: Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey. |
| Oil and Conflict | April 15 – May 3 | 15 | SS7G8: Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).  
c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.  
SS7H2: Analyze continuity and change in Southwest Asia (Middle East).  
a. Explain how European partitioning in the Middle East following WW1 led to regional conflict.  
c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian – Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).  
b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, anti-Semitism, the development of Zionism in Europe, and the aftermath of the Holocaust.  
SS7E6d: Explain how the distribution of oil has affected the development of Southwest Asia (Middle East)  
SS7E5d: Explain the primary function of the Organization of Petroleum Exporting Countries.  
SS7H2d: Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq. |

**THEMATIC UNIT 3: Asia Mini Unit**  
Date(s): May 13, 2019 – May 17, 2019  
Total # of Days: 5
| South East Asia | May 13 – May 17 | 5 | **SS7G9:** Locate selected features in Southern and Eastern Asia  
a.: Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula  
b.: Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.  

**SS7H3d:** Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution and Tiananmen Square.  

*Last Day of School: May 21, 2019*