

7th Grade World History Curriculum Map

Weeks	Big Ideas	GLCE's Common Core Literacy Standards	Essential Questions	Skills /Vocabulary	Assessment Formative/ summative	Resources
Weeks 1 – 4	Basic Geography	7 – G1.3.17 – G1.3.27 – G1.3.37 – G3.2.17 – G3.2.2 (Reading Literacy) RH.8.4, RH.8.7 (Writing Literacy) WHST.8.9, WHST.8.10	How do geographers use information to describe the world? What information can geographers learn from maps? How can geographers use tools and technology to analyze patterns in the world? How do the five themes of geography help us to describe regions or places on earth? What physical processes cause the earth to experience ongoing change? How do the five themes of geography help us to describe relationships between humans and their environment? How does cooperation and conflict among groups of people influence culture, the environment, and settlement patterns of humans on the earth? How does the movement of people, goods, technology and ideas affect the continuing development cultures? What major elements make up a culture?	Cardinal Directions, Compass Rose, Continent, Country, Equator, Geographer, Global, Hemisphere, Map Key/Legend Map, Scale, Perspective, Prime Meridian, Thematic Map, Climate, Graph, Generalization, Human-Environment Interaction, Interdependent Location, Physical Characteristics, Regions, Topographic, Culture, Environmental Impact, Interdependent, Basin, Bay, Canal, Cape, Strait, Gulf, Sea, Valley, River source, Mountain range, Peninsula, Plain, Plateau, Delta Students will be able to identify key physical geographic features. Students will be able to read and comprehend a variety of maps. Students will be able to locate and identify the continents and oceans of the world. Students will have an understanding of longitude and latitude and their importance in determining absolute location in relation to the equator and prime meridian. Students will be able to use a compass rose. Students will understand the importance of identifying the title of a map. Students will understand how to use and read a key/legend. Students will be able to identify and use map scales. Students will examine the concept of time zones. Students will understand the five themes	Create-a-Continent Project Five Type 1s and One Type 2 and Variety of Exit Card Type 2 Responses (refer to Collin's Writing Log and Learning Goals) Basic Geography Review Quiz	History Alive Binder Department Generated Assignment Binder

				<p>of geography.</p> <p>Students will examine world climate zones.</p> <p>Students will examine population distributions throughout the world.</p> <p>Students will examine and understand how GPS systems work.</p> <p>Students will analyze a problem related to change in the physical environment. (i.e. pollution, volcanoes, droughts, etc..)</p>		
Weeks 5 - 7	Early Humans (Paleolithic and Agricultural Revolution)	<p>7 – W1.1.17 – W1.1.27 – W1.2.2</p> <p>(Reading Literacy)</p> <p>RH.8.1, RH.8.2, RH.8.4, RH.8.5, RH.8.6, RH.8.7, RH.8.8</p> <p>(Writing Literacy)</p> <p>WHST.8.1b, WHST.8.1d, WHST.8.1e, WHST.8.5, WHST.8.7, WHST.8.10</p>	<p>How did individuals influence the history of the Eastern Hemisphere?</p> <p>How does a person's perspective on history or events influence their understanding?</p> <p>What are the themes of history and how do they help us understand human events of the world?</p> <p>Why are eras and periods used to study history?</p> <p>Why is it important to use primary and secondary source documents to accurately understand history?</p> <p>What changes occurred for early people due to the availability of a stable food supply?</p> <p>What elements in the natural environment were necessary for early settlements?</p> <p>What were some of the characteristics of early civilizations?</p>	<p>Artifacts, Calendar Systems, Characteristics, Civilization, Cultural Institutions, Eastern Hemisphere, Interpretation, Point of View, Primary source, Secondary source, Society, Adaption, Agriculture, Archaeologist, Archeology, Culture, Domestication, Forager, Hunter-Gatherer, Migration, Neolithic, Paleolithic, Pastoralism, Pre – historic, Revolution, Specialization, Surplus</p> <p>Students will review, define, and understand the elements of culture.</p> <p>Students will understand the development of culture in Mesopotamia.</p> <p>Students will compare roles in social groups from the Paleolithic Age to the Neolithic Age.</p> <p>Students will be able to explain how communities were affected positively and negatively by human changes, including changes in both technology and physical changes to earth.</p> <p>Students will be able to identify factors that contributed to conflict and cooperation between and among cultural groups.</p> <p>Students will be able to explain why and how historians organize and explain human activities over time.</p> <p>Students will compare and contrast</p>	<p>Three Type 1s and Three Type 2s (refer to Collin's Writing Log)</p> <p>Formal Assessments (Periodic Practice Assignments and Quizzes)</p> <p>Timeline Mini-Project (Optional)</p> <p>Unit Post Test</p>	<p>History Alive Binder</p> <p>Video: -United Streaming – “The Kinnewick Man” -Birth of a Civilization</p> <p>Department Generated Assignment Binder</p>

				different calendar systems.		
Weeks 8 – 18	Ancient Civilization: Mesopotamia, Ancient Egypt, Ancient India, Ancient China, Ancient Greece	<p>7 – W2.1.17 – W2.1.27 – W2.1.37 – W2.1.47 – W3.1.17 – W3.1.57 – W3.1.87 – W3.1.97 – W3.1.4</p> <p>(Reading Literacy)</p> <p>RH.8.1, RH.8.2, RH.8.3, RH.8.4, RH.8.5, RH.8.6, RH.8.7, RH.8.8</p> <p>(Writing Literacy)</p> <p>WHST.8.1a, WHST.8.1c, WHST.8.1d, WHST.8.1e, WHST.8.4, WHST.8.5, WHST.8.7, WHST.8.8, WHST.8.9, WHST.8.10</p>	<p>How do ideas, technology, resources and people spread from one place to another?</p> <p>What are the basic requirements of a civilization?</p> <p>What is one common geographical element that all of the early civilizations share?</p> <p>What is pastoralism and where do you find it? What was the impact of language in the development of humans?</p> <p>How did major religions develop and what was their significance over time?</p> <p>In what ways were ancient empires built, protected, and maintained?</p> <p>What types of products, services, and ideas were exchanged by way of trade networks?</p> <p>What were the characteristics of classical civilizations in the Eastern Hemisphere?</p> <p>What were the characteristics of Greek democratic institutions that influenced western political thought?</p>	<p>Agrarian, civilizations, Artifacts, Contribution, Cultural Institutions, Hunter-Gatherer, Interpretation, Pastoralism, Primary source, Secondary source, Society, Adaptation, Agriculture, Archaeologist, City-states, Collective learning, Culture, Domestication, Empire, Forager, Migration, Pre-historic, Revolution, Specialization, Surplus, Neolithic, Paleolithic</p> <p>Students will be able to explain the importance of the natural environment in the development of agricultural settlements in different locations.</p> <p>Students will be able to identify how early humans adapted and changed with hospitable ecosystems.</p> <p>Students will be able to explain the impact of the Agricultural Revolution in regards to stable food supply, surplus, population growth, trade, division of labor, and development of settlements.</p> <p>Students will be able to describe the importance of the development of human language, oral and written, and its relationship to the development of culture.</p> <p>Students will use maps and other sources to analyze and describe how the Tigris and Euphrates Rivers, Huang He River, Nile River, and Indus River were able to support permanent settlements and development of early civilizations.</p> <p>Students will examine early civilizations and describe their common features of governing, stable food supply, economic and social structures, division of labor, use of resources, and forms of communication.</p> <p>Students will be able to define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another.</p>	<p>Eleven Type 1s and Eleven Type 2s and Variety of Exit Card Type 2 Responses (refer to Collin's Writing Log and Learning Goals)</p> <p>Two Type 3s: Agricultural Revolution and Egyptian Life Journal (refer to Collin's Writing Log)</p> <p>Formal Assessments (Periodic Practice Assignments and Quizzes)</p> <p>Individual Small Unit Post Tests</p> <p>Hammurabi's Law Court Case Reenactments</p> <p>Ancient Egypt Interactive Web Mini-Project</p> <p>Chinese Ingenuity Scroll Activity Athens vs. Sparta debate Etruscan and Greek Contributions Scavenger Hunt</p>	<p>Textbook</p> <p>History Alive Binder</p> <p>Video:</p> <ul style="list-style-type: none"> -Lost Civilizations: Mesopotamia -Lost Civilizations: Ancient Egypt -Engineering an Empire: Ancient Egypt -Ancient India: A Journey Back in Time -Ancient China: A Journey Back in Time -Lost Civilizations: China -Lost Civilizations: Greece -Secrets of Archeology: Pick'em -300: Thermopylae -Alexander the Great <p>Department Generated Assignment Binder</p>

				<p>Students will be able to describe pastoralism and how the climate of Central Asia was linked to the rise of pastoral societies.</p> <p>Students will assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>Students will be able to describe the significance of legal codes, beliefs systems and written languages.</p> <p>Students will be able to describe how trade integrated cultures and influenced the economy within empires.</p> <p>Students will be able to use historical and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>Students will be able to describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.</p> <p>Students will be able to describe the characteristics that classical civilizations share.</p> <p>Students will compare and contrast the defining characteristics of a city-state, civilization and empire.</p> <p>Students will create a time line that illustrates the rise and fall of classical empires.</p> <p>Students will use historical and modern maps to locate three major empires of this era, describe their geographic characteristics including physical features and climates.</p> <p>Students will be able to describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the</p>		
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Weeks 19 – 21	Ancient Rome	7 – W3.1.17 – W3.1.27– W3.1.37 – W3.1.47 – W3.1.87 – W3.1.97 – W3.1.10 (Reading Literacy) RH.8.3, RH.8.4, RH.8.5, RH.8.7 (Writing Literacy) WHST.8.4, WHST.8.9, WHST.8.10	In what ways were ancient empires built, protected, and maintained? What types of products, services, and ideas were exchanged by way of trade networks? What were the characteristics of classical civilizations in the Eastern Hemisphere? What were the characteristics of Greek democratic institutions that influenced western political thought?	Dictatorship, Empire Aqueducts, Republic, Senate, Martyr, Gladiator Students will create a time line that illustrates the rise and fall of the Roman Empire. Students will use historical and modern maps to locate the span of the Roman Empires. Students will be able to describe major achievements of the Roman Empire in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy. Students will be able to analyze and describe how and why the Roman Empire collapsed.	Three Type 1s and Three Type 2s and Variety of Exit Card Type 2 Responses (refer to Collin's Writing Log) Type 3: Roman Eulogy (refer to Collin's Writing Log) Formal Assessments (Periodic Assignments and Quizzes) Roman Accomplishments and Roman Political Cartoon Activities Unit Post-Test	Textbook History Alive Binder Video -Engineering an Empire: Rome -Lost Civilizations: Rome -Secrets of Archeology: Pick'em -The Dark Ages Department Generated Assignment Binder
Weeks 22 – 28	World Religions (Christianity, Islam, Judaism, Buddhism, Hinduism)	7 – W3.2.17 – W3.2.27 – W3.2.3 (Reading Literacy) RH.8.2, RH.8.4, RH.8.5, RH.8.7, RH.8.10 (Writing Literacy) WHST.8.2a-f, WHST.8.5, WHST.8.7, WHST.8.8, WHST.8.9, WHST.8.10	How did major religions develop and what was their significance over time? What are the major similarities and differences between the major world religions?	Five Pillars of Islam (Hajj, Ramadan, Sawm, Shahada, Salat), Muhammad, Mecca, Mosque, Qu'ran, Crusader, Prophet, Jerusalem, Arabian Peninsula, Synagogue, Judaism, Torah, Karma, Dharma, Reincarnation, Nirvana, Enlightenment, Reformation, Crucifixion, Indulgences, Simony Students will be able to identify and describe the beliefs of the major world religions (Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam). Students will be able to locate the geographical center of major religions. Students will be able to identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.	The World Religions Project (Optional) Three Type 1s and Three Type 2s (refer to Collin's Writing Log) Formal Assessments (Periodic Assignments and Quizzes) Unit Post-Test	Textbook History Alive Binder Computer Lab Video -The Crusades -The Plague -The Hajj -30 Days Department Generated Assignment Binder

<p>Weeks 29 – 35</p>	<p>Middle East, North Africa, Sub-Saharan Africa, Southeast Asia (Textbook)</p>	<p>7 – G1.1.17 – G1.1.27 – G1.2.17 – G1.2.47 – G1.3.17 – G2.1.17 – G2.1.27 – G2.2.17 – G2.2.37 – G4.3.17 – G4.3.27 – G4.4.17 – G5.1.37 – G5.2.17 – C1.1.17 – C3.6.17 – C4.3.17 – C4.3.27 – C4.3.37 – E1.1.17 – E2.3.17 – E3.1.17 – E3.3.1</p> <p>(Reading Literacy) RH.8.1, RH.8.2, RH.8.4, RH.8.5, RH.8.6, RH.8.7, RH.8.8</p> <p>(Writing Literacy) WHST.8.1b, WHST.8.1d, WHST.8.1e, WHST.8.4, WHST.8.10</p>	<p>How do international and regional organizations help solve problems between nation-states?</p> <p>In what different ways do Eastern Hemisphere forms of government serve the needs of people?</p> <p>In what ways do countries solve conflicts?</p> <p>Why do we need government?</p> <p>How are economic systems (traditional, command, and market) similar and different from each other?</p> <p>How do businesses, individuals, and governments interact with each other in order to maintain a flow of goods and services?</p> <p>How do public policy decisions impact businesses?</p> <p>How does international trade provide economic opportunities for nations and individuals?</p> <p>Why and how does government regulate commerce?</p> <p>What defines a global issue?</p> <p>What global issues affect the Eastern Hemisphere?</p> <p>What information do I need to understand and analyze a global issue?</p>	<p>Dictatorship, Diplomacy, Government, Monarchies, Nation-state, National Security, Parliamentary, Democracy, Politics, Popular Sovereignty, Representative Democracy, Revenue, Sanction, United Nations, European Union, Jurisdiction, Organization of Petroleum Exporting Countries (OPEC), Political Scientists, Command Economy, Consumer, Economic System, Globalization, International economy, Market economy, Profit, Tariffs, Tax/taxation, Trade restrictions, Treaties, Embargo, Outsourcing, Quota, Capitalism, Communism, Socialism, Climate change, Diversity, Globalization, Interdependence, Migration, Nationalism, United Nations, Urbanization</p> <p>Students will be able to define the purposes of government.</p> <p>Students will compare and contrast four forms of government in the Eastern Hemisphere (monarchy, theocracy, dictatorship and representative government).</p> <p>Students will explain how incentives vary in different economic systems (acquiring money, profit, goods, job placement).</p> <p>Students will be able to explain how tariffs, quotas, embargoes and trade restrictions affect the economy of a country and its trading partners.</p> <p>Students will investigate and compare imports and exports of different countries in the Eastern Hemisphere to make generalizations about the importance of economic interdependence.</p> <p>Students will be able to explain how innovations in technology affect the employment decisions of individuals and businesses in the future.</p> <p>Students will participate in discussions over global policy and current issues relating to the Eastern Hemisphere.</p>	<p>Seven Type 1s and Four Type 2s Variety of Exit Card Type 2 Responses (refer to Collin's Writing Log)</p> <p>Type 3: Eastern Hemisphere Issue Persuasive Essay (refer to Collin's Writing Log)</p> <p>Formal Assessments (Periodic Practice Assignments and Quizzes)</p> <p>Individual Small Unit Post Test</p>	<p>Textbook</p> <p>History Alive Binder</p> <p>Video: -The Middle East -Lost Civilizations: Africa -United Streaming: "Roots of Conflict: Palestine and Israel"</p> <p>Department Generated Assignment Binder</p>
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				Students will examine an issue of significance in the Eastern Hemisphere to examine, research, debate, or compose a persuasive essay		
Weeks 36	American Geography Introduction	4 – G1.0.14 – G1.0.24 – G1.0.34 – G1.0.54 – G2.0.1 (Reading Literacy) RH.8.4, RH.8.7 (Writing Literacy) WHST.8.9, WHST.8.10	Where are the major waterways and land forms of the United States? How do these waterways and land forms affect life, past and present in the United States? How can the United States be divided into different regions based on physical geography? How is population distributed along these waterways and landforms?	Specific U.S. Landforms (i.e. Mississippi River, Rocky Mountains, etc.,) Students will be able to identify all states and their capitals. Students will be able to identify and locate major U.S. Landforms.	To be assessed in the first weeks of 8th grade	History Alive Binder Department Generated Assignment Binder