

Kent City Middle School Curriculum Map for : 7th Grade Social Studies

Duration	Unit Name/ Essential Questions & Vocab	Content & HSCE	Assessment	Literacy Activities	Skills
35 days	<p>7.1 <u>Essential Questions</u></p> <ul style="list-style-type: none"> Why is it important to treat maps and “history” as accounts? How do historians know and create accounts about the past? Why might historians have different and sometimes conflicting versions of the same event? How does a person’s perspective on history or events influence their understanding? How do historians organize and analyze information? <p><u>Vocabulary</u> Calendar Systems</p>	<p>TLW investigate how historians think and the processes, tools, and information they use to study and communicate historical knowledge.</p>	<p>Summative Unit Assessments (2) – multiple choice questions, map skills, primary source readings, & short answer questions.</p> <p>Lessons 1-5 Lessons 6-11</p>	<p>*Projection Maps (Different Representations of the Earth: Mercator, Peters, Robinson)</p> <p>*Ancient Maps (The World According to Herodotus, The World According to Hecataeus, The World According to Strabo)</p> <p>*The Sadler Committee Report (Primary Account of Lifestyles of English Factory Workers)</p> <p>*An Introduction to the Industrial and Social History (Secondary Account of Lifestyles of English Factory Workers)</p> <p>*Thomas Jefferson’s A letter from Paris</p>	<p>Organization of Informational Text</p> <p>Reading of Primary Source documents</p> <p>Map Skills</p> <p>Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, and comparing and contrasting.</p>

	Point of View Perspective Sourcing Primary Source Secondary Source Corroborating Contextualizing Cultural Institutions Artifacts History/Historian Significance AD/CE BC/BCE Decade Century Era				
20 days	7.2 History <u>Essential Questions</u> <ul style="list-style-type: none"> • How do we learn about humans and human ancestors in prehistoric times? • What was life like for early humans in hunter gatherer societies? • How and why did humanity spread across the earth? • How did the natural environment shape the ways people lived in the Paleolithic Era? 	TLW describe the development and movement of early man throughout the Eastern Hemisphere to 4000 B.C.E./B.C. (Era 1)	Summative Unit Assessments – multiple choice questions, map skills, primary source readings, & short answer questions.	* <u>Motel of the Mysteries</u> by David Macaulay * <u>This Fleeting World: An Overview of Human History</u> by David Christian	Organization of Informational Text Reading of Primary Source documents Map Skills Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, comparing and contrasting, and evidentiary argument.

	<ul style="list-style-type: none"> Why did humans make the transition from being hunter gathers to being involved in agriculture later in the Western Hemisphere? <p><u>Vocabulary:</u> Adaptation Archaeologists Agriculture Collective Learning Domestication Evidence Extinction Foraging Homo-Sapiens Migration Neolithic Era Paleolithic Era Settlement Social Institutions Specializations World History</p>				
25 days	7.3 History <u>Essential Questions</u> <ul style="list-style-type: none"> How did geography shape the way in which people lived in various world zones during Era 2? 	TLW describe the development of societies and culture of early man throughout the Western Hemisphere, 4000 to 1000 B.C.E./B.C. (Era 2)	Summative Unit Assessments – multiple choice questions, map skills, primary source readings, & short answer questions.	<u>*Westlandia</u> *Various primary sources from/informational text about of the Yellow River Civilization, Ancient Egyptian Civilization,	Organization of Informational Text Reading of Primary Source documents Map Skills

	<ul style="list-style-type: none"> How and why did civilizations develop during Era 2? What new problems and solutions emerged from living in civilizations during Era 2? What role did cultural diffusion play during Era 2? <p><u>Vocabulary</u> Afroeurasia Agrarian Civilization City-state Civilization Collective Learning Cultural Diffusion Empire Interdependence Kingdom Geographic Luck Meso-American Nomadic Pastoralism Population Intensification Nomadic Social Hierarchy Specialization Technology Urbanization (cities)</p>		DBQ - Mayan Technology	Indus Valley Civilization & Mesopotamia *Guns, Germs, & Steel (by Jared Diamond)	Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, comparing and contrasting, and evidentiary argument.
20 days	7.4 History <u>Essential Questions</u>	TLW describe the development of empires and cultures throughout the world, 1000 B.C.E./B.C. to 300 C.E./A.D. (Era 3)	Summative Unit Assessments – multiple choice questions, map skills, primary	Reading informational text *Various primary sources	Organization of Informational Text Reading of Primary Source documents

	<ul style="list-style-type: none"> • Why did some civilizations develop into large-scale empires while others did not? • How and why did changes in social institutions change how people lived in large-scale empires? • How did empires change exchanges between peoples across large expanses of territory? • How did the emergence of world religions both influence and reflect the rise of empires? <p><u>Vocabulary</u></p> <p>bureaucracy cultural diffusion democracy empire / emperor leadership militarism monarchy philosophy power and authority</p>		source readings, & short answer questions.	from/informational text about of the Athenian Empire, Roman Empire, Persian Empire, Alexander Empire, Ptolemaic Empire, Seleucid Empire, Mauryan Empire.	<p>Map Skills</p> <p>Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, comparing and contrasting, and evidentiary argument.</p>
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	<div>religious tolerance</div> <div>republic</div> <div>right to rule (divine right, inherited power)</div> <div>rise and fall of empires</div> <div>Silk Roads</div> <div>slavery</div> <div>social hierarchy/class</div> <div>social inequality</div> <div>society</div> <div>specialization of labor</div> <div>trade networks</div> <div>world religions</div>				
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20 days	<p>7.5 History</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How did the interaction between empires affect their growth and development? • What were the most significant factors that enabled empires to stay in power and why did these empires eventually fall? • What other patterns of human societies and organization were in place during this era and why did they not become empires or parts of empires? <p><u>Vocabulary:</u> causes and consequences city-state civil service civilization Confucianism cultural diffusion dynasty empire</p>	<p>TLW investigate how the interaction between empires affected growth throughout the world, and the factors that enabled these empires to stay in power or eventually fall.</p>	<p>Summative Unit Assessments – multiple choice questions, map skills, primary source readings, & short answer questions.</p>	<p>“Close Reading” on an overview of the Han Dynasty.</p> <p>“Close Reading” on an overview of the Roman Empire.</p>	<p>Organization of Informational Text</p> <p>Reading of Primary Source documents</p> <p>Map Skills</p> <p>Cause and Effect Classifying/Grouping Compare and Contrast Description Evidentiary Argument Generalizing Identifying Perspectives</p>
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	environmental circumstances/geographic luck fall or decline of empires Golden Age historical significance innovation patriarchy social hierarchy/class system trade networks turning point				
30 days	7.6 History <u>Essential Questions</u> <ul style="list-style-type: none"> How did the legacies of the large empires like Rome and the Han Dynasty influence the subsequent societies in the areas they formerly controlled? How did both geography and the history of past societies contribute to the rise of new powers in this era? Why did new patterns of conflict emerge in this time period and 	TLW focus on significant civilizations and patterns of human activity from 500 CE to 1000 CE.	Summative Unit Assessments – multiple choice questions, map skills, primary source readings, & short answer questions.	*Various primary sources from/informational text about Byzantine Empire, the Tang Dynasty, Kingdoms of Europe, the Vikings, and Sub-Saharan Empires.	Organization of Informational Text Reading of Primary Source documents Map Skills Classifying/Grouping Compare and Contrast Cause and Effect Description Evidentiary Argument Generalizing Identifying Perspectives

	<p>how did they shape societal interactions?</p> <p><u>Vocabulary</u></p> <p>adaptation</p> <p>alliance</p> <p>conflict</p> <p>cultural diffusion</p> <p>dynasty</p> <p>empire</p> <p>ethnocentrism</p> <p>expansion versus spread</p> <p>external pressures</p> <p>Golden Age</p> <p>historiography</p> <p>internal pressures</p> <p>kinship</p> <p>perspective/point of view</p> <p>political-religious states</p> <p>religious conflict</p> <p>renaissance</p> <p>settlement</p> <p>sustainability</p> <p>urbanization</p> <p>world zones</p>				
20 days	<p>7.7 History</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> How and why did African and American 	<p>TLW explore the intensifying long distance commerce across Afroeurasia as the world reached the edge of modernity.</p>	<p>Summative Unit Assessments – multiple choice questions, map skills, primary source readings, &</p>	<p>*Various primary sources from/informational text about Ghana Empire, Mali Empire, Inca Empires, Aztec</p>	<p>Organization of Informational Text</p> <p>Reading of Primary Source documents</p> <p>Map Skills</p>

	<p>empires develop similarly to and differently from the empires in Eurasia?</p> <ul style="list-style-type: none"> • How did large scale movements of people, ideas, technologies, and disease change the world on the eve of modernity? • Why is it helpful to explore human history in terms of continuity and change over time? <p><u>Vocabulary</u></p> <p>continuity and change over time corroboration crusade cultural diffusion evidence inferences Mesoamerica movement pandemic/plague polytheism the Americas turning points world religion</p>		short answer questions.	Empires, Islamic Empire and Mongol Empire.	Evidentiary argument, compare & contrast, cause & effect, description, and generalizing.
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