# UNIT 1 (Social Studies Subjects)

<table>
<thead>
<tr>
<th>Unit/Chapters</th>
<th>GLCE</th>
<th>Terms, Events, &amp; People</th>
<th>Assessments</th>
<th>Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1: Welcome to the World/Introduction to Social Studies Subjects</td>
<td></td>
<td>History, Government, Economics, Culture, Geography</td>
<td>Assessments may include but are not limited to:</td>
<td>3 days</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>Reasons to study history, Historical Record, Primary Source, Secondary Source, BC/AD &amp; BCE/CE Era Calendar, Chinese Calendar, Hebrew Calendar, Islamic Calendar</td>
<td>1. Extended Writing Component(s)</td>
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<td>5 Ws History always has 2 sides</td>
<td>2. Multimedia Component(s)</td>
<td>1 week</td>
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<tr>
<td></td>
<td>7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</td>
<td>Example of a historical passage Gandhi/impact of an individual</td>
<td>3. Quiz(s)</td>
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<td></td>
<td>7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance</td>
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<td>4. Project(s) (Individual/Group)</td>
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<td>5. Mapping</td>
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<td>• Gregorian calendar – B.C./A.D.</td>
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<td>6. Notes</td>
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<td>• Contemporary secular– B.C.E./C.E.</td>
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<td>7. 3 Ring Binder Assignment Check</td>
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<td></td>
<td>• Chinese calendar</td>
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<td>8. Participation</td>
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<td>• Hebrew calendar</td>
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<td>• Islamic/Hijri calendar</td>
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<td>7 – H1.2.1 Explain how historians use a variety of sources to explore the past</td>
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<td></td>
<td>• Artifacts</td>
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<td>• Primary and secondary sources</td>
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<td>o narratives, technology, historical maps, visual/ mathematical quantitative data radiocarbon dating, DNA analysis</td>
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<td>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating:</td>
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<td></td>
<td>• Who was involved</td>
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<td>• What happened</td>
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<td>• When it happened</td>
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<td>• What events led to the development</td>
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<td>• What consequences or outcomes followed</td>
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<td>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</td>
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<td>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</td>
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<td>7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.</td>
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</tbody>
</table>
# UNIT 1 (Social Studies Subjects)

<table>
<thead>
<tr>
<th>Geography</th>
<th>Chapter 2: The Geographer’s World</th>
<th>Location</th>
<th>Place</th>
<th>Region</th>
<th>Movement</th>
<th>Human/Environment Interaction</th>
<th>Mapping</th>
<th>Latitude/Longitude</th>
<th>Scale</th>
<th>Projections</th>
<th>Key</th>
<th>Landforms</th>
<th>Climate</th>
<th>Natural Resources</th>
<th>Google Earth</th>
<th>Movement of Ideas/Goods</th>
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</thead>
<tbody>
<tr>
<td>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world.</td>
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<td>7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).</td>
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<td>7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.</td>
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<td>7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map.</td>
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<td>• Analyze the patterns</td>
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<td>• Propose two generalizations about the location and density of the pop.</td>
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<td>7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to.</td>
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<td>• 7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</td>
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<td>• Process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.</td>
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<td>• 7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities.</td>
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<td>o Effects of latitude on types of vegetation in Africa.</td>
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<td>o Proximity to bodies of water in Europe.</td>
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<td>o Effects of annual river flooding in Southeast Asia and China.</td>
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<td>• 7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology.</td>
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<td>7 – G1.2.6 Apply the skills of geographic inquiry to analyze a problem or issue of importance to a region of the Eastern Hemi.</td>
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<td>• Asking geographic questions</td>
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<td>• Acquiring/organizing/analyzing geographic information</td>
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<td>• Answering geographic questions</td>
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</table>

7 – G1.3.1 Use the fundamental themes of geography to describe regions or places on earth. | | | | | | | | | | | | | | | | | | | 2 Weeks |
<p>| • Location | | | | | | | | | | | | | | | | | | | 2 Weeks |
| • Place | | | | | | | | | | | | | | | | | | | 2 Weeks |
| • Human environment interaction | | | | | | | | | | | | | | | | | | | 2 Weeks |
| • Movement | | | | | | | | | | | | | | | | | | | 2 Weeks |
| o 7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (internet home offices, international work teams, international companies). | | | | | | | | | | | | | | | | | | | 2 Weeks |
| • Region | | | | | | | | | | | | | | | | | | | 2 Weeks |</p>
<table>
<thead>
<tr>
<th>G2.2 Human Characteristics of Place</th>
<th>Describe the human characteristics of places.</th>
</tr>
</thead>
<tbody>
<tr>
<td>G4.1 Cultural Mosaic</td>
<td>Describe the characteristics, distribution and complexity of Earth’s cultural mosaic.</td>
</tr>
<tr>
<td>G4.2 Technology Patterns and Networks</td>
<td>Describe how technology creates patterns and networks that connect people, products and ideas.</td>
</tr>
<tr>
<td>G4.3 Patterns of Human Settlement</td>
<td>Describe patterns, processes and functions of human settlement.</td>
</tr>
<tr>
<td>G4.4 Forces of Cooperation and Conflict</td>
<td>Explain how forces of conflict and cooperation among people influence the division and control of the Earth’s surface.</td>
</tr>
<tr>
<td>G5.1 Humans and the Environment</td>
<td>Describe how human actions modify the environment.</td>
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<tr>
<td>G5.2 Physical and Human Systems</td>
<td>Describe how physical and human systems shape patterns on the Earth’s surface.</td>
</tr>
</tbody>
</table>

- **Included in each region of the Eastern Hemisphere to be studied:**
  - **Culture**
    - Languages
    - Religion
    - Economic system
    - Governmental system
    - Tradition
    - Entertainment
    - Ethnicity
    - Culture Regions
  - Population Distribution
  - Migration
  - Globalization

**7 – G6.1.1 Contemporary Investigations**
- Conduct research on contemporary global topics and issues,
### UNIT 1 (Social Studies Subjects)

| Government | 7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarachies, theocracies, dictatorships, representative governments |
| Purpose of Government | 7 – C3.6.1 Define the characteristics of a nation-state |
| Totalitarian | A specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government |
| Democracy | How Eastern Hemisphere nations interact. |
| Communism | 7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues |
| Socialism | • Migration |
| Monarchy | • Pandemics (Flu, E-coli) |
| Constitutional Monarchy | • Human rights |
| Dictatorship | o Genocide |
| Theocracy | o Hunger |
| Military Junta | o Human trafficking |
| Nation-State | o War on drugs |
| Global Cooperation | 7 – C4.3.3 Explain why governments belong to different types of international and regional organizations |
| International Organizations | • United Nations (UN) |
| UN | • North Atlantic Treaty Organization (NATO) |
| NATO | • Organization of the Petroleum Exporting Countries (OPEC) |
| OPEC | • European Union (EU) |
| EU | • African Union (AU) |
| AU | • G-8 countries (leading economic/political) |

<p>| 1 Week |  |  |</p>
<table>
<thead>
<tr>
<th>Economics Chapter 3-3</th>
<th>1 Week</th>
</tr>
</thead>
</table>
| 7 – E1.1.1 Explain the role of incentives in different economic systems  
- acquiring money  
- profit  
- goods  
- wanting to avoid loss  
- position in society  
- job placement | |
| 7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources  
- sanctions and tariffs enacted by a national government to prevent imports  
- the impact China is having on the global economy and the U.S. economy | |
| 7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the  
- flow of materials  
- labor  
- Capital  
- global supply chain for computers, athletic shoes, and clothing | |
| 7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions:  
- What should be produced?  
- How will it be produced?  
- How will it be distributed?  
- Who will receive the benefits of production? | |

Scarcity  
Economics  
Natural Resources  
Human Resources  
Capital resources  
Command Economy  
Traditional Economy  
Market Economy  
Mixed Economy  
Global Economy  
Clothing from South Asia
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<tr>
<th></th>
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<th>1 week</th>
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<tbody>
<tr>
<td><strong>Re-teach/Social Studies Project</strong></td>
<td><strong>All Above</strong></td>
<td><strong>Unit Test</strong></td>
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<td><strong>AND/OR</strong></td>
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<td><strong>AND/OR</strong></td>
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<tr>
<td>Project: Groups of 5, create a quiz like game, using 5 subjects</td>
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<td>information, played by other groups, see rubric for details</td>
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UNIT 1 (Social Studies Subjects)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies
  - Key Ideas and Details
    1. Cite specific textual evidence to support analysis of primary and secondary sources.
    3. Identify key steps in a text’s description of a process related to history/social studies
    4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
  - Integration of Knowledge and Ideas
    7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
    8. Distinguish among fact, opinion, and reasoned judgment in a text.
    10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes
  1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
  2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
  6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
    - Research to Build and Present Knowledge
      8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

  10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames
<table>
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<tr>
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</table>
| Peopling of The Earth | 7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere and adapted to a variety of environments  
  - Africa  
  - Europe  
  - Asia  
  7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in  
  - Africa  
  - Western Europe  
  - Asia | Hominid  
  Homo Sapiens  
  Hunter-Gatherer  
  Movement  
  Scarcity  
  HEI  
  Ardi  
  Lucy  
  Paleolithic Age  
  Neolithic Age  
  Neanderthals  
  Tools and Weapons | Assessments may include but are not limited to:  
  1. Extended Writing Component(s)  
  2. Multimedia Component(s)  
  3. Quiz(s)  
  4. Project(s) (Individual/Group)  
  5. Mapping  
  6. Notes  
  7. 3 Ring Binder Assignment Check  
  8. Participation Unit Test: multiple choice and short answer | 1 Week |
### UNIT 2 (Peopling of the Earth/Ag. Revolution/Early Civilizations)

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<thead>
<tr>
<th>Agricultural Revolution</th>
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<tbody>
<tr>
<td><strong>7 – W1.2.1</strong> Explain the importance of the natural environment in the development of agricultural settlements in different locations</td>
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<tr>
<td>- available water for irrigation</td>
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<td>- adequate precipitation</td>
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<td>- suitable growth season</td>
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<tr>
<td><strong>7 – W1.2.2</strong> Explain the impact of the Agricultural Revolution</td>
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<td>- stable food supply</td>
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<td>- surplus</td>
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<td>- population growth</td>
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<td>- trade</td>
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<td>- division of labor</td>
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<td>- development of settlements</td>
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<tbody>
<tr>
<td><strong>Agricultural Revolution</strong></td>
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<td><strong>Domestication</strong></td>
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<td><strong>Civilization</strong></td>
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<td><strong>Effects of Farming</strong></td>
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<td><strong>7 Elements of Civilizations</strong></td>
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<tr>
<td><strong>Where farming occurred</strong></td>
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<tr>
<td><strong>Impact, Advantages, &amp; Disadvantages of Settled Farming vs. Hunting and Gathering</strong></td>
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</tbody>
</table>

**3 days**

7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions
# UNIT 2 (Peopling of the Earth/Ag. Revolution/Early Civilizations)

| Early Civilizations | 7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture  
- verbal vocalizations  
- standardization of physical (rock, bird) & abstract (love, fear) words  
- pictographs to abstract writing  
  - governmental administration  
  - laws, codes  
  - history  
  - artistic expressions  
| 7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations  
- Tigris and Euphrates Rivers  
- Yangtze River  
- Nile River  
- Indus River  
| 7 – W2.1.3 Examine early civilizations to describe their common features  
- ways of governing  
- stable food supply  
- economic and social structures  
- use of resources and technology  
- division of labor  
- forms of communication  
| 7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another  
- plants/crops  
- plow  
- Wheel  
- bronze metallurgy  
| 7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. |  | 3 Weeks |

| 7 Elements of Civilizations  
Mapping Early Civilization  
Mesopotamia  
Hammurabi  
Modern Day Country  
Tigris River  
Euphrates River  
Cradle of Civilization  
**Yangtze (China)**  
Nile (Egypt)  
Flooding  
Hieroglyphics  
Pharaohs  
Indus River Valley  
(Harappa)  
Pastoral Central Asia  
Cultural Diffusion  
Bronze Age  
Polytheism |

**CCSS Grades 6-8:**

- Reading Standards for History/Social Studies  
  - Key Ideas and Details
UNIT 2 (Peopling of the Earth/Ag. Revolution/Early Civilizations)

1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
3. Identify key steps in a text’s description of a process related to history/social studies
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
   - Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- **Text Types and Purposes**

  1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
  2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
  6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
     - **Research to Build and Present Knowledge**

8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames
<table>
<thead>
<tr>
<th>Unit/Chapters</th>
<th>GLCE</th>
<th>Terms, Events, &amp; People</th>
<th>Assessments</th>
<th>Pacing</th>
</tr>
</thead>
</table>
| Ancient Greece | 7 – W3.1.1 Describe the characteristics that classical civilizations share that influenced neighboring peoples and have endured for several centuries  
• Institutions  
• cultural styles  
• systems of thought  
7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires  
7– W3.1.3 Compare and contrast the defining characteristics of a  
• city-state, civilization, and empire  
7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions  
7 – W3.1.5 Describe major achievements from Mediterranean in the areas of  
• art  
• architecture and culture  
• science, technology, and mathematics  
• political life and ideas  
• philosophy and ethical beliefs  
• military strategy  
7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.  
7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires  
• Phoenician and Greek networks  
7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires  
• Greek city-states  
7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.  
7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period. | Systems of Thought  
Plato  
Aristotle  
Socrates  
City-State  
Plain  
Aegean Sea  
Empire  
Peninsula  
Athens  
Sparta  
Democracy  
Direct Democracy  
Mapping the Greeks  
Achievements of Ancient Greece  
Literature  
Theatre  
Architecture  
Phoenician/Greek Trade | Assessments may include but are not limited to:  
1. Extended Writing Component(s)  
2. Multimedia Component(s)  
3. Quiz(s)  
4. Project(s) (Individual/Group)  
5. Mapping  
6. Notes  
7. 3 Ring Binder Assignment Check  
8. Participation  
Unit Test: multiple choice and short answer | 1 Week and 2 days |
| Roman Empire | 7 – W3.1.1 Describe the characteristics that classical civilizations share that influenced neighboring peoples and have endured for several centuries  
  • Institutions  
  • cultural styles  
  • systems of thought  
  7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires  
  7– W3.1.3 Compare and contrast the defining characteristics of a  
  • city-state, civilization, and empire  
  7 – W3.1.5 Describe major achievements from Mediterranean in the areas of  
  • art  
  • architecture and culture  
  • science, technology, and mathematics  
  • political life and ideas  
  • philosophy and ethical beliefs  
  • military strategy  
  7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.  
  7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires  
  • the Roman Empire  
  7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.  
  7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period. | ONLINE TIMELINE (PREZI) | 1 Week and 3 Days |
# UNIT 3 (Ancient Greece/Roman Empire/Han Empire)

<table>
<thead>
<tr>
<th>Han Empire</th>
<th>Dynasty Paper</th>
<th>Silk Road</th>
<th>Silk Tea</th>
<th>Great Wall</th>
<th>ONLINE TIMELINE (PREZI)</th>
<th>1 Week</th>
</tr>
</thead>
</table>

7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

7 – W3.1.5 Describe major achievements from Chinese in the areas of
- art
- architecture and culture
- science, technology, and mathematics
- political life and ideas
- philosophy and ethical beliefs
- military strategy

7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires
- Han Empire

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires

7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.
UNIT 3 (Ancient Greece/Roman Empire/Han Empire)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies
  - Key Ideas and Details

  1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
  3. Identify key steps in a text’s description of a process related to history/social studies
  4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

  - Integration of Knowledge and Ideas

  7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  8. Distinguish among fact, opinion, and reasoned judgment in a text.
  10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

- Writing Standards for History/Social Studies
  - Text Types and Purposes

  1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
  2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
  6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

  - Research to Build and Present Knowledge

  8. Gather **relevant information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

  10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames
# UNIT 4 (Europe from the Middle Ages to Today)

<table>
<thead>
<tr>
<th>Unit/Chapters</th>
<th>GLCE</th>
<th>Terms, Events, &amp; People</th>
<th>Assessments</th>
<th>Pacing</th>
</tr>
</thead>
</table>
| Chapter 3-4 Middle Ages | 7 – G2.2.1 Describe the human characteristics of the region under study including  
- Religion  
- economic system  
- governmental system  
- cultural traditions  
7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups  
- natural resources  
- power  
- culture  
- wealth  
7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments  
7 – H1.4.1 Describe and use cultural institutions to study an era and a region  
- political  
- economic  
- religion/belief  
- science/technology  
- written language  
- education  
- family  
7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity  
7 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today. | Fall of Rome  
Magna Carta  
Feudalism  
Peasant  
Monarchy  
Charlemagne  
Manor  
Three Field System  
Role of the Church  
Guild  
Crusades | Assessments may include but are not limited to:  
1. Extended Writing Component(s)  
2. Multimedia Component(s)  
3. Quiz(s)  
4. Project(s)  
   (Individual/Group)  
5. Mapping  
6. Notes  
7. 3 Ring Binder Assignment Check  
8. Participation  
Unit Test: multiple choice and short answer | 1 Week |

ONLINE TIMELINE (PREZI)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| Renaissance, Reformation, and Revolutions | **7 – G2.2.1** Describe the human characteristics of the region under study including  
- Religion  
- economic system  
- governmental system  
- cultural traditions |
| | **7 – G4.4.1** Identify and explain factors that contribute to conflict and cooperation between and among cultural groups  
- natural resources  
- power  
- culture  
- wealth |
| | **7 – H1.2.6** Identify the role of the individual in history and the significance of one person’s ideas. |
| | **7 – H1.4.1** Describe and use cultural institutions to study an era and a region  
- political  
- economic  
- religion/belief  
- science/technology  
- written language  
- education  
- family |
| | **7 – H1.4.2** Describe and use themes of history to study patterns of change and continuity |
| | **7 – H1.4.3** Use historical perspective to analyze global issues faced by humans long ago and today. |
| | Ferdinand Magellan  
Industrial Revolution  
Circumnavigate  
Leonardo da Vinci  
Reformation  
Imperialism  
Napoleon Bonaparte  
Renaissance  
Capitalism  
Martin Luther  
Protestant  
Scientific Revolution  
French Revolution  
Spice Trade |
| | 1 Week |
## UNIT 4 (Europe from the Middle Ages to Today)

<table>
<thead>
<tr>
<th>WWI, WWII, Cold War</th>
<th>Chapter 5</th>
<th>1 Week</th>
</tr>
</thead>
</table>
| 7 – G2.2.1 Describe the human characteristics of the region under study including  
  - Religion  
  - economic system  
  - governmental system  
  - cultural traditions | Cold War  
  NATO  
  Adolf Hitler  
  Warsaw Pact  
  World War II  
  Propaganda  
  Détente  
  Tariff  
  World War I  
  Iron Curtain  
  Alliance  
  Colonialism  
  Nationalism  
  Militarism  
  Imperialism  
  Trench Warfare  
  Soviet Union | |
| 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups  
  - natural resources  
  - power  
  - culture  
  - wealth |  
| 7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas. |  
| 7 – H1.4.1 Describe and use cultural institutions to study an era and a region  
  - political  
  - economic  
  - religion/belief  
  - science/technology  
  - written language  
  - education  
  - family |  
| 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity |  
| 7 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today. |  

1 Week
<table>
<thead>
<tr>
<th>Europe Today Chapters 6 &amp; 7</th>
<th></th>
<th>1 to 2 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</td>
<td>European Union Mapping Culture Soccer Governments Trade Environmental Issues Alliances with U.S. Transportation Euro Compare and Contrast the EU to the U.S.</td>
<td></td>
</tr>
<tr>
<td>7 – G2.1.1 Describe the landform features and the climate of the region (within the Eastern Hemisphere) under study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – G2.2.1 Describe the human characteristics of the region under study including • Religion • economic system • governmental system • cultural traditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere • the spread of sports, music, architecture, television, Internet,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world • the effects of technology on reducing the time necessary for communications and travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – G4.4.2 Describe examples of cooperation and conflict within the European Union • European Parliament • Euro as currency in some countries but not others • open migration within the European Union • free trade • cultural impacts such as a multi-lingual population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – GS.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) • chemical spills in European Rivers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4 (Europe from the Middle Ages to Today)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies
  - Key Ideas and Details
    1. Cite specific textual evidence to support analysis of primary and secondary sources.
    3. Identify key steps in a text’s description of a process related to history/social studies.
    4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
      - Integration of Knowledge and Ideas
    7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
    8. Distinguish among fact, opinion, and reasoned judgment in a text.
    10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

- Writing Standards for History/Social Studies
  - Text Types and Purposes
    1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
    2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
    6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
      - Research to Build and Present Knowledge
    8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames.
## UNIT 5 (North Africa and the Middle East)

<table>
<thead>
<tr>
<th>Unit/Chapters</th>
<th>GLCE</th>
<th>Terms, Events, &amp; People</th>
<th>Assessments</th>
<th>Pacing</th>
</tr>
</thead>
</table>
| North Africa and the Middle East’s Past | 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.  
7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.  
7 – W3.2.1 Identify and describe the beliefs of the five major world religions.  
7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E. /A.D.  
7 – W3.2.3 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.  
7 – G2.1.1 Describe the landform features and the climate of the region (within the Eastern Hemispheres) under study.  
7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities  
• effects of latitude on types of vegetation in Africa  
7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups  
• natural resources  
• power  
• culture  
• wealth  
7 – G2.2.1 Describe the human characteristics of the region under study including  
• Religion  
• economic system  
• governmental system  
• cultural traditions | Mapping  
Review Mesopotamia  
Review Ancient Egypt  
Christianity  
Islam  
Judaism  
Persian Empire  
Muslim Empires  
Ottoman Empire  
Abraham  
Jesus  
Muhammad  
Qur’an  
Bible  
Torah  
Five Pillars of Islam  
Ramadan | Assessments may include but are not limited to:  
1. Extended Writing Component(s)  
2. Multimedia Component(s)  
3. Quiz(s)  
4. Project(s) (Individual/Group)  
5. Mapping  
6. Notes  
7. 3 Ring Binder Assignment Check  
8. Participation Unit Test: multiple choice and short answer | 2 Weeks |
| Chapter 8 | | | ONLINE TIMELINE (PREZI) | |
**UNIT 5 (North Africa and the Middle East)**

<table>
<thead>
<tr>
<th>North Africa and the Middle East Today</th>
<th>Chapter 9</th>
<th>2 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere</td>
<td></td>
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<tr>
<td>• natural gas in North Africa</td>
<td></td>
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<tr>
<td>• petroleum Africa</td>
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<tr>
<td>7 – H1.4.1 Describe and use cultural institutions to study an era and a region</td>
<td></td>
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<tr>
<td>• political</td>
<td></td>
<td></td>
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<tr>
<td>• economic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• religion/belief</td>
<td></td>
<td></td>
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<tr>
<td>• science/technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• written language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• family</td>
<td></td>
<td></td>
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<tr>
<td>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</td>
<td></td>
<td></td>
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<tr>
<td>• natural resources</td>
<td></td>
<td></td>
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<tr>
<td>• power</td>
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<tr>
<td>• culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• wealth</td>
<td></td>
<td></td>
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<tr>
<td>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps</td>
<td></td>
<td></td>
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<tr>
<td>• regions under environmental stress such as the Sahel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the effects of technology on reducing the time necessary for communications and travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Oil and Society – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Conflict, Stability, and Change – Investigate the significance of conflict, stability, and change in governmental systems within the region.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Zionism
Palestinian/Israeli Conflict
OPEC
Oil
Mandate
Palestine
Anwar Sadat
Aswan High Dam
Cairo
Persian Gulf War
Secular
Iraq War
Arab Spring
Current Events
Libya
Syria
Settlements
Terrorism

Role of Women
UNIT 5 (North Africa and the Middle East)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies
  - Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Identify key steps in a text’s description of a process related to history/social studies.
3. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
   - Integration of Knowledge and Ideas

4. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes

1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
3. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
4. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
   - Research to Build and Present Knowledge

5. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames.
# UNIT 6 (Africa South of the Sahara)

<table>
<thead>
<tr>
<th>Unit/Chapters</th>
<th>GLCE</th>
<th>Terms, Events, &amp; People</th>
<th>Assessments</th>
<th>Pacing</th>
</tr>
</thead>
</table>
| Africa South of the Sahara’s Past | 7 – W3.2.3 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.  
7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.  
7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.  
7 – G2.2.1 Describe the human characteristics of the region under study including  
  • Religion  
  • economic system  
  • governmental system  
  • cultural traditions  
7 – G2.1.1 Describe the landform features and the climate of the region (within the Eastern Hemispheres) under study.  
7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities  
  • effects of latitude on types of vegetation in Africa  
7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups  
  • natural resources  
  • power  
  • culture  
  • wealth | Mapping  
Mansa Musa  
Apartheid  
Bantu Migration  
Paleontologists  
Savannas  
Sahel  
Missionary  
Great Rift Valley  
Drought  
Timbuktu  
Songhai Empire  
Mali Empire  
Colonialism  
Rwanda  
Hutu/Tutsi  
Genocide  
Independence  
Salt Trade  
Slave Trade  
Impact of European Rule | Assessments may include but are not limited to:  
1. Extended Writing Component(s)  
2. Multimedia Component(s)  
3. Quiz(s)  
4. Project(s) (Individual/Group)  
5. Mapping  
6. Notes  
7. 3 Ring Binder Assignment Check  
8. Participation Unit Test: multiple choice and short answer | 1 Week and 2 days |
## UNIT 6 (Africa South of the Sahara)

<table>
<thead>
<tr>
<th>West Africa</th>
<th>Chapter 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</td>
<td></td>
</tr>
</tbody>
</table>
|             | 7 – G2.2.1 Describe the human characteristics of the region under study including:  
  - Religion  
  - Economic system  
  - Governmental system  
  - Cultural traditions |
|             | 7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities  
  - Effects of latitude on types of vegetation in Africa |
|             | 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups  
  - Natural resources  
  - Power  
  - Culture  
  - Wealth |
|             | 7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues  
  - Migration  
  - Human rights |
|             | 7 – C4.3.3 Explain why governments belong to different types of international and regional organizations |
|             | 7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere  
  - Petroleum Africa |

### Key Terms
- Mapping
- OAU
- Cash crop
- Coup d’état
- ECOWAS
- Subsistence Farming
- Nigeria
- Diversity
- Hausa
- Igbo
- Yoruba
- Oil
- Lagos
- Ghana
- Education
- Soccer
- Computer dump
- Sierra Leone
- Civil War
- Child Soldiers
- Blood Diamonds
- Congo
- Civil War
- Deforestation

2 Weeks
# UNIT 6 (Africa South of the Sahara)

| East and South Africa | 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales. | 7 – H1.4.1 Describe and use cultural institutions to study an era and a region
| | | • political
| | | • economic
| | | • religion/belief
| | | • science/technology
| | | • written language
| | | • education
| | | • family
| | | 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups
| | | • natural resources
| | | • power
| | | • culture
| | | • wealth
| | | 7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary
| | | • planting trees in areas that have become desertified in Africa
| | | 7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water)
| | | • desertification in the Sahel Region of North Africa | Mapping
| | | Masai
| | | Zulu
| | | Pastoralism
| | | Overgrazing
| | | Desertification
| | | Veldt
| | | Nelson Mandela
| | | Multiparty system
| | | Swahili
| | | Apartheid
| | | Kenya
| | | Somalia
| | | Lack of gov.
| | | Starvation
| | | Terror
| | | Piracy
| | | South Africa
| | | Townships
| | | Effects of WC
| | | Sudan
| | | Darfur
| | | South Sudan
| | | Independence
| | | Sahel
| | | Drought | 2 Weeks |
UNIT 6 (Africa South of the Sahara)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies
  - Key Ideas and Details

  1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
  2. Identify key steps in a text’s description of a process related to history/social studies.
  3. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
  - Integration of Knowledge and Ideas

  7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  8. Distinguish among fact, opinion, and reasoned judgment in a text.
  10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

- Writing Standards for History/Social Studies
  - Text Types and Purposes

  1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
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  6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
  - Research to Build and Present Knowledge

  8. Gather **relevant information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

  10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames.
# UNIT 7 (South and Southeast Asia)

<table>
<thead>
<tr>
<th>Unit/Chapters</th>
<th>GLCE</th>
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<th>Assessments</th>
<th>Pacing</th>
</tr>
</thead>
</table>
| India and Pakistan | 7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns Mumbai and New Delhi  
7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water)  
• air pollution in urban center  
7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change  
• flooding in Bangladesh  
7 – G2.2.1 Describe the human characteristics of the region under study including  
• Religion  
• economic system  
• governmental system  
• cultural traditions  
7 – W3.2.1 Identify and describe the beliefs of the five major world religions.  
7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E. /A.D. (Hinduism/Buddhism)  
7 – W3.2.3 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.  
7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups  
• natural resources  
• power  
• culture  
• wealth | Mapping South Asia  
Hinduism  
Reincarnation  
Buddhism  
4 Noble Truths  
8 Fold Path  
Review Indus River Valley  
Colonial Rule  
Independence  
Gandhi  
Caste System  
Today’s Culture  
Bollywood  
Mumbai (Masters)  
Kashmir  
Current Events  
Afghanistan  
Bangladesh Flooding  
Taliban  
Punjabi  
Mughal Empire  
Dravidian  
Jute  
Dowry  
Partition  
Monsoons  
Mega Cities  
Karachi  
Mumbai  
Delhi  
Calcutta | Assessments may include but are not limited to:  
1. Extended Writing Component(s)  
2. Multimedia Component(s)  
3. Quiz(s)  
4. Project (s) (Individual/Group)  
5. Mapping  
6. Notes  
7. 3 Ring Binder Assignment Check  
8. Participation  
Unit Test: multiple choice and short answer | 2 Weeks |

ONLINE TIMELINE (PREZI)
### UNIT 7 (South and Southeast Asia)

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – E3.3.1</td>
<td>Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production?</td>
</tr>
<tr>
<td>7 – E3.1.2</td>
<td>Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, Capital, and global supply chain for computers, athletic shoes, and clothing</td>
</tr>
<tr>
<td>7 – H1.4.1</td>
<td>Describe and use cultural institutions to study an era and a region such as political, economic, religion/belief, science/technology, written language, education, and family</td>
</tr>
<tr>
<td>7 – G4.2.1</td>
<td>List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world, including the effects of technology on reducing the time necessary for communications and travel</td>
</tr>
</tbody>
</table>

**Mapping**
- Clothing: Map the process from creation to purchase in the US
- Vietnam War
- Tet
- Ho Chi Minh
- Communist Vietnam
- Market changes in Vietnam
- Doi Moi
- Singapore

**1 Week**
UNIT 7 (South and Southeast Asia)

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    - Integration of Knowledge and Ideas

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    - Research to Build and Present Knowledge

  8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames
## UNIT 8 (East Asia)

<table>
<thead>
<tr>
<th>Unit/Chapters</th>
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<th>Assessments</th>
<th>Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Asia’s Past</td>
<td>7 – G2.1.1 Describe the landform features and the climate of the region (within the Eastern Hemisphere) under study.</td>
<td>Mapping Asia Ancient China Review (Prezi) Dynasties Great Wall Grand Canal Engineering an Empire China Feudal Japan Samurai Shogun Emperor</td>
<td>Assessments may include but are not limited to: 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer</td>
<td>1 Week</td>
</tr>
<tr>
<td>Chapter 16 and History Alive</td>
<td>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</td>
<td>7 – W3.1.5 Describe major achievements from Chinese in the areas of  - art  - architecture and culture  - science, technology, and mathematics  - political life and ideas  - philosophy and ethical beliefs  - military strategy 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires</td>
<td>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires</td>
<td>7</td>
</tr>
</tbody>
</table>
## UNIT 8 (East Asia)

<table>
<thead>
<tr>
<th>East Asia Today</th>
<th>Chapter 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – G2.2.1 Describe the human characteristics of the region under study including:</td>
<td>Chinese Revolution</td>
</tr>
<tr>
<td>• Religion</td>
<td>Japan post WWII</td>
</tr>
<tr>
<td>• economic system</td>
<td>Economic changes in China</td>
</tr>
<tr>
<td>• governmental system</td>
<td>Three Gorges Dam</td>
</tr>
<tr>
<td>• cultural traditions</td>
<td>Tiananmen Square</td>
</tr>
<tr>
<td>7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology:</td>
<td>North Korea (Mass Games)</td>
</tr>
<tr>
<td>• increased manufacturing resulting in rural to urban migration in China</td>
<td>China’s 1 Child Policy</td>
</tr>
<tr>
<td>• hydroelectric power generation at Three Gorges</td>
<td>Rural vs. Urban China</td>
</tr>
<tr>
<td>7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology:</td>
<td>GDP of China/USA</td>
</tr>
<tr>
<td>• China’s humid east and arid west and the effects of irrigation technology</td>
<td>Relationship between US and China</td>
</tr>
<tr>
<td>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps:</td>
<td>Mega Cities</td>
</tr>
<tr>
<td>• the location of the world’s mega cities</td>
<td>Shanghai</td>
</tr>
<tr>
<td>7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape:</td>
<td>Beijing</td>
</tr>
<tr>
<td>• damming rivers to meet needs for electricity</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries:</td>
<td>GDP of China/USA</td>
</tr>
<tr>
<td>• population pressures in China compared to Sweden</td>
<td>Relationship between US and China</td>
</tr>
<tr>
<td>7 – E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product</td>
<td>Mega Cities</td>
</tr>
<tr>
<td>7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production?</td>
<td>Shanghai</td>
</tr>
<tr>
<td>• the transition to market economies in Vietnam and China</td>
<td>Beijing</td>
</tr>
<tr>
<td></td>
<td>Hong Kong</td>
</tr>
</tbody>
</table>
UNIT 8 (East Asia)

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# UNIT 9 (Capstone Project)

<table>
<thead>
<tr>
<th>Unit/Chapters</th>
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<th>Assessments</th>
<th>Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Issue/Public Discourse Project</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>ELA 7 and 1 Week in SS7</strong></td>
</tr>
<tr>
<td>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</td>
<td><strong>Terms, Events, &amp; People</strong></td>
<td>Assessments may include but are not limited to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.</td>
<td></td>
<td>1. Persuasive Writing Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</td>
<td></td>
<td>2. Multimedia Presentation Component</td>
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<tr>
<td></td>
<td>• Identify public policy issues related to global topics and issues studied.</td>
<td>3. Project (Group)</td>
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<tr>
<td></td>
<td>• Clearly state the issue as a question of public policy orally or in written form.</td>
<td>4. Mapping</td>
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<td></td>
<td>• Use inquiry methods to acquire content knowledge and appropriate data about the issue.</td>
<td>5. Notes</td>
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<td></td>
<td>• Identify the causes and consequences and analyze the impact, both positive and negative.</td>
<td>6. 3 Ring Binder Assignment Check</td>
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<tr>
<td></td>
<td>• Share and discuss findings of research and issue analysis in group discussions and debates.</td>
<td>7. Participation</td>
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<tr>
<td></td>
<td>• Compose a persuasive essay justifying the position with a reasoned argument.</td>
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<tr>
<td></td>
<td>• Develop an action plan to address or inform others about the issue at the local to global scales.</td>
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<tr>
<td>7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</td>
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<tr>
<td>7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied</td>
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<tr>
<td>7 – P4.2.3 Participate in projects to help or inform others</td>
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</tr>
</tbody>
</table>

- **Ancient History Topics**
  1. Population Growth and Resources
  2. Migration
  3. Sustainable Agriculture
  4. Religious Conflict

- **Contemporary Topics**
  5. Conflict, Stability, and Change
  6. Diversity and Nationalism
  7. Urbanization
  8. Oil and Society
  9. Children in the World
  10. Regional Cooperation
UNIT 9 (Capstone Project)

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