

UNIT 1 (Social Studies Subjects)

| Unit/ Chapters | GLCE | Terms, Events, & People | Assessments | Pacing |
|---|--|--|--|-----------------------------|
| <p>Chapter 1: Welcome to the World/ <i>Introduction to Social Studies Subjects</i></p> <p>History</p> | <p>7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance</p> <ul style="list-style-type: none"> • Sun Dial • Gregorian calendar – B.C./A.D. • Contemporary secular– B.C.E./C.E. • Chinese calendar • Hebrew calendar • Islamic/Hijri calendar <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past</p> <ul style="list-style-type: none"> • Artifacts • Primary and secondary sources <ul style="list-style-type: none"> ○ narratives, technology, historical maps, visual/ mathematical quantitative data radiocarbon dating, DNA analysis <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating:</p> <ul style="list-style-type: none"> • Who was involved • What happened • Where it happened • When it happened • What events led to the development • What consequences or outcomes followed <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p> | <p>History Government Economics Culture Geography</p> <p>Reasons to study history Historical Record Primary Source Secondary Source BC/AD & BCE/CE Era Calendar Chinese Calendar Hebrew Calendar Islamic Calendar 5 Ws History always has 2 sides</p> <p>Example of a historical passage</p> <p>Gandhi/impact of an individual</p> | <p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 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 <p>Unit Test: multiple choice and short answer</p> | <p>3 days</p> <p>1 week</p> |

UNIT 1 (Social Studies Subjects)

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| <p>Geography</p> <p>Chapter 2: The Geographer's World</p> | <p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world</p> <p>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).</p> <p>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.</p> <p>7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map</p> <ul style="list-style-type: none"> • Analyze the patterns • Propose two generalizations about the location and density of the pop. <p>7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to</p> <ul style="list-style-type: none"> • 7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere. • process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions • 7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities <ul style="list-style-type: none"> ○ effects of latitude on types of vegetation in Africa ○ proximity to bodies of water in Europe ○ effects of annual river flooding in Southeast Asia and China • 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 <p>7 – G1.2.6 Apply the skills of geographic inquiry to analyze a problem or issue of importance to a region of the Eastern Hem.</p> <ul style="list-style-type: none"> • asking geographic questions • acquiring/organizing/analyzing geographic information • answering geographic questions <p>7 – G1.3.1 Use the fundamental themes of geography to describe regions or places on earth.</p> <ul style="list-style-type: none"> • location • place • human environment interaction • movement <ul style="list-style-type: none"> ○ 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) • region | <p>Location Place Region Movement Human/Environment Interaction</p> <p>Mapping Latitude/Longitude Scale Projections Key Landforms Climate Natural Resources</p> <p>Google Earth</p> <p>Movement of Ideas/Goods</p> | | <p>2 Weeks</p> |
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UNIT 1 (Social Studies Subjects)

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| <p>Human Geography/ Culture</p> | <p>G2.2 Human Characteristics of Place <i>Describe the human characteristics of places.</i></p> <p>G4.1 Cultural Mosaic <i>Describe the characteristics, distribution and complexity of Earth's cultural mosaic.</i></p> <p>G4.2 Technology Patterns and Networks <i>Describe how technology creates patterns and networks that connect people, products and ideas.</i></p> <p>G4.3 Patterns of Human Settlement <i>Describe patterns, processes and functions of human settlement.</i></p> <p>G4.4 Forces of Cooperation and Conflict <i>Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.</i></p> <p>G5.1 Humans and the Environment <i>Describe how human actions modify the environment.</i></p> <p>G5.2 Physical and Human Systems <i>Describe how physical and human systems shape patterns on the Earth's surface.</i></p> <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues,</p> | <p>Included in each region of the Eastern Hemisphere to be studied:</p> <p><u>Culture</u></p> <ul style="list-style-type: none"> • <u>Languages</u> • <u>Religion</u> • <u>Economic system</u> • <u>governmental system</u> • <u>tradition</u> • <u>entertainment</u> • <u>ethnicity</u> • <u>Culture Regions</u> <p>Population Distribution Migration Globalization</p> | | <p>2 days</p> |
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UNIT 1 (Social Studies Subjects)

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| Government | <p>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 representative governments</p> <p>7 – C3.6.1 Define the characteristics of a nation-state</p> <ul style="list-style-type: none"> • A specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government • How Eastern Hemisphere nations interact. <p>7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues</p> <ul style="list-style-type: none"> • Migration • Pandemics (Flu, E-coli) • Human rights <ul style="list-style-type: none"> ○ Genocide ○ Hunger ○ Human trafficking ○ War on drugs <p>7 – C4.3.3 Explain why governments belong to different types of international and regional organizations</p> <ul style="list-style-type: none"> • United Nations (UN) • North Atlantic Treaty Organization (NATO) • Organization of the Petroleum Exporting Countries (OPEC) • European Union (EU) • African Union (AU) • G-8countries (leading economic/political) | <p>Purpose of Government Totalitarian Democracy Communism Socialism Monarchy Constitutional Monarchy Dictatorship Theocracy Military Junta Nation-State</p> <p>Global Cooperation International Organizations UN NATO OPEC EU AU G-8</p> | | 1 Week |
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UNIT 1 (Social Studies Subjects)

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| <p>Economics Chapter 3-3</p> | <p>7 – E1.1.1 Explain the role of incentives in different economic systems</p> <ul style="list-style-type: none"> • acquiring money • profit • goods • wanting to avoid loss • position in society • job placement <p>7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources</p> <ul style="list-style-type: none"> • 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 <p>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</p> <ul style="list-style-type: none"> • flow of materials • labor • Capital • global supply chain for computers, athletic shoes, and clothing <p>7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions:</p> <ul style="list-style-type: none"> • What should be produced? • How will it be produced? • How will it be distributed? • Who will receive the benefits of production? | <p>Scarcity Economics Natural Resources Human Resources Capital resources Command Economy Traditional Economy Market Economy Mixed Economy Global Economy Clothing from South Asia</p> | | <p>1 Week</p> |
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UNIT 1 (Social Studies Subjects)

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| Re-teach/ Social Studies Project | | All Above | Unit Test AND/OR Project: Groups of 5, create a quiz like game, using 5 subjects information, played by other groups, see rubric for details | 1 week |
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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

UNIT 2 (Peopling of the Earth/Ag. Revolution/Early Civilizations)

| Unit/ Chapters | GLCE | Terms, Events, & People | Assessments | Pacing |
|---------------------------|--|---|--|---------------|
| Peopling of The Earth | <p>7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere and adapted to a variety of environments</p> <ul style="list-style-type: none"> • Africa • Europe • Asia <p>7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in</p> <ul style="list-style-type: none"> • Africa • Western Europe • Asia | <p>Hominid Homo Sapiens Hunter-Gatherer Movement Scarcity HEI</p> <p>Ardi Lucy Paleolithic Age Neolithic Age Neanderthals Tools and Weapons</p> | <p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 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 <p>Unit Test: multiple choice and short answer</p> | 1 Week |

UNIT 2 (Peopling of the Earth/Ag. Revolution/Early Civilizations)

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|-------------------------|--|--|--|--------|
| Agricultural Revolution | <p>7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations</p> <ul style="list-style-type: none"> • available water for irrigation • adequate precipitation • suitable growth season <p>7 – W1.2.2 Explain the impact of the Agricultural Revolution</p> <ul style="list-style-type: none"> • stable food supply • surplus • population growth • trade • division of labor • development of settlements <p>7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions</p> | <p>Agricultural Revolution Domestication Civilization Effects of Farming 7 Elements of Civilizations Where farming occurred</p> <p>Impact, Advantages, & Disadvantages of Settled Farming vs. Hunting and Gathering</p> | | 3 days |
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UNIT 2 (Peopling of the Earth/Ag. Revolution/Early Civilizations)

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| Early Civilizations | <ul style="list-style-type: none"> • Yangtze • Indus River Valley • Tigris/Euphrates • Nile <p>7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture</p> <ul style="list-style-type: none"> • verbal vocalizations • standardization of physical (rock, bird) , & abstract (love, fear) words • pictographs to abstract writing <ul style="list-style-type: none"> ○ governmental administration ○ laws, codes ○ history ○ artistic expressions <p>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</p> <ul style="list-style-type: none"> • Tigris and Euphrates Rivers • Yangtze River • Nile River • Indus River <p>7 – W2.1.3 Examine early civilizations to describe their common features</p> <ul style="list-style-type: none"> • ways of governing • stable food supply • economic and social structures • use of resources and technology • division of labor • forms of communication <p>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</p> <ul style="list-style-type: none"> • plants/crops • plow • Wheel • bronze metallurgy <p>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.</p> | <p>7 Elements of Civilizations Mapping Early Civilization</p> <p>Mesopotamia Hammurabi Modern Day Country Tigris River Euphrates River Cradle of Civilization</p> <p>Yangtze (China) Nile (Egypt) Flooding Hieroglyphics Pharaohs</p> <p>Indus River Valley (Harappa) Pastoral Central Asia Cultural Diffusion Bronze Age Polytheism</p> | | 3 Weeks |
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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.
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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

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UNIT 3 (Ancient Greece/Roman Empire/Han Empire)

| Unit/ Chapters | GLCE | Terms, Events, & People | Assessments | Pacing |
|---------------------------|---|---|---|-------------------|
| Ancient Greece | <p>7 – W3.1.1 Describe the characteristics that classical civilizations share that influenced neighboring peoples and have endured for several centuries</p> <ul style="list-style-type: none"> Institutions cultural styles systems of thought <p>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</p> <p>7– W3.1.3 Compare and contrast the defining characteristics of a</p> <ul style="list-style-type: none"> city-state, civilization, and empire <p>7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions</p> <p>7 – W3.1.5 Describe major achievements from Mediterranean in the areas of</p> <ul style="list-style-type: none"> art architecture and culture science, technology, and mathematics political life and ideas philosophy and ethical beliefs military strategy <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires</p> <ul style="list-style-type: none"> Phoenician and Greek networks <p>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</p> <ul style="list-style-type: none"> Greek city-states <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> | <p>Systems of Thought</p> <p>Plato</p> <p>Aristotle</p> <p>Socrates</p> <p>City-State</p> <p>Plain</p> <p>Aegean Sea</p> <p>Empire</p> <p>Peninsula</p> <p>Athens</p> <p>Sparta</p> <p>Democracy</p> <p>Direct Democracy</p> <p>Mapping the Greeks</p> <p>Achievements of Ancient Greece</p> <p style="padding-left: 40px;">Literature</p> <p style="padding-left: 40px;">Theatre</p> <p style="padding-left: 40px;">Architecture</p> <p>Phoenician/Greek Trade</p> | <p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> Extended Writing Component(s) Multimedia Component(s) Quiz(s) Project (s) (Individual/Group) Mapping Notes 3 Ring Binder Assignment Check Participation <p>Unit Test: multiple choice and short answer</p> <p>ONLINE TIMELINE (PREZI)</p> | 1 Week and 2 days |

UNIT 3 (Ancient Greece/Roman Empire/Han Empire)

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|---------------------|---|--|--------------------------------|--------------------------|
| <p>Roman Empire</p> | <p>7 – W3.1.1 Describe the characteristics that classical civilizations share that influenced neighboring peoples and have endured for several centuries</p> <ul style="list-style-type: none"> • Institutions • cultural styles • systems of thought <p>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</p> <p>7– W3.1.3 Compare and contrast the defining characteristics of a</p> <ul style="list-style-type: none"> • city-state, civilization, and empire <p>7 – W3.1.5 Describe major achievements from Mediterranean in the areas of</p> <ul style="list-style-type: none"> • art • architecture and culture • science, technology, and mathematics • political life and ideas • philosophy and ethical beliefs • military strategy <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>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</p> <ul style="list-style-type: none"> • the Roman Empire <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> | <p>Aqueduct Coliseum Constantine Rise of Christianity Republic Gladiator Caesar Mapping of Romans Trade Networks Fall of Rome Architecture</p> <p>Achievements of the Roman Empire</p> | <p>ONLINE TIMELINE (PREZI)</p> | <p>1 Week and 3 Days</p> |
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UNIT 3 (Ancient Greece/Roman Empire/Han Empire)

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| Han Empire | <p>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.</p> <p>7 – W3.1.5 Describe major achievements from Chinese in the areas of</p> <ul style="list-style-type: none"> • art • architecture and culture • science, technology, and mathematics • political life and ideas • philosophy and ethical beliefs • military strategy <p>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</p> <ul style="list-style-type: none"> • Han Empire <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires</p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> | <p>Dynasty Paper Silk Road Silk Tea Great Wall</p> | <p>ONLINE TIMELINE (PREZI)</p> | <p>1 Week</p> |
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UNIT 3 (Ancient Greece/Roman Empire/Han Empire)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies

- Key Ideas and Details

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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

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- 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)

| Unit/ Chapters | GLCE | Terms, Events, & People | Assessments | Pacing |
|----------------------------|--|---|---|---------------|
| Chapter 3-4 Middle Ages | <p>7 – G2.2.1 Describe the human characteristics of the region under study including</p> <ul style="list-style-type: none"> • Religion • economic system • governmental system • cultural traditions <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</p> <ul style="list-style-type: none"> • natural resources • power • culture • wealth <p>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</p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region</p> <ul style="list-style-type: none"> • political • economic • religion/ belief • science/technology • written language • education • family <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity</p> <p>7– H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> | <p>Fall of Rome Magna Carta Feudalism Peasant Monarchy Charlemagne Manor Three Field System Role of the Church Guild Crusades</p> | <p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 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 <p>Unit Test: multiple choice and short answer</p> <p>ONLINE TIMELINE (PREZI)</p> | 1 Week |

UNIT 4 (Europe from the Middle Ages to Today)

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| <p>Renaissance, Reformation, and Revolutions</p> <p>Chapter 4</p> | <p>7 – G2.2.1 Describe the human characteristics of the region under study including</p> <ul style="list-style-type: none"> • Religion • economic system • governmental system • cultural traditions <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</p> <ul style="list-style-type: none"> • natural resources • power • culture • wealth <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.</p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region</p> <ul style="list-style-type: none"> • political • economic • religion/ belief • science/technology • written language • education • family <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity</p> <p>7 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> | <p>Ferdinand Magellan Industrial Revolution Circumnavigate Leonardo da Vinci Reformation Imperialism Napoleon Bonaparte Renaissance Capitalism Martin Luther Protestant Scientific Revolution French Revolution Spice Trade</p> | | <p>1 Week</p> |
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UNIT 4 (Europe from the Middle Ages to Today)

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| <p>WWI, WWII, Cold War</p> <p>Chapter 5</p> | <p>7 – G2.2.1 Describe the human characteristics of the region under study including</p> <ul style="list-style-type: none"> • Religion • economic system • governmental system • cultural traditions <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</p> <ul style="list-style-type: none"> • natural resources • power • culture • wealth <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region</p> <ul style="list-style-type: none"> • political • economic • religion/ belief • science/technology • written language • education • family <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity</p> <p>7 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> | <p>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</p> | | <p>1 Week</p> |
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UNIT 4 (Europe from the Middle Ages to Today)

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| <p>Europe Today</p> <p>Chapters 6 & 7</p> | <p>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.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Eastern Hemisphere) under study.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study including</p> <ul style="list-style-type: none"> • Religion • economic system • governmental system • cultural traditions <p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere</p> <ul style="list-style-type: none"> • the spread of sports, music, architecture, television, Internet, <p>7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world</p> <ul style="list-style-type: none"> • the effects of technology on reducing the time necessary for communications and travel <p>7 – G4.4.2 Describe examples of cooperation and conflict within the European Union</p> <ul style="list-style-type: none"> • 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 <p>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)</p> <ul style="list-style-type: none"> • chemical spills in European Rivers | <p>European Union</p> <p>Mapping</p> <p>Culture</p> <p>Soccer</p> <p>Governments</p> <p>Trade</p> <p>Environmental Issues</p> <p>Alliances with U.S.</p> <p>Transportation</p> <p>Euro</p> <p>Compare and Contrast the EU to the U.S.</p> | | <p>1 to 2 Weeks</p> |
|---|--|---|--|---------------------|

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)

| Unit/ Chapters | GLCE | Terms, Events, & People | Assessments | Pacing |
|---|---|--|---|----------------|
| <p>North Africa and the Middle East's Past</p> <p>Chapter 8</p> | <p>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.</p> <p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>7 – W3.2.1 Identify and describe the beliefs of the five major world religions.</p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E. /A.D.</p> <p>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.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Eastern Hemispheres) under study.</p> <p>7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities</p> <ul style="list-style-type: none"> • effects of latitude on types of vegetation in Africa <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</p> <ul style="list-style-type: none"> • natural resources • power • culture • wealth <p>7 – G2.2.1 Describe the human characteristics of the region under study including</p> <ul style="list-style-type: none"> • Religion • economic system • governmental system • cultural traditions | <p>Mapping</p> <p>Review Mesopotamia</p> <p>Review Ancient Egypt</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Persian Empire</p> <p>Muslim Empires</p> <p>Ottoman Empire</p> <p>Abraham</p> <p>Jesus</p> <p>Muhammad</p> <p>Qur'an</p> <p>Bible</p> <p>Torah</p> <p>Five Pillars of Islam</p> <p>Ramadan</p> | <p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 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 <p>Unit Test: multiple choice and short answer</p> <p>ONLINE TIMELINE (PREZI)</p> | <p>2 Weeks</p> |

UNIT 5 (North Africa and the Middle East)

| | | | | |
|--|---|--|--|----------------|
| <p>North Africa and the Middle East Today</p> <p>Chapter 9</p> | <p>7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere</p> <ul style="list-style-type: none"> • natural gas in North Africa • petroleum Africa <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region</p> <ul style="list-style-type: none"> • political • economic • religion/ belief • science/technology • written language • education • family <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</p> <ul style="list-style-type: none"> • natural resources • power • culture • wealth <p>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps</p> <ul style="list-style-type: none"> • regions under environmental stress such as the Sahel <p>7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world</p> <ul style="list-style-type: none"> • the effects of technology on reducing the time necessary for communications and travel <p>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</p> <ul style="list-style-type: none"> • the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues</p> <ul style="list-style-type: none"> • Oil and Society – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource • Conflict, Stability, and Change – Investigate the significance of conflict, stability, and change in governmental systems within the region. | <p>Zionism Palestinian/Israeli Conflict OPEC Oil Mandate Palestine Anwar Sadat Aswan High Dam Cairo Persian Gulf War Secular</p> <p>Iraq War Arab Spring Current Events Libya Syria Settlements Terrorism</p> <p>Role of Women</p> | | <p>2 Weeks</p> |
|--|---|--|--|----------------|

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.
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 6 (Africa South of the Sahara)

| Unit/ Chapters | GLCE | Terms, Events, & People | Assessments | Pacing |
|--|--|--|--|--------------------------|
| <p>Africa South of the Sahara's Past</p> <p>Chapter 10</p> | <p>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.</p> <p>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.</p> <p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study including</p> <ul style="list-style-type: none"> • Religion • economic system • governmental system • cultural traditions <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Eastern Hemispheres) under study.</p> <p>7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities</p> <ul style="list-style-type: none"> • effects of latitude on types of vegetation in Africa <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</p> <ul style="list-style-type: none"> • natural resources • power • culture • wealth | <p>Mapping</p> <p>Mansa Musa</p> <p>Apartheid</p> <p>Bantu Migration</p> <p>Paleontologists</p> <p>Savannas</p> <p>Sahel</p> <p>Missionary</p> <p>Great Rift Valley</p> <p>Drought</p> <p>Timbuktu</p> <p>Songhai Empire</p> <p>Mali Empire</p> <p>Colonialism</p> <p>Rwanda</p> <p>Hutu/Tutsi</p> <p>Genocide</p> <p>Independence</p> <p>Salt Trade</p> <p>SlaveTrade</p> <p>Impact of European Rule</p> | <p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 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 <p>Unit Test: multiple choice and short answer</p> <p>ONLINE TIMELINE (PREZI)</p> | <p>1 Week and 2 days</p> |

UNIT 6 (Africa South of the Sahara)

| | | | | |
|--------------------------------------|--|--|--|----------------|
| <p>West Africa</p> <p>Chapter 11</p> | <p>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.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study including</p> <ul style="list-style-type: none"> • Religion • economic system • governmental system • cultural traditions <p>7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities</p> <ul style="list-style-type: none"> • effects of latitude on types of vegetation in Africa <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</p> <ul style="list-style-type: none"> • natural resources • power • culture • wealth <p>7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues</p> <ul style="list-style-type: none"> • migration • human rights <p>7 – C4.3.3 Explain why governments belong to different types of international and regional organizations</p> <p>7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere</p> <ul style="list-style-type: none"> • petroleum Africa | <p>Mapping OAU Cash crop Coup d'état ECOWAS Subsistence Farming Nigeria</p> <p style="padding-left: 40px;">Diversity</p> <p style="padding-left: 80px;">Hausa Igbo Yoruba</p> <p style="padding-left: 40px;">Oil Lagos</p> <p>Ghana</p> <p style="padding-left: 40px;">Education Soccer Computer dump</p> <p>Sierra Leone</p> <p style="padding-left: 40px;">Civil War Child Soldiers Blood Diamonds</p> <p>Congo</p> <p style="padding-left: 40px;">Civil War Deforestation</p> | | <p>2 Weeks</p> |
|--------------------------------------|--|--|--|----------------|

UNIT 6 (Africa South of the Sahara)

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|--|--|--|--|----------------|
| <p>East and South Africa</p> <p>Chapter 12</p> | <p>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.</p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region</p> <ul style="list-style-type: none"> • political • economic • religion/ belief • science/technology • written language • education • family <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</p> <ul style="list-style-type: none"> • natural resources • power • culture • wealth <p>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</p> <ul style="list-style-type: none"> • planting trees in areas that have become desertified in Africa <p>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)</p> <ul style="list-style-type: none"> • desertification in the Sahel Region of North Africa | <p>Mapping</p> <p>Masai</p> <p>Zulu</p> <p>Pastoralism</p> <p>Overgrazing</p> <p>Desertification</p> <p>Veldt</p> <p>Nelson Mandela</p> <p>Multiparty system</p> <p>Swahili</p> <p>Apartheid</p> <p>Kenya</p> <p>Somalia</p> <p>Lack of gov.</p> <p>Starvation</p> <p>Terror</p> <p>Piracy</p> <p>South Africa</p> <p>Townships</p> <p>Effects of WC</p> <p>Sudan</p> <p>Darfur</p> <p>South Sudan</p> <p>Independence</p> <p>Sahel</p> <p>Drought</p> | | <p>2 Weeks</p> |
|--|--|--|--|----------------|

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.
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 7 (South and Southeast Asia)

| Unit/ Chapters | GLCE | Terms, Events, & People | Assessments | Pacing |
|---|---|--|---|---------------|
| India and Pakistan CH. 13 & Chapter 14 | <p>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</p> <p>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)</p> <ul style="list-style-type: none"> air pollution in urban center <p>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</p> <ul style="list-style-type: none"> flooding in Bangladesh <p>7 – G2.2.1 Describe the human characteristics of the region under study including</p> <ul style="list-style-type: none"> Religion economic system governmental system cultural traditions <p>7 – W3.2.1 Identify and describe the beliefs of the five major world religions.</p> <p>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)</p> <p>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.</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups</p> <ul style="list-style-type: none"> 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 ONLINE TIMELINE (PREZI) | 2 Weeks |

UNIT 7 (South and Southeast Asia)

| | | | | |
|---|--|--|--|---------------|
| <p>Southeast Asia</p> <p>Chapter 15</p> | <p>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?</p> <ul style="list-style-type: none"> the transition to market economies in Vietnam and China <p>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</p> <ul style="list-style-type: none"> flow of materials labor Capital global supply chain for computers, athletic shoes, and clothing <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region</p> <ul style="list-style-type: none"> political economic religion/ belief science/technology written language education family <p>7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world</p> <ul style="list-style-type: none"> the effects of technology on reducing the time necessary for communications and travel | <p>Mapping</p> <p>Clothing</p> <p>Map the process from creation to purchase in the US</p> <p>Vietnam War</p> <p>Tet</p> <p>Ho Chi Minh</p> <p>Communist Vietnam</p> <p>Market changes in Vietnam</p> <p>Doi Moi</p> <p>Singapore</p> | | <p>1 Week</p> |
|---|--|--|--|---------------|

UNIT 7 (South and Southeast Asia)

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 8 (East Asia)

| Unit/ Chapters | GLCE | Terms, Events, & People | Assessments | Pacing |
|---|--|--|---|---------------|
| <p>East Asia's Past</p> <p>Chapter 16 and History Alive</p> | <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Eastern Hemisphere) under study.</p> <p>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.</p> <p>7 – W3.1.5 Describe major achievements from Chinese in the areas of</p> <ul style="list-style-type: none"> • art • architecture and culture • science, technology, and mathematics • political life and ideas • philosophy and ethical beliefs • military strategy <p>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</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires</p> | <p>Mapping Asia Ancient China Review (Prezi) Dynasties Great Wall Grand Canal Engineering an Empire China</p> <p>Feudal Japan Samurai Shogun Emperor</p> | <p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 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 <p>Unit Test: multiple choice and short answer</p> <p>ONLINE TIMELINE (PREZI)</p> | <p>1 Week</p> |

UNIT 8 (East Asia)

| | | | | |
|--|--|---|--|----------------|
| <p>East Asia Today</p> <p>Chapter 17</p> | <p>7 – G2.2.1 Describe the human characteristics of the region under study including</p> <ul style="list-style-type: none"> • Religion • economic system • governmental system • cultural traditions <p>7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology</p> <ul style="list-style-type: none"> • increased manufacturing resulting in rural to urban migration in China • hydroelectric power generation at Three Gorges <p>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</p> <ul style="list-style-type: none"> • China's humid east and arid west and the effects of irrigation technology <p>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps</p> <ul style="list-style-type: none"> • the location of the world's mega cities <p>7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape</p> <ul style="list-style-type: none"> • damming rivers to meet needs for electricity <p>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</p> <ul style="list-style-type: none"> • population pressures in China compared to Sweden <p>7 – E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product</p> <p>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?</p> <ul style="list-style-type: none"> • the transition to market economies in Vietnam and China | <p>Chinese Revolution Japan post WWII Economic changes in China</p> <p>Three Gorges Dam Tiananmen Square North Korea (Mass Games)</p> <p>China's 1 Child Policy Rural vs. Urban China</p> <p>GDP of China/USA Relationship between US and China</p> <p>Mega Cities Shanghai Beijing Hong Kong</p> | | <p>2 Weeks</p> |
|--|--|---|--|----------------|

UNIT 8 (East Asia)

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 9 (Capstone Project)

| Unit/ Chapters | GLCE | Terms, Events, & People | Assessments | Pacing |
|--|---|--|---|--|
| Current Issue,/Public Discourse Project | <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales. <p>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.</p> <p>7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied</p> <p>7 – P4.2.3 Participate in projects to help or inform others</p> | <p><u>Ancient History Topics</u></p> <ol style="list-style-type: none"> 1. Population Growth and Resources 2. Migration 3. Sustainable Agriculture 4. Religious Conflict <p><u>Contemporary Topics</u></p> <ol style="list-style-type: none"> 5. Conflict, Stability, and Change 6. Diversity and Nationalism 7. Urbanization 8. Oil and Society 9. Children in the World 10. Regional Cooperation | <p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Persuasive Writing Component 2. Multimedia Presentation Component 3. Project (Group) 4. Mapping 5. Notes 6. 3 Ring Binder Assignment Check 7. Participation | <p>ELA 7 and 1 Week in SS7</p> |

UNIT 9 (Capstone Project)

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