

7th Grade Social Studies Curriculum Map

#Days	Unit Title/ Due Dates / Essential Questions	Core Content & CC Standards/PA Standards	Resources/Materials/ Assessments
25 days	<p>Unit 5: Ancient Rome (Chapters 12-13)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● <i>“The Roman Republic”</i>- What should governments do? ● <i>“The Roman Empire and Christianity”</i>- Why do people move? <p>*Project due at the end of Chapter 12 AND the end of Chapter 13.</p>	<p>Core Content:</p> <ul style="list-style-type: none"> ● <i>“The Roman Republic”</i>- Analyze Visuals, Identify Details, Identify Main Ideas, Identify Evidence, Build Cultural Awareness, Categorize, Draw Conclusions, Identify and Analyze Cause and Effect, Summarize, Compare and Contrast, Map Skills, Sequence, Express Opinions, Chart Skills, Infer, Analyze Text ● <i>“The Roman Empire and Christianity”</i>- Analyze Visuals, Summarize, Identify Details, Identify Main Ideas, Identify and Analyze Cause and Effect, Categorize, Infer, Compare and Contrast, Map Skills, Analyze Text, Synthesize, Draw Conclusions, Sequence, Connect, Express an Opinion, Distinguish Fact and Opinion, Identify Evidence <p>CC Standards:</p> <ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.RH.6-8.1</u>- Cite specific textual evidence to support analysis of primary and secondary sources. ● <u>CCSS.ELA-LITERACY.RH.6-8.2</u>- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● <u>CCSS.ELA-LITERACY.RH.6-8.6</u>- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <p>PA Standards:</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Pearson’s myWorld History textbook (6-8th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com <p>Assessment:</p> <ul style="list-style-type: none"> ● Project on Chapter 12 at the end of the Chapter. <ul style="list-style-type: none"> ○ <i>Project:</i> Create a 3-D scene of life in Ancient Rome for a museum exhibit on Ancient Civilizations. This diorama MUST include both 3-D figures and descriptions. ● Project on Chapter 13 at the end of the Unit. <ul style="list-style-type: none"> ○ <i>Project:</i> Create a Powerpoint presentation about the Roman Empire, and its impact on Christianity. This MUST include both pictures and explanations.

- 5.1.7.B- Identify the different types of government and the processes they use in making laws
- 5.2.7.B- Compare the methods citizens use to resolve conflicts in society and government.
- 5.2.7.C- Describe the role of political leadership and public service.
- 5.2.7.D- Describe the citizen's role in the political process.
- 5.4.7.A- Identify how countries have varying interests.
- 5.4.7.B- Describe how countries coexist in the world community.
- 6.1.7.A- Explain how limited resources and unlimited wants cause scarcity.
- 6.1.7.B- Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services.
- 7.4.7.A- Describe and explain the effects of the physical systems on people within regions.
- 7.4.7.B- Describe and explain the effects of people on the physical systems within regions.
- 8.1.7.A- Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B- Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.4.7.A- Summarize the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.7.B- Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C- Differentiate how continuity and change have impacted world history: Belief Systems, Commerce and Industry,

		Technology, Politics and Government, Physical and Human Geography, Social Organizations.	
26 days	<p>Unit 6: The Byzantine Empire and Islamic Civilization (Chapters 14-15)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • “The Byzantine Empire”- What distinguishes one culture from another? • “Islamic Civilization”- How are religion and culture connected? <p>*Chapter Test at the end of Chapter 14 AND the end of Chapter 15. *Project due at the end of Chapter 15.</p>	<p>Core Content:</p> <ul style="list-style-type: none"> • “The Byzantine Empire”- Analyze Visuals, Categorize, Summarize, Compare and Contrast, Analyze Text, Infer, Predict, Express Opinions, Identify and Analyze Cause and Effect, Identify Details, Identify Evidence, Map Skills, Identify Main Ideas, Chart Skills, Sequence, Build Cultural Awareness • “Islamic Civilization”- Analyze Visuals, Infer, Analyze Maps, Identify Main Ideas, Identify and Analyze Cause and Effect, Compare and Contrast, Categorize, Summarize, Identify Evidence, Map Skills, Build Cultural Awareness, Sequence, Analyze Text, Draw Conclusions, Chart Skills, Synthesize <p>CC Standards:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RH.6-8.1</u>- Cite specific textual evidence to support analysis of primary and secondary sources. • <u>CCSS.ELA-LITERACY.RH.6-8.2</u>- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • <u>CCSS.ELA-LITERACY.RH.6-8.6</u>- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <p>PA Standards:</p> <ul style="list-style-type: none"> • 5.2.7.C- Describe the role of political leadership and public service. 	<p>Resources:</p> <ul style="list-style-type: none"> • Pearson’s myWorld History textbook (6-8th grade) • hsp.org • loc.gov • archives.gov • learninglab.si.edu • read.gov • docsteach.org • readworks.org • commonlit.org • newsela.com <p>Assessment:</p> <ul style="list-style-type: none"> • Test on Chapter 14 at the end of the Chapter. <ul style="list-style-type: none"> ◦ <i>Test will include:</i> Important People and Locations, Vocabulary, Differences Between Groups of People, Differences Between Places. • Test on Chapter 15 at the end of the Chapter. <ul style="list-style-type: none"> ◦ <i>Test will include:</i> Important People and Locations, Vocabulary, Differences Between Groups of People, Differences Between Places. • Project on Chapter 15 at the end of the Unit. <ul style="list-style-type: none"> ◦ <i>Project:</i> Imagine you have to teach a group of non-Muslim students (the same age as you) about Islam. Create a project of your choice that will teach them the necessary information.

		<ul style="list-style-type: none"> ● 5.4.7.A- Identify how countries have varying interests. ● 5.4.7.B- Describe how countries coexist in the world community. ● 6.1.7.A- Explain how limited resources and unlimited wants cause scarcity. ● 6.1.7.B- Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services. ● 8.1.7.A- Demonstrate continuity and change over time using sequential order and context of events. ● 8.1.7.B- Identify and use primary and secondary sources to analyze multiple points of view for historical events. ● 8.4.7.A- Summarize the social, political, cultural, and economic contributions of individuals and groups to world history. ● 8.4.7.B- Explain the importance of historical documents, artifacts, and sites which are critical to world history. ● 8.4.7.C- Demonstrate how continuity and change have impacted world history: Belief Systems, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography, Social Organizations. 	
24 days	<p>Unit 7: African and Asian Civilizations (Chapters 16-17)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● “<i>Early African Civilizations</i>”- What are the consequences of trade? ● “<i>China in the Middle Ages</i>”- What are the consequences of technology? <p>*Project due at the end of Chapter 16.</p>	<p>Core Content:</p> <ul style="list-style-type: none"> ● “<i>Early African Civilizations</i>”- Analyze Visuals, Sequence, Make Inferences, Draw Conclusions, Identify Details, Identify and Analyze Cause and Effect, Identify Main Ideas, Summarize, Infer, Analyze Images, Compare and Contrast, Categorize, Synthesize, Express an Opinion ● “<i>China in the Middle Ages</i>”- Analyze Images, Identify Main Ideas, Cause and Effect, Infer, Summarize, Draw Conclusions, Analyze Text, Identify Details, Categorize, 	<p>Resources:</p> <ul style="list-style-type: none"> ● Pearson’s myWorld History textbook (6-8th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com

*Chapter Test at the end of Chapter 16
AND the end of Chapter 17.

Map Skills, Compare and Contrast, Express
an Opinion, Build Cultural Awareness,
Sequence, Analyze Sources, Analyze Maps,
Synthesize, Analyze Visuals, Connect, Chart
Skills

CC Standards:

- CCSS.ELA-LITERACY.RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

PA Standards:

- 5.2.7.B- Identify the different types of government and the processes they use in making laws.
- 6.1.7.A- Explain how limited resources and unlimited wants cause scarcity.
- 6.1.7.B- Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services.
- 6.3.7.D- Identify how governments limit or promote international trade.
- 6.4.7.B- Analyze how changes in trade affect standard of living.
- 8.4.7.B- Explain the importance of historical documents, artifacts, and sites which are critical to world history.

Assessment:

- Project on Chapter 16at the end of the Chapter.
 - *Project:* Choose 1 person from this chapter to research. Create a WANTED Poster with the information that you find.
- Test on Chapter 16at the end of the Chapter.
 - *Test will include:* Important People and Locations, Vocabulary, Differences Between Groups of People, Differences Between Places.
- Test on Chapter 17 at the end of the Chapter.
 - *Test will include:* Important People and Locations, Vocabulary, Differences Between Groups of People, Differences Between Places.

<p>14 days</p>	<p>Unit 7 CONTINUED: African and Asian Civilizations (Chapters 17-18)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● “<i>China in the Middle Ages</i>”- What are the consequences of technology? ● “<i>Japan Before Modern Times</i>”- What distinguishes one culture from another? <p>*Chapter Test at the end of Chapter 17. *Project due at the end of Chapter 18.</p>	<p>Core Content:</p> <ul style="list-style-type: none"> ● “<i>China in the Middle Ages</i>”- Analyze Images, Identify Main Ideas, Cause and Effect, Infer, Summarize, Draw Conclusions, Analyze Text, Identify Details, Categorize, Map Skills, Compare and Contrast, Express an Opinion, Build Cultural Awareness, Sequence, Analyze Sources, Analyze Maps, Synthesize, Analyze Visuals, Connect, Chart Skills ● “<i>Japan Before Modern Times</i>”- Analyze Visuals, Identify Details, Compare and Contrast, Summarize, Cause and Effect, Identify Main Ideas, Draw Conclusions, Sequence, Connect, Analyze Maps, Infer, Categorize, Analyze Primary Sources, Identify Evidence, Analyze Text, Express an Opinion, Analyze Charts, Analyze Images <p>CC Standards:</p> <ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.RH.6-8.1</u>- Cite specific textual evidence to support analysis of primary and secondary sources. ● <u>CCSS.ELA-LITERACY.RH.6-8.2</u>- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● <u>CCSS.ELA-LITERACY.RH.6-8.7</u>- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● <u>CCSS.ELA-LITERACY.RH.6-8.8</u>- Distinguish among fact, opinion, and reasoned judgment in a text. <p>PA Standards:</p> <ul style="list-style-type: none"> ● 5.4.7.A- Identify how countries have varying interests. 	<p>Resources:</p> <ul style="list-style-type: none"> ● Pearson’s myWorld History textbook (6-8th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com <p>Assessment:</p> <ul style="list-style-type: none"> ● Test on Chapter 17 at the end of the Chapter. <ul style="list-style-type: none"> ○ <i>Test will include:</i> Important People and Locations, Vocabulary, Differences Between Groups of People, Differences Between Places. ● Project on Chapter 18 at the end of the Unit. <ul style="list-style-type: none"> ○ <i>Project:</i> Choose 1 aspect of Ancient Japanese culture to research. Create a 3-D model of this aspect for a museum exhibit. Model MUST include a short description.
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25 days	<p>Unit 8: Civilizations of the Americas (Chapters 19-20)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● “<i>Mesoamerican Civilizations</i>”- What distinguishes one culture from another? ● “<i>Early North and South America</i>”- How much does geography affect people’s lives? <p>*Project due at the end of Chapter 19 AND at the end of Chapter 20.</p>	<p>Core Content:</p> <ul style="list-style-type: none"> ● “<i>Mesoamerican Civilizations</i>”- Analyze Illustrations, Identify Details, Make Inferences, Draw Conclusions, Analyze Cause and Effect, Summarize, Infer, Sequence, Compare and Contrast, Synthesize, Analyze Visuals ● “<i>Early North and South America</i>”- Analyze Visuals, Sequence, Cause and Effect, Identify Details, Infer, Summarize, Identify Main Idea, Solve Problems, Categorize, Map Skills, Compare and Contrast, Identify Evidence, Connect, Draw Conclusions <p>CC Standards:</p> <ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.RH.6-8.1</u>- Cite specific textual evidence to support analysis of primary and secondary sources. ● <u>CCSS.ELA-LITERACY.RH.6-8.2</u>- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● <u>CCSS.ELA-LITERACY.RH.6-8.7</u>- Integrate visual information (e.g., in charts, graphs, 	<p>Resources:</p> <ul style="list-style-type: none"> ● Pearson’s myWorld History textbook (6-8th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com <p>Assessment:</p> <ul style="list-style-type: none"> ● Project on Chapter 19 at the end of the Chapter. <ul style="list-style-type: none"> ○ <i>Project:</i> Choose 1 aspect to compare and contrast for both the Maya and Aztec civilizations. This should be presented as a poster that includes both pictures and explanations. ● Project on Chapter 20 at the end of the Unit.

		<p>photographs, videos, or maps) with other information in print and digital texts.</p> <ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.RH.6-8.8-</u> Distinguish among fact, opinion, and reasoned judgment in a text. <p>PA Standards:</p> <ul style="list-style-type: none"> ● 5.2.7.B- Compare the methods citizens use to resolve conflicts in society and government. ● 5.2.7.C- Describe the role of political leadership and public service. ● 5.4.7.A- Identify how countries have varying interests. ● 5.4.7.B- Describe how countries coexist in the world community. ● 6.4.7.B- Analyze how trade affects standards of living. ● 7.1.7.B- Explain and locate places and regions as defined by physical and human features. ● 7.3.7.A- Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities. ● 7.4.7.A- Describe and explain the effects of the physical systems on people within regions. ● 7.4.7.B- Describe and explain the effects of people on the physical systems within regions. 	<ul style="list-style-type: none"> ○ <i>Project:</i> Choose 1 Native American group to research. Compare and contrast their lives with the lives of the Incas. This should be presented as a pair of letters written from members of both groups, describing their lives to the opposite group.
26 days	<p>Unit 9: Europe in the Middle Ages (Chapters 21-22)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● “<i>A New Civilization in Europe</i>”- What is power? Who should have it? ● “<i>Conflicts and Crusades</i>”- How should we handle conflict? 	<p>Core Content:</p> <ul style="list-style-type: none"> ● “<i>A New Civilization in Europe</i>”- Analyze Visuals, Identify Details, Identify Main Ideas, Compare and Contrast, Summarize, Sequence, Cause and Effect, Draw Conclusions, Analyze Maps, Infer, Express and Opinion, Analyze Text, Analyze Sources, Build Cultural Awareness, Connect, Analyze Charts 	<p>Resources:</p> <ul style="list-style-type: none"> ● Pearson’s <u>myWorld History</u> textbook (6-8th grade) ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org

	<p>*Chapter Test at the end of Chapter 21. *Project due at the end of Chapter 22.</p>	<ul style="list-style-type: none"> ● “Conflicts and Crusades”- Analyze Visuals, Draw Conclusions, Predict, Sequence, Cause and Effect, Identify Main Ideas, Compare and Contrast, Infer, Identify Details, Identify Evidence, Express an Opinion, Summarize, Analyze Sources, Analyze Maps, Analyze Text, Connect <p>CC Standards:</p> <ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.RH.6-8.1</u>- Cite specific textual evidence to support analysis of primary and secondary sources. ● <u>CCSS.ELA-LITERACY.RH.6-8.2</u>- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● <u>CCSS.ELA-LITERACY.RH.6-8.7</u>- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● <u>CCSS.ELA-LITERACY.RH.6-8.8</u>- Distinguish among fact, opinion, and reasoned judgment in a text. <p>PA Standards:</p> <ul style="list-style-type: none"> ● 5.2.6.B- Compare the methods citizens use to resolve conflicts in society and government. ● 5.2.7.C- Describe the role of political leadership and public service. ● 5.4.7.A- Identify how countries have varying interests. ● 5.4.7.B- Describe how countries coexist in the world community. ● 6.4.7.A- Explain why people specialize in the production of goods and services and divide labor. ● 7.4.7.A- Describe and explain the effects of the physical systems on people within regions. 	<ul style="list-style-type: none"> ● commonlit.org ● newsela.com <p>Assessment:</p> <ul style="list-style-type: none"> ● Test on Chapter 21 at the end of the Chapter. <ul style="list-style-type: none"> ○ <i>Test will include:</i> Important People and Locations, Vocabulary, Differences Between Groups of People, Differences Between Places. ● Project on Chapter 22 at the end of the Unit. <ul style="list-style-type: none"> ○ <i>Project:</i> Create a Visual Timeline of the Crusades and the events leading up to and resulting from it. Timelines MUST include both pictures and explanations for events.
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12 days	<p>Unit 13: Pennsylvania History</p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> ● What documents, artifacts, and places are critical to Pennsylvania history? <p>*Writing assignment at the end of this Unit.</p>	<p><u>Core Content:</u></p> <ul style="list-style-type: none"> ● Analyze Visuals, Connect, Identify Details, Identify Main Ideas, Compare and Contrast, Draw Conclusions, Sequence, Cause and Effect, Summarize, Infer <p><u>CC Standards:</u></p> <ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.RH.6-8.1</u>- Cite specific textual evidence to support analysis of primary and secondary sources. ● <u>CCSS.ELA-LITERACY.RH.6-8.7</u>- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <p><u>PA Standards:</u></p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● hsp.org ● loc.gov ● archives.gov ● learninglab.si.edu ● read.gov ● docsteach.org ● readworks.org ● commonlit.org ● newsela.com <p><u>Assessment:</u></p> <ul style="list-style-type: none"> ● Student’s Choice writing assignment at the end of the Unit. Students must choose one of the following:

- 5.1.7.D- Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.
- 5.1.7.E- Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.
- 7.3.7.A- Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities.
- 8.2.7.B- Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.7.C- Explain how continuity and change have impacted Pennsylvania history as related to local communities: Belief Systems and Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography, Social Organizations.
- 8.2.7.D- Identify local connections and examples of conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania: Ethnicity and Race, Working Conditions, Immigration, Military Conflict, Economic Stability.
- 8.3.7.B- Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.7.C- Compare how continuity and change have impacted U.S. history: Belief Systems and Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography, Social Organizations.

- *Biography*: Choose one person mentioned in this Unit, and write a short biography about them for a magazine article on Important Figures from History.
- *Location Description*: Choose one landmark mentioned in this Unit, and write a short description of it for a magazine article on Important Places from History.

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| | | <ul style="list-style-type: none">• 8.3.7.D- Examine conflict and cooperation among groups and organizations in U.S. history: Ethnicity and Race, Working Conditions, Immigration, Military Conflict, Economic Stability. | |
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