

CKSD Curriculum Unit (topic 2)
7th Grade World History
Suggested Length of Unit 17 to 19 Days
Instructor: Mr. Rodgers

Topic 2: Civilizations and Peoples of the Fertile Crescent
(3400 BCE to 70 CE)

- In this unit we will examine the first civilizations to arise in this region, how they developed, and their lasting effect on life today.

Major Academic Standards Addressed

World History

- 8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in 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- 8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.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 and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Government and Civics

- 5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good
- 5.1.7.B. Identify the different types of government and the processes they use in making laws.
- 5.2.7.A. Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
- 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.

Economics

- 6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.
- 6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.

Geography

- 7.1.7.B. Explain and locate places and regions as defined by physical and human features.
- 7.2.7.A. Explain the characteristics of places and regions.
- 7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

Reading and Writing in Social Studies and History

- 8.5.6-8. A: Cite specific textual evidence to support analysis of primary and secondary sources.
- 8.5.6-8. B: 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.
- 8.5.6-8. D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 8.5.6-8. J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
- 8.6.6-8. C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What students should know

- How to write a full restate to a short response question
- How to write a meaningful sentence using a general academic vocabulary word using two or more details that directly support the meaning of the word
- How to explain civilization developed in Mesopotamia and how fertile land supported this development
- Describe the impact of the Babylonian emperor and Hammurabi’s legal code
- Analyze how the Persian empire balanced local self-government with central power
- Explain the important contributions Phoenicians made to the development of writing
- Explain how the Israelites’ belief in one God developed into a religion known as Judaism
- Explain the importance of the Hebrew Bible and the Commentaries in Judaism
- Analyze how the religious and ethical teachings of Judaism are reflected in society today

Objectives:

- **SWBAT:** Write a restate and correct answer to a short response question at a minimum of 6 out of 10 attempts on the content listed above.
- **SWBAT:** Proficiently write a meaningful sentence for 20 general academic words from a list of 60 words
- **SWBAT:** correctly answer of 20 out of 25 multiple choice questions on a unit exam on the content listed above.

Essential Questions

- What is exchanged when two cultures interact and what results from that interaction?
- How has conflict and cooperation influence the outcome of historical events?
- Where do we come from and how did we get here?
- How have we changed over time and why?
- What has remained the same and why?
- How can we learn from the past?

Assessments

- **In-class assignments**
 - Text rendering assignments
 - 30 word summaries
 - VIPs (very important phrase)
 - MVP (most valuable phrase)
 - KWL Charts
 - Venn Diagrams
 - Text Annotation
 - Vocabulary assignments
 - Word expert exercise
 - Write definition in own words
 - Draw a picture representing meaning of word
 - Use the word in a sentence
 - Record synonyms of the word
 - Record antonyms of the word
 - Meaningful sentences (write a sentence using two more details the directly support meaning of the word)
 - Word Sorts (open and closed)
 - Academic / General vocabulary words are used in a word expert activity to help facilitate reading comprehension in my class and across curriculums.
 - Write-ons (also known as a short answer essay response)
 - This is where students receive direct instruction on how to construct a response organized using the acronym R-A-C-E
- Close Reads
 - 1st read (a quick read to get the gist so that you find the topic and central ideas) 2nd read (answer as what is the text structure and the author's purpose) 3rd read (analyze the text)
 - Interpreting and Analyzing Images
 - Maps / Graphs / Diagrams
- Tests (M.C. & Short answer with varying degrees of Web's D.O.K.)
- In-class assignments
 - Guided reading / viewing questions

- Visibly paying attention and compliant
- Actively participating orally or in writing
- Quizzes (One per marking period)
- Note Book (Guided reading check questions imbedded in the text using R-A-C-E)
- Power Point Presentation (One per marking period)
- Research Project (Once per school year / first present as a paper / 2nd as a trifold or website or performance / students choose topic / students can work in groups or individually)

Best Instructional Practice(s):

- Previewing key vocabulary words and words that are unfamiliar to learn how to pronounce and to learn what they mean prior to the reading to help facilitate comprehension of text. To help with their properly speaking of the word I have them the following activity: I do (teacher model), you do (echo reading), we do (choral reading).
- Reading with a purpose (read question to be answered later in advance of reading)
- Teacher read, partner read (with a more skilled reader), and individual read
- Summative Assessment that lies within the zone of proximal development (that means making accommodations to all tests.
- Scaffolding (On things that can be done / short answer essay questions)
- Clear, direct, and explicit instruction
- Formative Assessment
- Teacher think-a-louds
- Graphic Organizers
- Think-Share-Pairs
- Self-Assessment
- Peer Feedback
- Echo Reading
- Jig-sawing
- Word walls

CKSD Curriculum Unit (topic 3)
7th Grade World History
Suggested Length of Unit – 13 to 15 Days
Instructor: Mr. Rodgers

Topic 3: Ancient Egypt (3000 BCE to 600 BCE)

- In this unit we will examine the ancient Egyptians, their accomplishments, their influence on nearby civilizations, and their effect on life today
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Major Academic Standards Addressed

World History

- 8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in 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 and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Government and Civics

- 5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good
- 5.1.7.B. Identify the different types of government and the processes they use in making laws.
- 5.2.7.A. Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
- 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.

Economics

- 6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.
- 6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.

Geography

- 7.1.7.B. Explain and locate places and regions as defined by physical and human features.
- 7.2.7.A. Explain the characteristics of places and regions.
- 7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

Reading and Writing in Social Studies and History

- 8.5.6-8. A: Cite specific textual evidence to support analysis of primary and secondary sources.
- 8.5.6-8. B: 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.
- 8.5.6-8. D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 8.5.6-8. J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
- 8.6.6-8. C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What students should know

- How to write a full restate and correct answer(s) to a short response question
- How to cite evidence from the text that directly or indirectly supports the correct answer(s)
- How to write a meaningful sentence using a general academic vocabulary word u
- Explain how Egypt's unique geography helped its civilization to grow
- List ways that religion affected the lives of ancient Egyptians
- Describe the impact of writing in Egypt
- Analyze the effects of advancements in science, math, technology on Egyptian society.
- Explain how trade linked Egypt and neighboring lands
- Analyze how Kush's location helped its civilization to grow
- Summarize Kush's achievements

Objectives:

- **SWBAT:** Write a restate and correct answer to a short response question at a minimum of 7 out of 10 attempts on the content listed above.
- **SWBAT:** Proficiently write a meaningful sentence for 30 general academic words from a list of 60 words
- **SWBAT:** correctly answer of 20 out of 25 multiple choice questions on a unit exam on the content listed above.

Essential Questions

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit

Assessments

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit

Best Instructional Practice(s):

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit

**CKSD Curriculum Unit
7th Grade World History
Suggested Length of Unit (25 to 30 Days)
Instructor: Mr. Rodgers**

Research Project

This project will follow the annual National History Day competition rules and theme. Every individual student will write a research paper according to NHD rules and standards. A few of the rules include MLA formatting, in-text citation, and bibliography. From there they have the option to participate in the National History

Day competition where they can further refine their paper, create an exhibit, performance, documentary, or website as an individual or group. Some of the steps of this project will be divided up though out the year to allow for the necessary time to complete.

Major Academic Standards Addressed

Reading and Writing in Social Studies

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B. 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.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.
- CC.8.6.6-8.A. Write arguments focused on discipline-specific content. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

What students should know

- How to distinguish primary sources of information from secondary sources of information
- How to select reliable sources of information and where to look for such information

- How to create an in-text citation and how to create a bibliography
 - What constitutes plagiarism and what does not
 - How to create a thesis statement
 - The steps of the writing process
 - Their self-selected topic in accurate detail
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Objectives:

- **SWBAT:** distinguish a primary source of information from secondary 8 out of 10 attempts
 - **SWBAT:** distinguish a reliable source from unreliable source 8 out of 10 attempts
 - **SWBAT:** create an in-text citation when given the source 8 out of 10 attempts
 - **SWBAT:** create a bibliography when given the appropriate information 8 out of 10 attempts
 - **SWBAT:** identify what constitutes as plagiarism and what does not with 100% accuracy
 - **SWBAT:** create a clear and concise thesis statement when given the appropriate information
 - **SWBAT:** identify the steps of the writing process with 100% accuracy
 - **SWBAT:** demonstrate a proficient understanding of their topic
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Essential Questions

- How does the research and writing process deepen ones understanding of a given topic?
 - How does intellectual property influence presentation of information?
 - What makes a sources of information reliable or unreliable?
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Assessments

- Grading Rubric
 - Quizzes
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Best Instructional Practice(s):

- Scaffolding – Modeling, Guided Practice, and Independent Practice
- Graphic Organizers – To help with planning of the paper
- Think-a-louds during teacher modeling
- Clear, direct, and explicit instruction
- Formative Assessment (thumbs up/dwn)
- Writing Conferences
- Think-Share-Pairs
- Teacher Feedback
- Self-Assessment
- Peer Feedback

CKSD Curriculum Unit (topic 6)

7th Grade World History
Suggested Length of Unit – 19 to 21 Days
Instructor: Mr. Rodgers

Topic 6: Ancient Greece (2000 BCE to 300 BCE)

- In this unit we will examine the Ancient Greeks, the origins of democracy, and the lasting influence the Greeks have had on its neighbors and future generations.

Major Academic Standards Addressed

World History

- 8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in 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 and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Government and Civics

- 5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good
- 5.1.7.B. Identify the different types of government and the processes they use in making laws.
- 5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
- 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.

Economics

- 6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.
- 6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.

Geography

- 7.1.7.B. Explain and locate places and regions as defined by physical and human features.
- 7.2.7.A. Explain the characteristics of places and regions.
- 7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

Reading and Writing in Social Studies and History

- 8.5.6-8. A: Cite specific textual evidence to support analysis of primary and secondary sources.

- 8.5.6-8. B: 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.
 - 8.5.6-8. D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - 8.5.6-8. J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
 - 8.6.6-8. C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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What students should know

- How to write a full restate to a short response question
 - How to cite evidence from the text that directly or indirectly supports the correct answer(s)
 - How to write a meaningful sentence using a general academic vocabulary word using two or more details that directly support the meaning of the word
 - Explain how the physical geography helped shape the development of Greek societies
 - Discuss how city-states developed and how they interacted with one another
 - Describe the political forms that the Greek city-states experimented with
 - Explain how Athenian democracy worked
 - Summarize the government employed by the city-state of Sparta
 - Describe everyday life in Sparta
 - Compare and contrast the city-states of Sparta and Athens
 - Describe the role of women in Ancient Greece
 - Describe how the Greek city-states defeated the Persian Empire
 - Analyze the effects of Greek religion and mythology on individuals and societies
 - Discuss how the Greek literature continues to permeate our literature and language today
 - Identify the enduring contributions Greek scholars made to philosophy and history
 - Explain how Greek thought affected individuals, states, and societies
 - Discuss how Hellenistic learning expanded the impact of Greek learning
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Objectives:

- **SWBAT:** Write a restate and correct answer to a short response question at a minimum of 8 out of 10 attempts on the content listed above.
 - **SWBAT:** Proficiently write a meaningful sentence for 40 general academic words from a list of 60 words
 - **SWBAT:** correctly answer of 20 out of 25 multiple choice questions on a unit exam on the content listed above.
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Essential Questions

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit

Assessments

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit

Best Instructional Practice(s):

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit

**CKSD Curriculum Unit (topic 7)
7th Grade World History
Suggested Length of Unit – 16 to 18 Days
Instructor: Mr. Rodgers**

Topic 7: The Roman Republic (800 BCE to 30 BCE)

- In this unit we will examine the Roman Republic, their form of government, their accomplishments, and influences on life today.

Major Academic Standards Addressed**World History**

- 8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in 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 and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Government and Civics

- 5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good
- 5.1.7.B. Identify the different types of government and the processes they use in making laws.
- 5.2.7.A. Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
- 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.

Economics

- 6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.
- 6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.

Geography

- 7.1.7.B. Explain and locate places and regions as defined by physical and human features.
- 7.2.7.A. Explain the characteristics of places and regions.
- 7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

Reading and Writing in Social Studies and History

- 8.5.6-8. A: Cite specific textual evidence to support analysis of primary and secondary sources.
- 8.5.6-8. B: 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.
- 8.5.6-8. D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 8.5.6-8. J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
- 8.6.6-8. C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What students should know

- Describe how geography affected Rome's growth
- Identified the form of government the Romans founded
- Describe how the Roman's viewed the concept of citizenship
- Analyze the influence the Roman republic had on later governments
- Describe the roles men and women had in Roman society
- Understand how life differed for different classes of people in Ancient Rome
- Explain how Roman Republic fell

Objectives:

- **SWBAT:** Write a restate, correct answer, cite evidence, and provide explanation on how the evidence supports the answer to a short response question at a minimum of 7 out of 10 attempts
- **SWBAT:** Proficiently write a meaningful sentence for 50 general academic words from a list of 60 words
- **SWBAT:** correctly answer of 20 out of 25 multiple choice questions on a unit exam on the content listed above.

Essential Questions

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit

Assessments

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit
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Best Instructional Practice(s):

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit

**CKSD Curriculum Unit (topic 13)
7th Grade World History
Suggested Length of Unit – 16 to 18 Days
Instructor: Mr. Rodgers**

Topic 13: Civilizations of the Americas (Prehistory to 1533)

- In this unit we will examine the native civilizations in the Americas
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World History

- 8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in 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 and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Government and Civics

- 5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good
- 5.1.7.B. Identify the different types of government and the processes they use in making laws.
- 5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
- 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.

Economics

- 6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.
- 6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.

Geography

- 7.1.7.B. Explain and locate places and regions as defined by physical and human features.
- 7.2.7.A. Explain the characteristics of places and regions.
- 7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

Reading and Writing in Social Studies and History

- **8.5.6-8. A:** Cite specific textual evidence to support analysis of primary and secondary sources.
 - **8.5.6-8. B:** 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.
 - **8.5.6-8. D:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **8.5.6-8. J:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
 - **8.6.6-8. C:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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What students should know

- Describe how the environment affected the expansion of agriculture, population, cities, and empires in Mesoamerica.
 - Describe the advances made the Maya in writing, mathematics, science, and architecture
 - Explain why the Aztec empire gained power over people and territory
 - Identify Aztec achievements in science, engineering, and architecture
 - Explain how the Incan empire gained and maintained power over people and territory
 - Describe how Native American cultures in North America were shaped by a variety of geographic environments
 - Summarize what archeological evidence revealed about early North American cultures
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Objectives:

- **SWBAT:** Write a restate, correct answer, cite evidence, and provide explanation on how the evidence supports the answer to a short response question at a minimum of 8 out of 10 attempts
 - **SWBAT:** Proficiently write a meaningful sentence for 50 general academic words from a list of 60 words
 - **SWBAT:** correctly answer of 20 out of 25 multiple choice questions on a unit exam on the content listed above.
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Essential Questions

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit
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Assessments

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit
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Best Instructional Practice(s):

- Same as Topic 2: Civilizations and Peoples of the Fertile Crescent America Unit

NOTE:

Every marking period 4 to 5 days will be set aside for students to create power point presentations on a self-selected topic from World History.

Also, students who voluntarily sign up for the National History Day competition are excused from doing a notebook and power point presentation for the marking period(s) they are doing the competition.