

**7th Grade U.S. History
Curriculum Map/Skill Focus**

| Marking Period 1 - 42 Instructional Days | Marking Period 2- 42 Instructional Days | Marking Period 3- 44 Instructional Days | Marking Period 4- 54 Instructional Days |
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| <p>The Essentials of Geography and Culture</p> <p>Latin America</p> | <p>Africa</p> | <p>Europe</p> | <p>Asia (with a focus on South Asia)</p> |
| Theme | Theme | Theme | Theme |
| <p>Progress VS Preservation</p> | <p>Control, Conquest, and Colonialism</p> | <p>Successes and Failures</p> | <p>Rights and Independence</p> |
| Brief Content Overview | Brief Content Overview | Brief Content Overview | Brief Content Overview |
| <p>*This unit will provide a brief review of the major concepts around geographic thinking, maps, physical geography, and culture. In addition to the concepts students were introduced to in grade 6, students will be introduced to additional concepts such as interpreting maps for information (population demographics, climate, economics, etc.)</p> <p>*This unit focuses on the geography, major themes of history, culture, government, and economics of Mexico,</p> | <p>*This unit focuses on an exploration of the geography of Africa.</p> <p>*This unit also focuses on the diversity of the physical environment, including the rain forests, rift valleys, great plateaus, grasslands, and deserts.</p> <p>*The history of the region will focus on the early migrations and early states / empires, the impact of the slave trade and colonization, and the struggles African states have endured in their post-colonial</p> | <p>*This unit focuses on the geography, major themes of history, culture, government, and economics of Europe.</p> <p>*The history of the region will focus on the roots of western civilization with a study of Classical Greece and Rome, as well as the emergence of Europe as a center of global influence with a study of colonization.</p> <p>*Students will then explore Europe today, through an exploration of contemporary culture, government,</p> | <p>*This unit will provide an overview of the geography, major themes of history, culture, government, and economics of Asia.</p> <p>*In a study of Asia today, students will explore the diversity of contemporary cultures, religious traditions, and popular culture and investigate some of the most significant political, economic, and social issues the region is currently facing.</p> |

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| <p>South America, Central America, and the Caribbean.</p> <p>*An exploration of the geography will focus on the physical diversity of the region, including the Andes Mountains, the Amazon River Basin, and wide open grasslands and plains.</p> <p>*In the study of South America today, students will explore the diversity of contemporary cultures, religious traditions, and popular culture and investigate some of the most significant political, economic, and social issues the region is currently facing.</p> <p>*Ongoing throughout the unit: Defining and researching the region through the 5 themes of geography</p> | <p>development.</p> <p>*Students will explore the incredible cultural diversity of the region, the issues surrounding modernization and globalization, competition for scarce natural resources and food, and issues surrounding public health.</p> <p>*Ongoing throughout the unit: Defining and researching the region through the 5 themes of geography</p> | <p>economics, and current issues.</p> <p>*Ongoing throughout the unit: Defining and researching the region through the 5 themes of geography</p> | <p>*Students will focus on the shift from the British Empire to India's Independence and will research the effects of British colonialism of India</p> <p>*Students will study the speeches and acts of civil disobedience by Mohandes Gandhi during India's Independence Movement. They will compare them to that of Martin Luther King Jr. in America</p> <p>*Ongoing throughout the unit: Defining and researching the region through the 5 themes of geography</p> |
| <p>Skill Focus and Standards</p> | <p>Skill Focus and Standards</p> | <p>Skill Focus and Standards</p> | <p>Skill Focus and Standards</p> |
| <p>NHPS Local Strands: S1, 3, 4, 5 CT Framework: GEO 6–7.2, 3, 5</p> | <p>NHPS Local Strands: S2, 3, 4 CT Framework: GEO 6–7.7, 8, 9, 10, 11</p> | <p>NHPS Local Strands: S 2, 3, 4, 5 CT Framework: GEO 6–7.6, 7, 8, 9, 10, 11</p> | <p>NHPS Local Strands: S2, 3, 4 CT Framework:</p> |

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| <p>Dimension 1, 2(geo), 3, 4 (emphasis on 2)</p> <p>CCSS Standards: CCSS.ELA-LITERACY.RH.6-8.1, 2, 4, 7, 9, 10</p> <p>CCSS.INQ 6-8.1, 5, 6, 11, 12</p> <p>CCSS Writing Standards to be met by quarterly district assessment:</p> <p>1b. Comprehend a variety of sources in different modes (written, oral, debate, etc.) to form an arguable claim</p> <p>CELP Standards: Emphasis on 3 and 4</p> | <p>Dimension 1, 2(geo), 3, 4 (emphasis on 1)</p> <p>CCSS Standards: CCSS.ELA-LITERACY.RH.6-8.1, 2, 3, 4, 6, 7, 9, 10</p> <p>CCSS.INQ 6-8.1, 5, 6, 11, 12, 15</p> <p>CCSS Writing Standards to be met by quarterly district assessment:</p> <p>3d. Apply historical concepts (continuity and change, cause and effect, comparing and contrasting, contextualization, etc.) and tools to analyze historical and current ideas, topics, and events</p> <p>CELP Standards: Emphasis on 3 and 4</p> | <p>Dimension 1, 2 (geo), 3, 4 (emphasis on 3)</p> <p>CCSS Standards: CCSS.ELA-LITERACY.RH.6-8.1, 2, 7, 8, 9, 10</p> <p>CCSS.INQ 6-8.1, 5, 6, 11, 12, 13</p> <p>CCSS Writing Standards to be met by quarterly district assessment:</p> <p>2d. Identify and refute counterclaims with evidence from multiple sources</p> <p>CELP Standards: Emphasis on 3 and 4</p> | <p>GEO 6-7.1, 2, 3, 4, 5, 6</p> <p>Dimension 1, 2 (geo), 3, 4 (emphasis on 4)</p> <p>CCSS Standards: CCSS.ELA-LITERACY.RH.6-8.1, 2, 5, 7, 9, 10</p> <p>CCSS.INQ 6-8.1, 5, 6, 11, 12, 16</p> <p>CCSS Writing Standards to be met by quarterly district assessment:</p> <p>2e. Organize and clearly present an argument using various methods appropriate to your audience, context and purpose</p> <p>CELP Standards: Emphasis on 3 and 4</p> |
| <p>Essential Question (Big Question)</p> | <p>Essential Question (Big Question)</p> | <p>Essential Question (Big Question)</p> | <p>Essential Question (Big Question)</p> |

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| <i>Is Progress more important than preservation?</i> | <i>What are the results of colonialism for the people of Africa?</i> | <i>How have European civilizations, governments, and cultures influenced the modern world?</i> | <i>Is civil disobedience a way to make effective change?</i> |
| Unit Compelling Questions | Unit Compelling Questions | Unit Compelling Questions | Unit Compelling Questions |
| <ul style="list-style-type: none"> *How do geographers and Historians think about the world? *How does location affect populations (their current event issues and how they see the world) *How has geography influenced the way people live? *How has physical geography influenced the development of places and populations? *In what ways is the region culturally diverse? *What are the current economic, political, environmental, social, and public health issues of the area? | <ul style="list-style-type: none"> *How does the physical geography of Africa positively and negatively affect the population who live there? *How did trade networks and migration influence the development of civilization in Africa. *What characteristics added to the success of the African Kingdoms *What historical factors have influenced the cultures of Africa? *How have conflict and government instability slowed economic and social development in Africa? | <ul style="list-style-type: none"> *How does the physical geography of Europe affect the population who live there? *How has European thought and culture influenced Western civilization? *How has the geography of Europe affected their diversity and cultural achievements? *What are the contributions in literature, art, architecture, and science which came from Europe and still impacts the world today? *What are the costs and benefits of European unification? | <ul style="list-style-type: none"> *What is civil disobedience? *What are some examples of civil disobedience in India? *What issues have acts civil disobedience been effective in solving in India? *What elements, influences, beliefs, and encounters have shaped the development of India? *Why was India colonized by the British? *What are the effects of colonization for India? *How have geographic features of Asia impacted issues, such as population distribution and pollution? |

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| Vocabulary | Vocabulary | Vocabulary | Vocabulary |
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| <p>Content: (Tier 3) Mexico, Central America, South America, Caribbean, Latin America, Region, Scale, Legend, Elevation, South America, Amazon River, Delta, Highlands, Mountains, Mountain Range, Island, Cardinal Directions, Andes Mountains, Grasslands, Plains, Amazon Rainforest, equator, climate, deforestation, pollution, strip mining, endangered species, ecosystem, slash and burn, biodiversity, subsistence farming, globalization, Columbian Exchange, Agriculture</p> <p>(Tier 2) Culture, Diversity, Problem, Solution, sustainable, economy, geography</p> <p>(Tier 1) River, Farming, Trade, Exchange</p> | <p>Content: (Tier 3) Africa (and all country names within Africa), Colonialism, Colony, Imperialism, Natural Resources, United Nations, U.N. Sustainability Goals, Nile River, Sahara, Irrigation, Desertification, Bantu, Nelson Mandela, apartheid, South Africa, Hutu, Tutsi, Rwanda, Genocide, Dictatorship, Egypt</p> <p>(Tier 2) Culture, Diversity, Problem, Solution, sustainable, economy, geography</p> <p>(Tier 1) Oasis, Desert, Resource</p> <p>(Tier 2) Writing: Thesis Statement, Claim, Counterclaim, Rebuttal, Topic Sentence, Argument, Evidence, Inference, Central Idea, Reasoning, C.E.R. (Claim, Evidence, Reasoning formatting), primary and secondary sources,</p> | <p>Content: (Tier 3) Europe (and all country names within Europe), Empire, Exploration, Colonialism, Civilization, Ancient Greece (How does Ancient Greece influence modern society?), Democracy, Ancient Rome (How did Ancient Rome influence modern U.S. Government?), Republic, Senate, Emperor, Peninsula, Mediterranean Sea</p> <p>(Tier 2) Government, Culture, Diversity, Problem, Solution, Economy, Geography</p> <p>(Tier 1) Power, Authority</p> <p>(Tier 2) Writing: Thesis Statement, Claim, Counterclaim, Rebuttal, Topic Sentence, Argument, Evidence, Inference, Central Idea, Reasoning, C.E.R. (Claim, Evidence, Reasoning</p> | <p>Content: (Tier 3) Asia (and all country names within Asia), India, Cultural Revolution, Civil Disobedience, Colonialism, Trade barriers, Nationalism</p> <p>(Tier 2) Economy, Government, Culture, Diversity, Problem, Solution, Economy, Geography</p> <p>(Tier 1) Independence, Conflict, Rights</p> <p>(Tier 2) Writing: Thesis Statement, Claim, Counterclaim, Rebuttal, Topic Sentence, Argument, Evidence, Inference, Central Idea, Reasoning, C.E.R. (Claim, Evidence, Reasoning formatting), primary and secondary sources, observation, analyze, editing, revising</p> |

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| <p>(Tier 2) Writing: Thesis Statement, Claim, Counterclaim, Rebuttal, Topic Sentence, Argument, Evidence, Inference, Central Idea, Reasoning, C.E.R. (Claim, Evidence, Reasoning formatting), primary and secondary sources, observation, analyze, editing, revising</p> | <p>observation, analyze, editing, revising</p> | <p>formatting), primary and secondary sources, observation, analyze, editing, revising</p> | |
| <p>Performance Task Q1</p> | <p>Performance Task Q2</p> | <p>Performance Task Q3</p> | <p>Performance Task Q4</p> |
| <p style="text-align: center;">Amazon Rainforest Pamphlets and Conservation Discussion</p> <p>Project description and materials: https://drive.google.com/drive/folders/0B2eg4f4UTQrmfnRGeW11S1dVTDRyZ1M3RnlRDhXN29EVG16d3VVbzYocXp4M1hJUDIVVGc P.5-8</p> | <p style="text-align: center;">Nile River DBQ</p> <p>Project description: https://drive.google.com/drive/folders/0B2eg4f4UTQrmfnRGeW11S1dVTDRyZ1M3RnlRDhXN29EVG16d3VVbzYocXp4M1hJUDIVVGc P. 9-11</p> <p>DBQ Materials: https://drive.google.com/file/d/0B2eg4f4UTQrmSERqWDhPMVpyUW8/view?usp=sharing</p> | <p style="text-align: center;">The Fall of Ancient Rome Newspaper, Newscast, or Digital Media</p> <p>Project description and materials: https://drive.google.com/drive/folders/0B2eg4f4UTQrmfnRGeW11S1dVTDRyZ1M3RnlRDhXN29EVG16d3VVbzYocXp4M1hJUDIVVGc P. 12-15</p> | <p style="text-align: center;">Gandhi Civil Disobedience Interview</p> <p>Project description and materials: https://drive.google.com/drive/folders/0B2eg4f4UTQrmfnRGeW11S1dVTDRyZ1M3RnlRDhXN29EVG16d3VVbzYocXp4M1hJUDIVVGc P. 16-19</p> |
| <p>Materials/Resources</p> | <p>Materials/Resources</p> | <p>Materials/Resources</p> | <p>Materials/Resources</p> |

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| <p>Primary Sources: https://sheg.stanford.edu/https://dp.la/primary-sources/the-columbian-exchange https://libguides.bgsu.edu/c.php?g=227239&p=1506266 http://www.loc.gov/teachers/classroommaterials/primarysourcesets/wdl/pdf/teacher_guide.pdf</p> <p>Student Articles: https://newsela.com/ https://www.studentnewsdaily.com/ https://thinkalong.org/ https://newsela.com/read/south-america-physical-geography/id/34611/ https://newsela.com/read/govt-nasa-tropical-deforestation/id/27759/</p> <p>Online Students Games (enrichment): https://www.brainpop.com/socialstudies/worldhistory/columbianexchange/</p> | <p>Primary Sources: https://sheg.stanford.edu/http://genocidearchiverwanda.org.rw/index.php?title=COLLECTIONS https://www.amdigital.co.uk/primary-sources/apartheid-south-africa-1948-1980 https://www.blackpast.org/primary-documents-global-african-history/ https://drive.google.com/drive/search?q=nile%20river%20dbq https://www.nelsonmandela.org/content/page/speeches</p> <p>Student Articles: https://newsela.com/ https://www.studentnewsdaily.com/ https://drive.google.com/drive/search?q=nile%20river%20dbq https://thinkalong.org/ https://newsela.com/read/famous-african-tree-dying/id/44273/</p> | <p>Primary Sources: https://sheg.stanford.edu/http://www.pbs.org/empires/romans/educators/ https://drive.google.com/drive/search?q=rome%20dbq</p> <p>Student Articles: https://newsela.com/ https://www.studentnewsdaily.com/ https://drive.google.com/drive/search?q=rome%20dbq http://www.scholastic.com/browse/collection.jsp?id=455 https://thinkalong.org/ https://newsela.com/read/lib-history-8-Reasons-Why-Rome-Fell/id/32718/ https://newsela.com/read/lib-convo-europe-invasion-dna/id/33804/ https://newsela.com/read/br-exit-vote-leave/id/18825/ https://newsela.com/read/natgeo-development/id/48668/</p> <p>Online Student Games</p> | <p>Primary Sources: https://sheg.stanford.edu/http://www.nationalarchives.gov.uk/education/resources/the-road-to-partition/ https://nationalhistorycenter.org/decolonization-resource-collection-asia/ https://www.mkgandhi.org/speeches/speechMain.htm</p> <p>Student Articles: https://newsela.com/ https://www.studentnewsdaily.com/ https://thinkalong.org/ https://newsela.com/read/lib-asia-human-geography/id/37205/ https://newsela.com/read/lib-asia-physical-geography/id/35577/ https://newsela.com/read/lib-convo-gandhi-protests-today/id/36654/ https://newsela.com/read/lib-british-raj-india/id/36472/</p> |
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| <p>https://online.seterra.com/en/l/sam</p> <p>Research: https://www.enforex.com/culture/latin-america/ https://www.bbc.com/news/world-latin-america-46327634 http://scholar.harvard.edu/files/nunn/files/nunn_qian_jep_2010.pdf https://cptv.pbslearningmedia.org/resource/dpla-pss-116/primary-source-set-the-columbian-exchange/ https://web.viu.ca/davies/H131/ColumbianExchange.pdf https://www.pbs.org/journeyintoamazonia/teacher.html</p> <p>Non-Profit Organizations: http://amazonconservation.org/ http://wwf.panda.org/our_work/forests/deforestation_factsheets/deforestation_in_the_amazon/</p> <p>Possible Local Field Trips (enrichment):</p> | <p>https://newsela.com/read/lib-africa-physical-geography/id/34871/</p> <p>Online Student Games (enrichment): http://www.sheppardsoftware.com/African_Geography.htm https://online.seterra.com/en/vgp/3163</p> <p>Research: http://endgenocide.org/learn/past-genocides/the-rwandan-genocide/ https://www.bbc.com/news/world-africa-13431486 http://overcomingapartheid.msu.edu/listeducationalactivities.php https://guides.library.uncc.edu/c.php?g=221117&p=1463575 http://www.historywiz.com/colonialafrica.htm</p> <p>Non-Profit Organizations: https://www.danieltrust.com/</p> | <p>https://online.seterra.com/en/l/eur http://www.sheppardsoftware.com/European_Geography.htm</p> <p>Research: http://libguides.utep.edu/c.php?g=430423&p=2936981 https://www.nationalgeographic.com/travel/destinations/europe/</p> <p>Possible Local Field Trips (enrichment): https://artgallery.yale.edu/ https://www.louvre.fr/en/visites-en-ligne (online) https://www.britishmuseum.org/with_google.aspx (online)</p> <p>Textbooks and Resources in class: Text: World Cultures and Geography by McDougal-Littell</p> | <p>Online Student Games (enrichment): Research: https://online.seterra.com/en/vgp/3167 https://online.seterra.com/en/l/asi https://www.historylearning-site.co.uk/modern-world-history-1918-to-1980/china-1900-to-1976/the-great-leap-forward/</p> <p>Non-Profit Organizations: https://asiafoundation.org/ https://give2asia.org/partner/nonprofit-organizations/</p> <p>Possible Local Field Trips (enrichment): http://searchcollection.asianart.org/ (online) http://eventful.com/newhaven/events/southeast-asia-spring-cultural-festival-/E0-001-099256205-7 (festival in New Haven - dates change)</p> |
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| <p>https://www.pilgrim-info.com/knights-of-columbus-museum/ https://artgallery.yale.edu/</p> <p>Textbooks and Resources in class: Text: World Cultures and Geography by McDougal-Littell</p> <p><u>Nystrom</u>: World Atlas Program or Our World Today</p> <p>US/World Map and Globe</p> | <p>Possible Local Field Trips (enrichment): https://artgallery.yale.edu/</p> <p>Textbooks and Resources in class: Text: World Cultures and Geography by McDougal-Littell</p> <p><u>Nystrom</u>: World Atlas Program or Our World Today</p> <p>US/World Map and Globe</p> | <p><u>Nystrom</u>: World Atlas Program or Our World Today</p> <p>US/World Map and Globe</p> | <p>Textbooks and Resources in class: Text: World Cultures and Geography by McDougal-Littell</p> <p><u>Nystrom</u>: World Atlas Program or Our World Today</p> <p>US/World Map and Globe</p> |
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