

Course Resources:

World History Unit Outcomes.docx

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year						
Unit 1- Early Humans and Societies <i>(updated 8/8/19)</i>	<p>6-8.SS.Geog2.b.m(A) Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p> <p>6-8.SS.Geog2.c.m(A) Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.</p> <p>6-8.SS.Geog5.a.m(A) Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Inq1.b.m(I) Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>6-8.SS.Inq2.a.m(I) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(I) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.c.m(I) Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> <p>6-8.SS.Inq4.b.m(I) Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p>		<p>1) Why do scholars study the people, events, and ideas of long ago?</p> <p>2) How did humans' way of living change as they interacted and adapted?</p>	<p>Chapter 1- Uncovering the Past Describe how historians use many kinds of clues to understand how people lived in the past. Compare and contrast physical geography and human geography and how they contribute to the study of history.</p> <p>Chapter 2- The Stone Ages and Early Cultures (<u>overview taught with the recognition that we believe scripture as wholly truthful and God created the Earth and Man in His own image and not that the world developed through evolution taking several millions of years</u>) Identify how prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language. Explain how as people migrated around the world they learned to adapt to new environments. Describe the great changes the development of agriculture brought to human society.</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done:.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.- Romans 15:4 By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3</p>
Unit 2- Mesopotamia, Egypt, and Kush <i>(updated 8/8/19)</i>	<p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums</p>		<p>1) How did geography influence the development of civilization in Southwest Asia?</p> <p>2) How was the</p>	<p>Chapter 3- Mesopotamia and the Fertile Crescent Explain why the valleys of the Tigris and Euphrates rivers were the site of the world's first civilizations. Describe how the Sumerians</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he</p>

Curriculum Map - Social Studies - 7 Social Studies

<p>(electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq3.c.m(A) Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Geog1.a.m(A) Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p> <p>6-8.SS.Geog1.b.m(A) Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them</p> <p>6-8.SS.Geog1.c.m(A) Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p> <p>6-8.SS.Geog5.a.m(A) Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist2.a.m(A) Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.b.m(A) Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.c.m(A) Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>6-8.SS.Hist3.a.m(A) Compare events from United States or world history to a current issue</p>	<p>success of the Egyptian civilization tied to the Nile River?</p>	<p>developed the first civilization in Mesopotamia. Identify the advances developed by the Sumerians that helped their society grow. Outline the many cultures that ruled parts of the Fertile Crescent after the Sumerians. Chapter 4- Ancient Egypt and Kush Explain how the water, fertile soils, and protected setting of the Nile Valley allowed a great civilization to arise in Egypt around 3200BC. Describe the connection between Egyptian government and religion during the Old Kingdom. Outline how during the Middle and New Kingdoms, order and greatness were restored in Egypt. Classify and describe the lasting achievements in writing, architecture, and art made by the Egyptians. Explain how the kingdom of Kush, which arose south of Egypt in a land called Nubia, developed an advanced civilization with a large trading network.</p>	<p>Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>rested from all the work of creating that he had done.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.- Romans 15:4 By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3</p>
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	<p>or event</p> <p>6-8.SS.Hist3.b.m(A) Apply historical perspectives to describe differing viewpoints of current events</p> <p>6-8.SS.Hist3.c.m(A) Hypothesize the direction of current events and outcomes based on the past.</p> <p>6-8.SS.Hist4.a.m(A) Explain how the historical context (situation) influences a primary or secondary source.</p> <p>6-8.SS.Hist4.b.m(A) Explain the significance of the intended audience of a primary or secondary source</p> <p>6-8.SS.Hist4.c.m(A) Explain the significance of the intended purpose of a specific primary or secondary source</p> <p>6-8.SS.Hist4.d.m(A) Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>					
<p>Unit 3- Civilization in India and China</p> <p><i>(updated 8/15/19)</i></p>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.BH1.b.m(A) Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>6-8.SS.BH2.a.m(A) Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language,</p>		<p>1) How do India's rich history and culture affect the world today?</p> <p>2) How do the people, events, and ideas that shaped ancient China continue to influence the world?</p>	<p>Chapter 5- Ancient India Describe why Indian civilization first developed on the Indus River. Explain how Hinduism, the largest religion in India today, developed out of ancient Indian beliefs and practices. Outline how Buddhism began in India and became a major religion. Compare and contrast the Mauryas and the Guptas and the great empires they built in India. Summarize the great contributions to the arts and sciences that the people of ancient India made.</p> <p>Chapter 6- Ancient China Outline how Chinese civilization began with the Shang dynasty along the Huang He River. Describe how Confucius and other philosophers taught ways to deal with political and social problems in ancient China. Explain how the Qin dynasty unified China with a strong government and a system of standardization. Describe the new form of government that valued family, art, and learning created by the Han Dynasty. Explain how trade routes led to the exchange of new products and ideas among China, Rome, and other lands.</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done:.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.- Romans 15:4 By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3</p>

religion, political beliefs).

6-8.SS.BH4.a.m(A)

Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.

6-8.SS.Geog1.a.m(A)

Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).

6-8.SS.Geog1.b.m(A)

Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them

6-8.SS.Hist1.a.m(A)

Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

6-8.SS.Hist1.b.m(A)

Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

6-8.SS.Hist2.b.m(A)

Explain patterns of change over time in the community, the state, the United States, and the world.

6-8.SS.Hist2.c.m(A)

Analyze how the historical context influenced the process or nature of the continuity or change that took place.

6-8.SS.Hist4.a.m(A)

Explain how the historical context (situation) influences a primary or secondary source.

6-8.SS.Hist4.c.m(A)

Explain the significance of the intended purpose of a specific primary or secondary source

6-8.SS.Hist4.d.m(A)

Explain how the POV of the author can influence the meaning of a primary or secondary source.

6-8.SS.Hist3.a.m(I)

Compare events from United States or world history to a current issue or event

6-8.SS.Hist3.b.m(I)

Apply historical perspectives to describe differing viewpoints of current events

6-8.SS.Hist3.c.m(I)

Hypothesize the direction of current events and outcomes based on the past.

<p>Unit 4- Foundations of Western Ideas <i>(updated 8/15/19)</i></p>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Geog1.a.m(A) Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p> <p>6-8.SS.Geog1.b.m(A) Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them</p> <p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist2.a.m(A) Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.b.m(A) Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.c.m(A) Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p>		<p>Chapter 7- How did the Hebrews and their descendants defend themselves and maintain their beliefs? Chapter 8- What factors shaped government in Greece? Chapter 9- What advances did the Greeks make that still influence the world today?</p>	<p>Chapter 7- Outline the progression of the Israelites, the Hebrews descendants, as originally desert nomads to the establishment of a great kingdom. Describe the central ideas and laws of Judaism and how they are contained in the sacred texts such as the Torah. Explain that although many Jews were forced out of Israel by the Romans, shared beliefs and customs helped Jews maintain their religion. Chapter 8- Identify Greece's geography and how its nearness to the sea strongly influenced the development of trade and the growth of city-states. Outline how the people of Athens tried many different forms of government before creating a democracy. Describe how the ancient Greeks created great myths and works of literature that influence the way we speak and write today. Chapter 9- Describe how the Persians came to rule a great empire which eventually brought them into conflict with the Greeks. Compare and contrast the two most powerful city-states in Greece, Sparta and Athens, and how they became bitter enemies in the 400s BC. Outline how Alexander the Great built a huge empire and helped spread Greek culture into Egypt and Asia. Identify the lasting contributions in the arts, philosophy, and science made by the Ancient Greeks.</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.- Romans 15:4 By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3</p>
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	<p>6-8.SS.Hist3.a.m(A) Compare events from United States or world history to a current issue or event</p> <p>6-8.SS.Hist3.b.m(A) Apply historical perspectives to describe differing viewpoints of current events</p> <p>6-8.SS.Hist3.c.m(A) Hypothesize the direction of current events and outcomes based on the past.</p> <p>6-8.SS.Hist4.a.m(A) Explain how the historical context (situation) influences a primary or secondary source.</p> <p>6-8.SS.Hist4.b.m(A) Explain the significance of the intended audience of a primary or secondary source</p> <p>6-8.SS.Hist4.c.m(A) Explain the significance of the intended purpose of a specific primary or secondary source</p> <p>6-8.SS.Hist4.d.m(A) Explain how the POV of the author can influence the meaning of a primary or secondary source.</p> <p>6-8.SS.Inq1.b.m(I) Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>6-8.SS.Inq3.c.m(I) Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> <p>6-8.SS.Inq4.b.m(I) Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p>					
<p>Unit 5- The Roman World <i>(updated 8/15/19)</i></p>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq4.a.m(A)</p>		<p>Chapter 10) How did Rome become the dominant power in the Mediterranean region? Chapter 11) Why did the Roman Empire fall, and what is its legacy?</p>	<p>Chapter 10- Explain how Rome's location and government helped it become a major power in the ancient world. Describe Rome's tripartite government and how written laws helped create a stable society. Outline the wars of expansion and political crises that marked the later period of the Roman Republic. Chapter 11- Explain how after changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations/ Compare and contrast the people in the Roman Empire and the religions they practiced before Christianity, based on the teachings of Jesus of Nazareth, spread and became Rome's</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done:.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.- Romans 15:4 By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3</p>

<p>Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.BH1.b.m(A) Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>6-8.SS.BH2.a.m(A) Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>6-8.SS.Geog1.a.m(A) Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p> <p>6-8.SS.Geog1.b.m(A) Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them</p> <p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist2.a.m(A) Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.b.m(A) Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.c.m(A) Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>6-8.SS.Hist3.a.m(A) Compare events from United States or world history to a current issue or event</p> <p>6-8.SS.Hist3.b.m(A) Apply historical perspectives to describe differing viewpoints of current events</p> <p>6-8.SS.Hist3.c.m(A) Hypothesize the direction of current events and outcomes based on the past.</p> <p>6-8.SS.Hist4.a.m(A)</p>		<p>official religion.</p> <p>Describe how problems from both inside and outside caused the Roman Empire to split into a western half, which collapsed, and an eastern half which prospered for hundreds of years.</p>		
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	<p>Explain how the historical context (situation) influences a primary or secondary source.</p> <p>6-8.SS.Hist4.b.m(A) Explain the significance of the intended audience of a primary or secondary source</p> <p>6-8.SS.Hist4.c.m(A) Explain the significance of the intended purpose of a specific primary or secondary source</p> <p>6-8.SS.Hist4.d.m(A) Explain how the POV of the author can influence the meaning of a primary or secondary source.</p> <p>6-8.SS.Inq1.b.m(I) Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>6-8.SS.Inq3.c.m(I) Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p>					
<p>Unit 6- Islamic and African Civilizations</p> <p><i>(updated 8/17/19)</i></p>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Geog1.a.m(A) Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p> <p>6-8.SS.Geog1.b.m(A) Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them</p> <p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to</p>		<p>Chapter 12) How were Muslim leaders able to spread Islam and create an empire?</p> <p>Chapter 13) What factors shaped early African civilizations?</p>	<p>Chapter 12 Summarize how from the harsh desert climate of Arabia, Muhammad, a merchant from Mecca, introduced a major world religion called Islam. Explain how sacred texts called the Qur'an and the Sunnah guide Muslims in their religion, daily life, and laws. Describe how after the early spread of Islam, three large Islamic empires formed - the Ottoman, Safavid, and Mughal. Identify and describe the important contributions Muslim scholars and artists made to science, art, and literature.</p> <p>Chapter 13- Explain how geography, resources, culture, and trade influenced the growth of societies in West Africa. Describe how the rulers of Ghana built an empire by controlling the salt and gold trade. Compare and contrast the three great kingdoms- Mali, Songhai, and Great Zimbabwe- that develop in Africa between 1000 and 1500. Explain how although the people of West Africa did not have a written language, their culture has been passed down through oral history, writings by other people, and the arts.</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done:.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.- Romans 15:4 By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3</p>

	<p>analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist2.a.m(A) Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.b.m(A) Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.c.m(A) Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>6-8.SS.Hist3.a.m(A) Compare events from United States or world history to a current issue or event</p> <p>6-8.SS.Hist3.b.m(A) Apply historical perspectives to describe differing viewpoints of current events</p> <p>6-8.SS.Hist3.c.m(A) Hypothesize the direction of current events and outcomes based on the past.</p> <p>6-8.SS.Hist4.a.m(A) Explain how the historical context (situation) influences a primary or secondary source.</p> <p>6-8.SS.Hist4.b.m(A) Explain the significance of the intended audience of a primary or secondary source</p> <p>6-8.SS.Hist4.c.m(A) Explain the significance of the intended purpose of a specific primary or secondary source</p> <p>6-8.SS.Hist4.d.m(A) Explain how the POV of the author can influence the meaning of a primary or secondary source.</p> <p>6-8.SS.Inq1.b.m(I) Identify additional questions that support the research and possible resources to guide the inquiry.</p>					
<p>Unit 7- Empires of Asia and the Americas <i>(updated 8/17/19)</i></p>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p>		<p>Chapter 14) How did China change after the fall of the Han dynasty? Chapter 15) How did the Japanese blend borrowed customs and native traditions into a unique culture? Chapter 16) What led to the development of complex societies</p>	<p>Chapter 14- Describe how the period of Disunion was followed by the reunification by rulers of the Sui, Tang, and Song dynasties. Explain how the Tang and Song dynasties were periods of economic, cultural, and technological accomplishments. Identify the influence that Confucian thought had on the Song government. Outline how the Chinese were ruled by foreigners during the Yuan dynasty but they threw off</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done:.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us so that</p>

- 6-8.SS.Inq3.a.m(A)
Develop a debatable and defensible claim based upon the analysis of sources.
- 6-8.SS.Inq3.b.m(A)
Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).
- 6-8.SS.Inq4.a.m(A)
Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
- 6-8.SS.Geog1.a.m(A)
Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).
- 6-8.SS.Geog1.b.m(A)
Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them
- 6-8.SS.Hist1.a.m(A)
Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.
- 6-8.SS.Hist1.b.m(A)
Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- 6-8.SS.Hist2.a.m(A)
Explain patterns of continuity over time in the community, the state, the United States, and the world.
- 6-8.SS.Hist2.b.m(A)
Explain patterns of change over time in the community, the state, the United States, and the world.
- 6-8.SS.Hist2.c.m(A)
Analyze how the historical context influenced the process or nature of the continuity or change that took place.
- 6-8.SS.Hist3.a.m(A)
Compare events from United States or world history to a current issue or event
- 6-8.SS.Hist3.c.m(A)
Hypothesize the direction of current events and outcomes based on the past.
- 6-8.SS.Hist4.a.m(A)
Explain how the historical context (situation) influences a primary or secondary source.
- 6-8.SS.Hist4.b.m(A)
Explain the significance of the intended audience of a primary or secondary source

Complex societies in the Americas?

Each dynasty, but they know of Mongol rule and prospered during the Ming dynasty.
Chapter 15-
Explain how Japan's early societies were both isolated from and influenced by China and Korea.
Describe how Japanese culture experienced a golden age during the Heian period of the 800s to the 1100s.
Explain how Japan developed a military society led by generals called shoguns.
Chapter 16-
Describe how the Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until 900s.
Explain how the strong Aztec Empire, founded in central Mexico in 1325, lasted until the Spanish conquest in 1521.
Describe how the Incas controlled a huge empire in South America, but it was conquered by the Spanish.

past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.- Romans 15:4
By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3

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	<p>6-8.SS.Hist4.c.m(A) Explain the significance of the intended purpose of a specific primary or secondary source</p> <p>6-8.SS.Hist4.d.m(A) Explain how the POV of the author can influence the meaning of a primary or secondary source.</p> <p>6-8.SS.Inq1.b.m(I) Identify additional questions that support the research and possible resources to guide the inquiry.</p>					
<p>Unit 8- Renewal in Europe (updated 8/17/19)</p>	<p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.BH1.b.m(A) Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>6-8.SS.BH2.a.m(A) Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>6-8.SS.Geog1.a.m(A) Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p> <p>6-8.SS.Geog1.b.m(A) Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them</p>		<p>Chapter 17) How did life in Europe change after the fall of Rome? Chapter 18) How did religion affect Europe's political and social life during the later Middle Ages? Chapter 19) what political and economic changes led to the Renaissance?</p>	<p>Chapter 17- Compare and contrast Europe's many types of landforms and climates and how they led to different ways of life being developed. Explain how despite the efforts of Christians to maintain order, Europe was a dangerous place after the fall of Rome. Describe the complex web of duties and obligations that governed relationships between people in the Middle Ages. Chapter 18- Compare and contrast the feudal systems of Europe and Japan, especially their differing cultures. Explain how popes and kings dominated European society in the Middle Ages. Outline how the Christian and Muslim cultures fought over holy sites during a series of medieval wars. Describe how the Christian Church was central to life in the Middle Ages. Outline the great changes the political and social systems underwent in Europe's late Middle Ages. Chapter 19- Explain how in the Middle Ages, the Christian Church dealt harshly with people who did not respect its authority. Describe the growth of wealthy trading cities in Italy led to a rebirth of the arts and learning called the Renaissance. Outline the spread of the Renaissance far beyond Italy and how it changed as it spread. Explain how efforts to reform the Roman Catholic Church led to changes in society and the creation of new churches.</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.- Romans 15:4 By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3</p>

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	<p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist2.a.m(A) Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.b.m(A) Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.c.m(A) Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>6-8.SS.Hist3.a.m(A) Compare events from United States or world history to a current issue or event</p> <p>6-8.SS.Hist3.b.m(A) Apply historical perspectives to describe differing viewpoints of current events</p> <p>6-8.SS.Hist3.c.m(A) Hypothesize the direction of current events and outcomes based on the past.</p> <p>6-8.SS.Hist4.a.m(A) Explain how the historical context (situation) influences a primary or secondary source.</p> <p>6-8.SS.Hist4.b.m(A) Explain the significance of the intended audience of a primary or secondary source</p> <p>6-8.SS.Hist4.c.m(A) Explain the significance of the intended purpose of a specific primary or secondary source</p> <p>6-8.SS.Hist4.d.m(A) Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>					
<p>Unit 9- The Early Modern World (updated 8/17/19)</p>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq1.b.m(A) Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits,</p>		<p>Chapter 20) How did new ideas lead to exploration and cultural and economic changes? Chapter 21) What impact did the Enlightenment have in Europe and the Americas?</p>	<p>Chapter 20- Describe how Europeans developed a new way of gaining knowledge, leading to a Scientific Revolution that changed the way people thought about the world. Identify and explain how European explorers made discoveries that brought knowledge, wealth, and influence to their countries. Compare exchanges between the Old World and the New World and how they influenced the development of new economic systems: mercantilism</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done:.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they</p>

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research papers, or web pages).

6-8.SS.BH1.b.m(A)
Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.

6-8.SS.Geog1.a.m(A)
Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).

6-8.SS.Geog1.b.m(A)
Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them

6-8.SS.Hist1.a.m(A)
Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

6-8.SS.Hist1.b.m(A)
Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

6-8.SS.Hist2.a.m(A)
Explain patterns of continuity over time in the community, the state, the United States, and the world.

6-8.SS.Hist2.b.m(A)
Explain patterns of change over time in the community, the state, the United States, and the world.

6-8.SS.Hist2.c.m(A)
Analyze how the historical context influenced the process or nature of the continuity or change that took place.

6-8.SS.Hist3.a.m(A)
Compare events from United States or world history to a current issue or event

6-8.SS.Hist3.b.m(A)
Apply historical perspectives to describe differing viewpoints of current events

6-8.SS.Hist3.c.m(A)
Hypothesize the direction of current events and outcomes based on the past.

6-8.SS.Hist4.a.m(A)
Explain how the historical context (situation) influences a primary or secondary source.

6-8.SS.Hist4.b.m(A)
Explain the significance of the intended audience of a primary or secondary source

6-8.SS.Hist4.c.m(A)
Explain the significance of the intended purpose of a specific primary or secondary source

economic systems: mercantilism and capitalism.
Chapter 21-
Identify and explain how Enlightenment thinkers built on ideas from earlier movements to emphasize the importance of reason.
Describe how Enlightenment ideas influenced the growth of democratic governments in Europe and America.
Explain how revolutions changed the governments of Britain, the American colonies, and France.

Scriptures and the encouragement they provide we might have hope.- Romans 15:4
By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3

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	<p>6-8.SS.Hist4.d.m(A) Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>					
<p>Unit 10- The Modern World <i>(updated 8/17/19)</i></p>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq1.b.m(A) Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq3.c.m(A) Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.BH1.a.m(A) Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior</p> <p>6-8.SS.BH2.a.m(A) Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>6-8.SS.BH2.b.m(A) Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p> <p>6-8.SS.Geog1.a.m(A) Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p> <p>6-8.SS.Geog1.b.m(A) Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them</p> <p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to analyze and explain issues or events within and across time</p>		<p>Chapter 22) How did the Industrial Revolution and imperialism transform the world? Chapter 23) What challenges did the world's nations face in the late 1900s amd early 2000s?</p>	<p>Chapter 22- Describe how Napoleon's quest to rule Europe was eventually thwarted, but not before the ideals of the French Revolution spread throughout the continent and Latin America. Explain how the Industrial Revolution created an economy based on factory-made goods, bringing sweeping changes to Europe and America. Describe how Nationalism led to the creation of powerful nation-states that competed with each other to build large empires throughout the world. Chapter 23- Outline World War I, which was fought from 1914-1918, and caused terrible destruction that changed Europe forever. Describe World War II, the most destructive conflict in history, and how it was followed by the Cold War between the United States and Soviet Union. Explain how since World War II, countries around the world have gone through dramatic political, economic, and technological changes.</p>	<p>Classroom Participation Group Work Social Studies Notebook Homework and Worksheets Class Activities/ Simulations Projects Tests/ Quizzes</p>	<p>Genesis 2:1-3, 7 -Thus the heavens and the earth were completed in all their vast array.By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done.....Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.- Romans 15:4 By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.- Hebrews 11:3</p>

<p>periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist2.a.m(A) Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.b.m(A) Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.c.m(A) Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>6-8.SS.Hist3.a.m(A) Compare events from United States or world history to a current issue or event</p> <p>6-8.SS.Hist3.b.m(A) Apply historical perspectives to describe differing viewpoints of current events</p> <p>6-8.SS.Hist3.c.m(A) Hypothesize the direction of current events and outcomes based on the past.</p> <p>6-8.SS.Hist4.a.m(A) Explain how the historical context (situation) influences a primary or secondary source.</p> <p>6-8.SS.Hist4.b.m(A) Explain the significance of the intended audience of a primary or secondary source</p> <p>6-8.SS.Hist4.c.m(A) Explain the significance of the intended purpose of a specific primary or secondary source</p> <p>6-8.SS.Hist4.d.m(A) Explain how the POV of the author can influence the meaning of a primary or secondary source.</p> <p>6-8.SS.Econ5.a.m(I) Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.</p>					
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