



World Cultures 7th Grade Social Studies

A+ Curriculum Guide

CURRICULUM AND INSTRUCTION SUPPORT
Updated July 27, 2020



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Section titles above are hyperlinked. Press CTRL + click on a title to navigate directly to that section.

Section Descriptions

Pacing guide - Pacing guides are timelines showing content to cover at specific points over the course of a year. This includes all the information needed for teachers to draft lesson plans. Includes items for a particular unit such as:

- academic vocabulary lists
- common assessments
- connections to district adopted curriculum resources
- essential questions
- content standards and indicators
- critical content and skills

Standards, strands and indicators – These are concise, written descriptions of what students are expected to know and can do within the course. Generally, standards are first adopted by the state and then the Omaha Public Schools Board of Education adopts the final versions used for the courses.

Scope and sequence - *Scope* is the material or skills to be taught, and *sequence* is the order in which you teach the information. This is brief and is used as an overview of the progression of learning (e.g. K-5, 6-8, 9-12).

Proficiency Scales/Proficiency Level Descriptors - Proficiency scales or descriptors are written for a content standard or concept. They define what students should know and can do for each level of learning.

Academic Vocabulary List with Definitions – This list includes the terms that should be taught using the Marzano 6-Step Vocabulary Process and has the appropriate definitions to terms listed here. There should be approximately 90 terms per course/grade level content area for the year. Additional content specific vocabulary is listed within the Pacing Guide.

District Adopted Resources – This lists the core materials (textbooks, web resources, and supplemental materials) selected for the course as approved by the Omaha Public Schools Board of Education.

Pacing Guide

Pre-Unit: Procedures and Routines and Social Studies Skills

<p>Time Frame</p>	<p>Timeframe: 1 – 2 weeks, 1st and 3rd Quarters</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: How does a student succeed in this class?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> ● Describe how to be safe, respectful and ready to learn. ● Give examples of appropriate ways we use building technology. ● Give examples of inappropriate ways to use building technology. <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Learning goals - Bellwork - Engagement Techniques - Routines for purposeful Movement/Material management - Common Grading Practices <p>Essential Question #2: What is Social Studies?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> ● What are the 4 steps to historical thinking? (sourcing, close reading, contextualizing, corroboration) ● How do geographers and historians apply these skills to understand our world? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Historical Thinking - Spatial Thinking - Economic Reasoning - Map Key/Legend - Climate Maps



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	<ul style="list-style-type: none"> - Curriculum Based Assessment (CBA) Content item - Required Semester Project (RSP) 	
Common Assessments Assessments in bold are required.	<u>Formative Assessments</u> <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 7th Grade Office 365 Group.</i> <ul style="list-style-type: none"> • Instructional Resources in 7th Grade Office 365 Group: 7th Grade Group 	<u>Summative Assessments</u>
Instructional Resources & Inquiry Activities	<u>Online Instructional Resources</u>	
Additional Notes	Unit Planner and Weekly Pacing Guide: 7th Grade Group OPS Resources to Support Online Learning: https://libguides.ops.org/CovidPD NDE Resources to Support Online Learning: https://www.launchne.com/professional-learning-and-resources/ iPad and OPS Technology Resources: https://techhub.ops.org/COVID19-Digital-Support	

Unit 1: Southwest Asia

Overview: How do people live with each other when they believe different things and have different values? In our own families, we often struggle to live under the same roof and work together. In Southwest Asia and North Africa, people deal with these issues on a daily basis. This unit will discuss the diversity in the beliefs and values of Southwest Asia and North Africa towards their resources, economics, land use, and religion. The conflict over the land of Israel paints a clear picture of what can happen when different people with strong beliefs live in the same area.



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<p>Time Frame</p>	<p>Timeframe: 7 weeks, 1st Quarter</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: How does physical geography effect how people live?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <p>Level 2:</p> <ul style="list-style-type: none"> ● What is the climate of the region? ● Where is Southwest Asia on a globe? ● What countries are a part of this region? ● What are the important physical features of Southwest Asia? <p>Level 3:</p> <ul style="list-style-type: none"> ● What is the relationship between geography and the movement/location of humans? ● What is the relationship between location and climate? ● How have people changed the environment in which they live? ● How have people adapted to the environment in which they live? <p>Level 4:</p> <ul style="list-style-type: none"> ● If you were to live in Southwest Asia, where would you live? Why? ● What could you invent to make life in Southwest Asia more habitable? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Five Themes of Geography (Location, Regions, Place, Movement, and Human/Physical Geography Interaction) - Physical Features of Southwest Asia - Resources (Natural, Capital, Human, Renewable, Non-Renewable) <p>Skills</p> <ul style="list-style-type: none"> - Reading physical and political maps - Spatial awareness - Inquiry thinking process - Cause & effect analysis - Communication - Media Literacy <p>Essential Question #2: What role should governments have in the lives of the people they govern?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <p>Level 2:</p> <ul style="list-style-type: none"> ● What does OPEC stand for?



- What is the purpose of OPEC?
- Which countries from this region are a part of OPEC?
- What makes a resource non-renewable?
- What are the different types of resources?
- What is specialization?

Level 3:

- What is the effect of petroleum in Southwest Asia?
- Why do countries in this region specialize in certain types of production?
- What is the relationship between geography and the movement/location of humans?
- How have people changed the environment in which they live?
- How have people adapted to the environment in which they live?

Level 4:

- How can OPEC's decisions affect someone in Nebraska?
- What has a greater effect on Southwest Asia: water or petroleum?
- Is sharing and trading across cultures always a good thing?

Key Topics and Skills:

- Petroleum
- Nonrenewable Resources
- Renewable Resource
- Natural Resource
- Supply and demand
- Globalization

Skills

- Reading physical and political maps
- Reading thematic maps
- Spatial awareness
- Inquiry thinking process
- Cause & effect analysis
- Communication
- Media Literacy

Essential Question: #3: Why is conflict so difficult to resolve? source: <http://www.c3teachers.org/inquiries/conflict-resolution/>

Supporting Questions to Guide Instruction/Inquiry:

Level 2:

- What is a treaty?
- What events led to the establishment of Israel?



- What conflicts have resulted from the establishment of Israel?
- What steps have been taken to develop a framework for peace in the region?

Level 3:

- How was the creation of Israel a turning point for the region?
- What are the lasting effects of the establishment of Israel?
- What are the lasting effects of the spread of Islam throughout the region?

Level 4:

- Who has the right to the land of Israel?
- Should the United States be involved with the conflict in Israel? Why do you believe that?
- Should the government be allowed to decide your religion?
- Can there be peace between Israel and its Arab neighbors?

Key Topics and Skills:

- Monotheism
- Islam
- Christianity
- Judaism
- Diversity

Skills

- Reading physical and political maps
- Reading thematic maps
- Spatial awareness
- Inquiry thinking process
- Cause & effect analysis
- Communication
- Media Literacy

Essential question #4: What are the similarities and differences between Islam, Judaism, and Christianity?

Supporting Questions to Guide Instruction/Inquiry:

Level 2:

- What are cultural universals?
- What are the characteristics of Islam, Christianity, and Judaism?
- What is monotheism?
- What can influence a culture?
- What is enculturation?
- What is diversity?



	<p>Level 3:</p> <ul style="list-style-type: none"> • What are three features that religions share? • What cultural universals are present in your life? • How has religion impacted Southwest Asia? • How have cultures been influenced by outside factors? • What effect can enculturation have on a culture? <p>Level 4:</p> <ul style="list-style-type: none"> • Is it better for a region to be culturally diverse or homogenous? • What are the benefits of it being homogenous/diverse? • What is the solution for living with the diversity in Southwest Asia? • Has Islamic fundamentalism promoted stability or instability in the Middle East? <p>Key topics and Skills:</p> <ul style="list-style-type: none"> - Monotheism - Islam - Christianity - Judaism - Diversity <p>Skills</p> <ul style="list-style-type: none"> - Reading physical and political maps - Reading thematic maps - Spatial awareness - Inquiry thinking process - Cause & effect analysis - Communication - Media Literacy
<p>Standards and Indicators</p>	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.</p> <p>SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.</p> <p>SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p>SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.</p> <p>SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p>



SS 7.2.5 c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.

SS 7.3.2 Evaluate how regions form and change over time.

SS 7.3.2.a Classify physical and human characteristics of places and regions.

SS 7.3.2.b Interpret the impact of land and water features on human decisions.

SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.

SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 7.3.3.a Explain the impact of natural processes on human and physical environments.

SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.

SS 7.3.4 Examine and interpret patterns of culture around the world.

SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.

SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.

SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.

SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.

SS 7.4.1 Compare patterns of continuity and change over time in world history.

SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.

SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.

SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.

SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

SS 7.4.4 Analyze and interpret sources for perspective and historical context.

SS 7.4.4.a Compare and contrast primary and secondary sources of history.

SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary



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	<p>issues.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources. SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	
<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><u>Academic Vocabulary</u> (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> - Physical Features - Fertile - Arid - Petroleum - Nonrenewable Resources - Renewable Resource - Natural Resource - Agriculture - Monotheism - Islam, - Christianity - Judaism - Diversity 	<p><u>Other Unit Specific Vocabulary</u></p> <ul style="list-style-type: none"> - Vegetation - Tradition/Custom, - Cultural Universal - Culture - Export - Imports - Balance of trade - land - labor - Capital - Entrepreneurship - Treaties - Alliances
<p>Common Assessments Assessments in bold are required.</p>	<p><u>Formative Assessments</u> Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 7th Grade Office 365 Group.</p> <ul style="list-style-type: none"> ● Instructional Resources in 7th Grade Office 365 Group: 7th Grade Group <p>Essential Question 1:</p> <ul style="list-style-type: none"> - Human and Physical Geography Interaction Pearson: pg. 438 - Chart Skills Assessment Pearson: pg. 439 	<p><u>Summative Assessments</u></p> <p>CBA#1</p> <p>Objective: Students will be able to identify and understand the connections between a nation’s physical and human geography.</p> <p>Description: 7th grade Social Studies is about understanding the world around you. One of the most important parts of this knowledge is understanding that we are all connected in a global way. Culture, the environment, and how we use it changes everything around us. This assessment asks you,</p>



	<ul style="list-style-type: none"> - Section 1 Assessment Pearson: pg. 443 - Chart Skills Assessment Pearson: pg. 457 - The Roles of Men and Women Primary Source Assessment Pearson: pgs. 452-453 - Section 3 Assessment Pearson: pg. 459 - Case Study Assessment Pearson: pg. 463 - Arabia and Iraq Chapter Assessment Pearson: pgs. 464-465 <p>Essential Question 2:</p> <ul style="list-style-type: none"> - Map Skills Pearson: pg. 438 - Chart skills Pearson: pg. 439 - Map Skills Pearson: pg. 441 - Chart Skills Pearson: pg. 457 <p>Essential Question 3:</p> <ul style="list-style-type: none"> - Section 2 Assessment Pearson pg. 485 - Map Skills Assessment Pearson: pg. 494 - Section 3 Assessment Pearson: pg. 497 <p>Essential question 4:</p> <ul style="list-style-type: none"> - What Is Culture? Assessment Pearson: pg. 87 - Families and Societies Assessment Pearson: pg. 89 - Language Assessment Pearson: pg. 91 - Religion Assessment Pearson: pg. 93 	<p>the student, to see how these connections are applied in the Southwest Asian country of Iraq.</p>
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	<ul style="list-style-type: none"> - Core Concepts Part 7 Assessment Pearson: pgs.100-101 - Section 2 Assessment Pearson: pg. 451 - Historical Sources Assessment Pearson: pg. 121 - Map Skills Assessment Pearson: pg. 476 - Voices of Fear and Hope Primary Source Assessment Pearson: pgs. 498-499 <p><i>Additional Formative Assessment options located in Instructional Resources & Inquiry Activities</i></p>
<p>Instructional Resources & Inquiry Activities</p>	<p><u>Online Instructional Resources</u></p> <p>Essential Question #1:</p> <ul style="list-style-type: none"> ● Overview of Middle East, landmarks, rivers, mountains, deserts, shrines, buildings - Travel video created by students: https://www.youtube.com/watch?v=8g2TU0HggTM&list=PLmL5QmFqEiFWiFv0g6X8ow4xT5PywoBz&index=2 <p>Essential Question #2:</p> <ul style="list-style-type: none"> ● Renewable/Nonrenewable resources Quizlet set: https://quizlet.com/326917057/renewable-and-non-renewable-resources-flash-cards/ ● Oil field in Saudi Arabia: https://www.youtube.com/watch?v=kJzf6NJqBhc ● C3 Teachers – Cost of Water http://www.c3teachers.org/inquiries/cost-of-water/ “This inquiry leads students through an investigation of water access in the Middle East using various sources that consider geographical, political and economic issues.” <p>Essential Question #3:</p> <ul style="list-style-type: none"> ● Brief History Channel overview of establishment of Israel: https://www.youtube.com/watch?v=Bno1m1zhiWs ● Crashcourse History (longer/more information/much faster paced) of establishment of Israel: https://www.youtube.com/watch?v=1wo2TLIMhiw



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	<ul style="list-style-type: none"> • C3 Teachers – Conflict Resolution http://www.c3teachers.org/inquiries/conflict-resolution/ “This inquiry leads students through an investigation of the conflict between the nation of Israel and the Palestinians. By investigating the compelling question “Why is conflict so difficult to resolve?” <p>Essential Question #4:</p> <ul style="list-style-type: none"> • PBS website with overview/comparison of the religions: http://www.pbs.org/wgbh/globalconnections/mideast/themes/religion/index.html • C3 Teachers – Religious Freedom http://www.c3teachers.org/inquiries/religious-freedom/ “This inquiry focuses on the concept of religious freedom driven by the compelling question “Does religious freedom exist?” The question establishes the importance of religious freedom and tolerance as a way for students to learn about world religions.”
<p>Additional Notes</p>	<p>Unit Planner and Weekly Pacing Guide: 7th Grade Group</p> <p>OPS Resources to Support Online Learning: https://libguides.ops.org/CovidPD</p> <p>NDE Resources to Support Online Learning: https://www.launchne.com/professional-learning-and-resources/</p> <p>iPad and OPS Technology Resources: https://techhub.ops.org/COVID19-Digital-Support</p>

Unit 2: Africa

Overview: When you think about the continent of Africa, what images, thoughts, sounds, and people do you imagine? If you said rainforests, tribal life, beautiful landscapes, and interesting cultures, you would absolutely correct. If you said modern cities, technology, European influence, and independence, you would also hit the mark. This unit will discuss the incredible diversity of Africa and tell the story of how modern Africa was shaped through its history.

<p>Time Frame</p>	<p>Timeframe: 9 weeks, 2nd Quarter</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
<p>Essential Questions</p>	<p>Essential Question #1: How does physical geography effect how people live?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p>

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<p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Level 2:</p> <ul style="list-style-type: none"> ● What the main physical features of Africa? ● What is the distribution of natural resources in Africa? ● What factors influence settlement patterns in Africa? ● What is subsistence farming? ● What is nomadic herding? <p>Level 3:</p> <ul style="list-style-type: none"> ● How do physical features form and distinguish African regions? ● What is the relationship between climate regions and land use in Africa? ● How has the Sahara Desert impacted African trade and cultural diffusion? ● How is urbanization connected to changes in Africa’s physical geography? <p>Level 4:</p> <ul style="list-style-type: none"> ● What is Africa’s most important natural resource? Defend your opinion. ● Which environmental issue in Africa is currently the most disrupting to human life? And why? ● Why are many African countries underdeveloped despite being rich in natural resources? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Physical Features - Thematic Maps of Africa - Resources (Natural, Human, and Capital) in Africa - African Regions (Physical and Cultural) - Subsistence Farming/Nomadic Herding <p>Skills</p> <ul style="list-style-type: none"> - Reading physical and political maps - Spatial awareness - Inquiry thinking process - Cause & effect analysis - Connecting historic & spatial thinking <p>Essential Question #2: What is the impact of culture and how it spreads over time?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <p>Level 2:</p> <ul style="list-style-type: none"> ● What is diversity? ● What is cultural diffusion? ● What cultural universals shape who people are? <p>Level 3:</p>
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- How does human interaction shape culture?
- Why is diversity important to a region?

Level 4:

- What are some examples of how economic factors influence lifestyles and regional interconnections?
- Do cultures change over time or remain the same?
- Can Africa overcome its ethnic and tribal conflicts?
- Can Africa solve its current economic and social problems?

Key Topics and Skills:

- Cultural Diversity (Racial, Religious, Ethnic, Linguistic) of Africa
- Influences on African Cultures
- Diffusion

Skills

- Cause & Effect Analysis
- Reading Thematic Maps
- Problem solving
- Spatial thinking
- Identifying relationships

Essential Question #3: How did the Europeans change the history and the way the land of Africa was used?

Supporting Questions to Guide Instruction/Inquiry

Level 2:

- Why did Europeans colonize Africa?
- How did European colonization disrupt African patterns of life?
- What were the long-term effects of colonization on Africa?
- What is a turning point?
- What is nationalism?
- What is colonialism?
- What is Apartheid?
- What factors led to independence movements in Africa?

Level 3:

- How did the Atlantic Slave Trade destabilize Africa and allow colonization to occur?
- What events in Africa's history are significant turning points?
- How have the following topics acted as turning points in Africa's history and how do they impact Africa today: Colonialism, Atlantic Slave Trade, Apartheid, Independence Movements?
- What impact did leaders have in determining self-rule in Africa?



	<p>Level 4:</p> <ul style="list-style-type: none"> • How can the establishment of colonies in a region both benefit and disrupt the indigenous people of that region? • What would Africa be like today if Europeans had not colonized the continent? In your answer include specific examples of what the Europeans did to the continent of Africa. • How did Africans gain their independence? • To what extent did the collapse of European imperialism improve the lives of Africans? • Why did apartheid and minority rule collapse in South Africa? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Atlantic Slave Trade - Colonialism - Reasons for Colonialism - Nationalism - Apartheid - Independence movements - <p>Skills</p> <ul style="list-style-type: none"> - Critical thinking - Cause and effect analysis - Connecting history, people, and geography to synthesize an opinion - Inquiry thinking process - Events kept in chronological order
<p>Standards and Indicators</p>	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.</p> <p>SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.</p> <p>SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p>SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.</p> <p>SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p>SS 7.2.5 c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>SS 7.3.2 Evaluate how regions form and change over time.</p> <p>SS 7.3.2.a Classify physical and human characteristics of places and regions.</p> <p>SS 7.3.2.b Interpret the impact of land and water features on human decisions.</p>



SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.

SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 7.3.3.a Explain the impact of natural processes on human and physical environments.

SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.

SS 7.3.4 Examine and interpret patterns of culture around the world.

SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.

SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.

SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.

SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.

SS 7.4.1 Compare patterns of continuity and change over time in world history.

SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.

SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.

SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.

SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

SS 7.4.4 Analyze and interpret sources for perspective and historical context.

SS 7.4.4.a Compare and contrast primary and secondary sources of history.

SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.

SS 7.4.5 Apply the inquiry process to construct and answer historical questions.

SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.

SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary



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	<p>sources. SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	
<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> - Savanna - Sahara - Developing Country - Ethnic group - Linguistic group - Atlantic Slave Trade - Colonialism - Apartheid - Desertification - Independence - Diffusion 	<p>Other Unit Specific Vocabulary</p> <ul style="list-style-type: none"> - Subsistence Farming - Nomadic Herding - Cash Crop - Commercial Farming - Famine - Drought - Standard of Living - plantation
<p>Common Assessments Assessments in bold are required.</p>	<p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 7th Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> ● Instructional Resources in 7th Grade Office 365 Group: 7th Grade Group <p>Essential Question #1:</p> <ul style="list-style-type: none"> - Historical Maps Assessment Pearson: pg. 125 - Put It Together Assessment Pearson: pg. 327 - Section 3 Assessment Pearson: pg. 355 - Map Skills Assessment Pearson: pg. 365 - Map Skills Assessment Pearson: pg. 366 - Map Skills Assessment Pearson: pg. 368 	<p>Summative Assessments</p> <p>CBA#2</p> <p>Objective: Students will be able to identify and understand the connections between a nation’s physical and human geography.</p> <p>Description:</p> <p>7th grade social studies is about understanding the world around you. One of the most important parts of this knowledge is understanding that we are all connected in a global way. Culture, the environment, and how we use it changes everything around us. This assessment asks the student to see how these connections are applied in the African nation of Congo-Kinshasha, also known as the Democratic Republic of the Congo. (DRC)</p>



	<ul style="list-style-type: none"> - Section 1 Assessment Pearson: pg. 371 <p>Essential Question #2:</p> <ul style="list-style-type: none"> - Cultural Diffusion and Change Assessment Pearson: pg. 97 - Conflict and Cooperation Assessment Pearson: pg. 111 - Section 1 Assessment Pearson: p. 339 - Section 3 Assessment Pearson: pg. 385 <p>Essential Question #3:</p> <ul style="list-style-type: none"> - Section 2 Assessment Pearson: pg. 345 - Map Skills Assessment Pearson: pg. 374) - Section 2 Assessment Pearson: pg. 377 - Case Study Assessment Pearson: pg. 389 - Southern and Eastern Africa Chapter Assessment Pearson: pgs. 390-391 <p><i>Additional Formative Assessment options located in Instructional Resources & Inquiry Activities</i></p>	
<p>Instructional Resources & Inquiry Activities</p>	<p><u>Online Instructional Resources</u></p> <p>Essential Question #2:</p> <ul style="list-style-type: none"> • C3 Teachers – Modernization in Africa http://www.c3teachers.org/inquiries/modernization/ “This inquiry leads students through an investigation of modernization and development in three African countries: Kenya, Botswana, and Algeria. By investigating the compelling question “Does development mean 	



	<p>progress?” students focus on the characteristics of development in these countries and respond to the challenges that each country faces in light of modernization.”</p> <p>Essential Question #3:</p> <ul style="list-style-type: none"> • C3 Teachers - What Ended Apartheid? http://www.c3teachers.org/inquiries/apartheid/ “This inquiry leads students through an investigation of the efforts made by individuals, organizations, and institutions that eventually resulted in the end of apartheid in 1994. By investigating the compelling question “What ended apartheid?” students focus on the policies of apartheid and consider the various endeavors to end this system of racial separation and constitutional prejudice in South Africa.”
<p>Additional Notes</p>	<p>Unit Planner and Weekly Pacing Guide: 7th Grade Group</p> <p>OPS Resources to Support Online Learning: https://libguides.ops.org/CovidPD</p> <p>NDE Resources to Support Online Learning: https://www.launchne.com/professional-learning-and-resources/</p> <p>iPad and OPS Technology Resources: https://techhub.ops.org/COVID19-Digital-Support</p>

Unit 3: East and South Asia

Overview: Look at the manufacturing tag in your shoe. For almost everyone, that tag will read “Made in _____” – and it won’t be in the United States. In fact, that country will probably be in East and South Asia. In the last one hundred years, East and South Asia has become a strong contributor to the world’s economy. This unit will examine how life has changed in China and India as they have grown their economies and moved toward a modern society.

<p>Time Frame</p>	<p>Timeframe: 8 weeks, 3rd Quarter</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: How does physical geography effect how people live?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <p>Level 2:</p> <ul style="list-style-type: none"> • What is the climate of the region? • Where are South and East Asia on a globe? • What countries are part of these regions? • What are important physical features of South and East Asia?



- What are important human characteristics in South and East Asia? (ex: religion, language, ethnicity, & customs)
- What is cultural diffusion?

Level 3:

- What is the relationship between geography and the movement/location of humans?
- What is the relationship between climate population distribution?
- How have people changed the environment in which they live?
- How have people adapted to the environment in which they live?
- What impact do monsoons have on life in South and East Asia?
- How has diffusion of ideas impacted culture in South and East Asia?

Level 4:

- If you were to live in South and East Asia, where would you live? Why? Use physical and human characteristics, maps, and data to support your answer.
- How have geographic characteristics impacted economic and political decisions/events in South and East Asia?

Key Topics and Skills:

- Physical Features
- Monsoons
- Arable Land
- Population Distribution
- Thematic Maps
- Cultural Diffusion

Skills

- Map reading
- Identifying relationships
- Spatial Thinking
- Inquiry thinking process
- Cause & effect analysis
- Critical Thinking

Essential Question #2: How has the role and decision making of governments impacted people’s lives in South and East Asia?

Supporting Questions to Guide Instruction/Inquiry:

Level 2:

- What are the characteristics of Communism?
- What are the characteristics of a Dictatorship?
- What are Human Rights?
- What were the Great Leap Forward and the Cultural Revolution?
- What are the characteristics of a monarchy and a democracy?



- What is a revolution?
- What led to the political revolution in India?
- What is a caste system?

Level 3:

- What changes in the government did Mao Zedong and Deng Xiaoping bring to China?
- What was the significance of the events at Tiananmen Square in 1989?
- How did the British monarchy fail to meet the needs of the people in India?
- Why was Pakistan created?
- What changes did democracy bring to the economy of India? Compare the differences between economic and political rights. Examine civic participation during these events.
- How did governments react to civic participation under various political systems?

Level 4:

- Has the standard of living improved as the government changed in China?
- Does India's government adequately meet the needs of its people?
- How has civic action impacted civil liberties in China and India/Pakistan?

Key Topics and Skills:

- Communism
- Dictatorships
- Political Rights
- Economic Rights
- Authoritarianism
- Structure of Chinese Government Under Mao Zedong
- Mao Zedong's Great Leap Forward
- Mao Zedong's Cultural Revolution
- Deng Xiaoping's Four Modernizations
- Tiananmen Square
- Monarchies
- Democracy
- Independence of India/Pakistan

Skills

- Multiple Perspectives
- Inquiry Thinking Process
- Cause & Effect analysis
- Using evidence to support claims
- Historical Understanding
- Primary Source Analysis
- Civic Understanding



Essential Question #3: How have economic systems impacted individuals and civilizations/societies in South and East Asia?

Supporting Questions to Guide Instruction/Inquiry

Level 2:

- Who controls resources in a Command Economy?
- Who controls resources in a Market Economy?
- What is globalization?
- What is specialization?
- How is a national economy measured? (consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.)
- What are the four factors of production? (Land, Labor, capital, entrepreneurship)

Level 3:

- Why did the Great Leap Forward fail?
- How has China's standard of living changed after Mao Zedong?
- How has China's government system impact it's economy? How does cheap labor play a role in modern economies?
- How has globalization & specialization impacted the standard of living in South and East Asia?
- How does global trade impact individuals?
- How do economic systems influence individual decisions?

Level 4:

- Is China's economy today more Market, Mixed, or Command?
- Is China's rapid economic growth worth the costs to the environment and Chinese people?
- Should a company in the United States outsource to other countries?
- What should a governments role be in an economic system?
- Which economic system leads to the most prosperous society?

Key Topics and Skills:

- Collective Farms
- Command Economy
- Market Economy
- Mao Zedong's Great Leap Forward
- Deng Xiaoping's Four Modernizations
- Globalization
- Specialization
- Resources (Natural, Human, and Capital)
- Standard of Living (Literacy Rate, Infant Mortality, Life Expectancy, GDP per capita)



	<ul style="list-style-type: none"> - Factors of Production - Cheap Labor <p>Skills</p> <ul style="list-style-type: none"> - Economic reasoning - Economic measurement - Inquiry thinking process - Identifying relationships - Using evidence to support claims
<p>Standards and Indicators</p>	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens. SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe. SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations. SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems. SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. SS 7.2.5.a Define the government's role in various economic systems. SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. (1 indicator) SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions. SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.</p>



	<p>SS 7.4.1 Compare patterns of continuity and change over time in world history. SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 7.4.4 Analyze and interpret sources for perspective and historical context. SS 7.4.4.a Compare and contrast primary and secondary sources of history. SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources. SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	
<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> - Population Distribution - Dynasty - Communism - Dictator - Partition - Civil Disobedience - Specialization - Globalization - Market Economy - Command Economy 	<p>Other Unit Specific Vocabulary</p> <ul style="list-style-type: none"> - Caste System - Monsoon - Revolution - The Four Modernizations - Tiananmen Square - The Great Leap Forward - Cultural Revolution - Hinduism - Sikhism - Mixed Economy



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<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p><u>Formative Assessments</u></p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 7th Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> • Instructional Resources in 7th Grade Office 365 Group: 7th Grade Group <p><u>Essential Question 1:</u></p> <ul style="list-style-type: none"> - Population Growth Assessment Pearson: pg. 75 - Population Distribution Assessment Pearson: pg. 77 - Urbanization Assessment Pearson: pg. 81 - Core Concepts Part 6 Assessment Pearson: pgs. 82-83 - Map Skills Assessment Pearson: pg. 579 - Map Skills Assessment Pearson: p. 580 - Section 1 Assessment Pearson: pg. 585 - Put It Together Assessment Pearson: pg. 617 - Map Skills Assessment Pearson: pg. 623 - Map Skills Assessment Pearson: pg. 625 - Map Skills Assessment Pearson: pg. 627 - Section 1 Assessment Pearson: p. 629 <p><u>Essential Question 2:</u></p> <ul style="list-style-type: none"> - Section 2 Assessment Pearson: pg. 635 - Case Study Assessment Pearson: pg.649 	<p><u>Summative Assessments</u></p> <p>CBA#3</p> <p>Objective: Students will use graphs and charts to gather information and make judgments about the effects of globalization on South Korea.</p> <p>Description:</p> <p>After suffering through a violent war in the 1950s, the country of South Korea began dramatically changing its economy. Starting in the 1960s with the growth of the automobile industry and electronics, South Korea began becoming a more global economy.</p>
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	<p>Essential Question 3:</p> <ul style="list-style-type: none"> - Economic Basics Assessment Pearson: pg. 59 - Economic Process Assessment Pearson: pg. 61 - Economic Systems Assessment Pearson: pg. 63 - Trade Assessment Pearson: pg. 67 - Core Concepts Part 5 Assessment Pearson: pgs. 70-71 - Science and Technology Assessment Pearson: pg. 99 - Section 2 Assessment Pearson: pg. 593 - Section 3 Assessment Pearson: pg. 603 - Chart Skills Assessment Pearson: pg. 641 - Section 3 Assessment Pearson: pg. 645 - China and Its Neighbors Chapter Assessment Pearson: pgs. 650-651 <p><i>Additional Formative Assessment options located in Instructional Resources & Inquiry Activities</i></p>
<p>Instructional Resources & Inquiry Activities</p>	<p>Online Instructional Resources</p> <p>Essential Question #1:</p> <ul style="list-style-type: none"> ● C3 Teachers – Population Growth http://www.c3teachers.org/inquiries/population-growth/ “This inquiry leads students through an investigation of population growth and expansion in South Asia. By investigating the compelling question “How should South Asia respond to a growing population?” students evaluate the best solutions for accommodating a growing population.” <p>Essential Question #2:</p> <ul style="list-style-type: none"> ● Stanford History Group – India Partition https://sheg.stanford.edu/history-lessons/india-partition



	<p>“The decision to partition India into two countries as part of its independence from Britain in August 1947 had dramatic consequences. The creation of Pakistan as a separate, Muslim state from India, a secular state, set off waves of displacement, migration, and violence. In this lesson, students weigh the options of leaders in 1947 and use primary sources to evaluate the Partition Plan.”</p> <ul style="list-style-type: none"> Stanford History Group – China’s Cultural Revolution https://sheg.stanford.edu/history-lessons/chinas-cultural-revolution “This lesson explores the motivations of Chinese youth in participating in the Cultural Revolution. Through a series of primary documents, students consider what it may have been like to experience this tumultuous period of Chinese history.” <p>Essential Question #3:</p> <ul style="list-style-type: none"> C3 Teachers - Globalization http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_3_Globalization.pdf Is sharing and trading across cultures always a good thing? <i>Note:</i> This inquiry is labeled as 3rd grade but with the focus of CBA 3 on globalization, it is easily understood and adaptable to higher levels. C3 Teachers – Global Trade http://www.c3teachers.org/inquiries/global-trade/ “This inquiry leads students through an investigation of economic systems by focusing on the context of trade among world communities. Trading is one of the oldest forms of economic interaction among humans, yet it is also among the most complex.” <i>Note:</i> This inquiry is labeled as 3rd grade it is easily understood and adaptable to higher levels.
<p>Additional Notes</p>	<p>Unit Planner and Weekly Pacing Guide: 7th Grade Group</p> <p>OPS Resources to Support Online Learning: https://libguides.ops.org/CovidPD</p> <p>NDE Resources to Support Online Learning: https://www.launchne.com/professional-learning-and-resources/</p> <p>iPad and OPS Technology Resources: https://techhub.ops.org/COVID19-Digital-Support</p>

Unit 4: Russia

Overview: What is the job of the government? What happens when people feel that the government isn’t doing its job? The story of Russia’s history gives us a glimpse into different ways of running a country and what happens when the people want and need



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change. This unit will discuss the nature of revolution through the Russian story and how the governments of the world can best meet the needs and wants of its people.

Time Frame	Timeframe: 9 weeks, 4th Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
Essential Questions Supporting Questions Key Topics and Skills	<p>Essential Question #1: How does physical geography effect how people live?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <p>Level 2:</p> <ul style="list-style-type: none"> • What is the climate of this region? • What countries are a part of this region? • What are the important physical features of Russia? <p>Level 3:</p> <ul style="list-style-type: none"> • What is the relationship between region and human interaction in their physical environment? • How have people changed the environment in which they live? • How have people adapted to the environment in which they live? <p>Level 4:</p> <ul style="list-style-type: none"> • If you were living in Russia where would you live and Why? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Physical Features - Arable Land - Thematic Maps - Population Distribution <p>Skills</p> <ul style="list-style-type: none"> - Making predictions - Reading Physical & Political Maps - Supporting ideas with evidence <p>Essential Question #2: What role should governments have in the lives of the people they govern?</p> <p>Supporting Questions to Guide Instruction/Inquiry: Civics</p> <p>Level 2:</p> <ul style="list-style-type: none"> • What is a tsar (czar)? • What is a dictator? <p>Level 3:</p>



- What are the characteristics of different government systems?
- In what ways has Russia become more democratized?
- Do the costs outweigh the benefits in these types of government: monarchy, dictatorship, communism, democracy?
- What was the cause of the fall of the Soviet Union?

Level 4:

- Will Russia remain a democracy? Why?
- How have human rights in Russia improved? Why do you believe these changes have occurred?

Key Topics and Skills:

- Monarchies
- Communism
- Dictatorship
- Democracies

Skills

- Drawing conclusions
- Compare & Contrast
- Comparing viewpoints

Supporting Questions to Guide Instruction/Inquiry: Economics

Level 2:

- What is collective farming?
- What was the purpose of Josef Stalin's Five-Year Plans?

Level 3:

- What are the characteristics of the three economic systems: traditional, command, and market?
- How is standard of living impacted by each economic system?
- How did the Cold War impact economic relations between the Soviet Union and the United States?
- Why was it important to win the space race?

Level 4:

- In the next 10 years, what is the outlook for Russia's economy? Support your response with evidence learned in class or from the text.

Key Topics and Skills:

- Josef Stalin's Five-Year Plans
- Traditional Economy
- Command Economy
- Market Economy



	<ul style="list-style-type: none"> - Collective Farming - Population and Resource Distribution Issues <p>Skills</p> <ul style="list-style-type: none"> - Using primary & secondary sources - Making informed judgements - Compare & contrast
<p>Standards and Indicators</p>	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function. SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe. SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations. SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. SS 7.2.5.a Define the government's role in various economic systems.</p> <p>SS 7.4.1 Compare patterns of continuity and change over time in world history. SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</p>



	<p>SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 7.4.4 Analyze and interpret sources for perspective and historical context. SS 7.4.4.a Compare and contrast primary and secondary sources of history. SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources. SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	
<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><u>Academic Vocabulary</u> (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> - Steppe - czar(tsar) - serf - USSR (Soviet Union) - Cold War - Propaganda - Superpower - Arms Race - Perestroika - Glasnost - collective farming 	<p><u>Other Unit Specific Vocabulary</u></p> <ul style="list-style-type: none"> - Bolsheviks - Gulag - Siberia - Communist Manifesto - Socialism
<p>Common Assessments Assessments in bold are required.</p>	<p><u>Formative Assessments</u> <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 7th Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> ● Instructional Resources in 7th Grade Office 365 Group: 7th Grade Group <p><u>Essential Question 1:</u></p>	<p><u>Summative Assessments</u></p> <p>RSP</p> <p><u>Big6+RSP Overview:</u> The goal of this inquiry project is for students to determine whether the citizens of a chosen country should stay in their country or leave and seek a home elsewhere. Students will also be able to explain why they made their decision and other conditions associated with the decision.</p>



	<ul style="list-style-type: none"> - Map Skills Assessment Pearson: pg. 291 - Map Skills Assessment Pearson: pg. 292 - Map Skills Assessment Pearson: pg. 295 <p>Essential Question 2:</p> <ul style="list-style-type: none"> - Political Systems Assessment Pearson: pg. 107 - Section 5 Assessment Pearson: pg. 215 - Section 2 Assessment Pearson: pg. 305 - The Russian Revolution Primary Source Assessment Pearson: pgs. 306-307 - Section 3 Assessment Pearson: pg. 313 - Case Study Assessment Pearson: pg. 317 <p><i>Additional Formative Assessment options located in Instructional Resources & Inquiry Activities</i></p>
<p>Instructional Resources & Inquiry Activities</p>	<p>Online Instructional Resources</p> <p>Essential Question #2:</p> <ul style="list-style-type: none"> • Stanford History Group – Cold War https://sheg.stanford.edu/history-lessons/cold-war “In this lesson, students enter the fray through exploring a variety of documents highlighting various issues and perspectives that led to the Cold War and address the question: Who was primarily responsible for the Cold War, the United States or the Soviet Union?”
<p>Additional Notes</p>	<p>Unit Planner and Weekly Pacing Guide: 7th Grade Group</p> <p>OPS Resources to Support Online Learning: https://libguides.ops.org/CovidPD</p> <p>NDE Resources to Support Online Learning: https://www.launchne.com/professional-learning-and-resources/</p>



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	iPad and OPS Technology Resources: https://techhub.ops.org/COVID19-Digital-Support
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Course Standards Overview

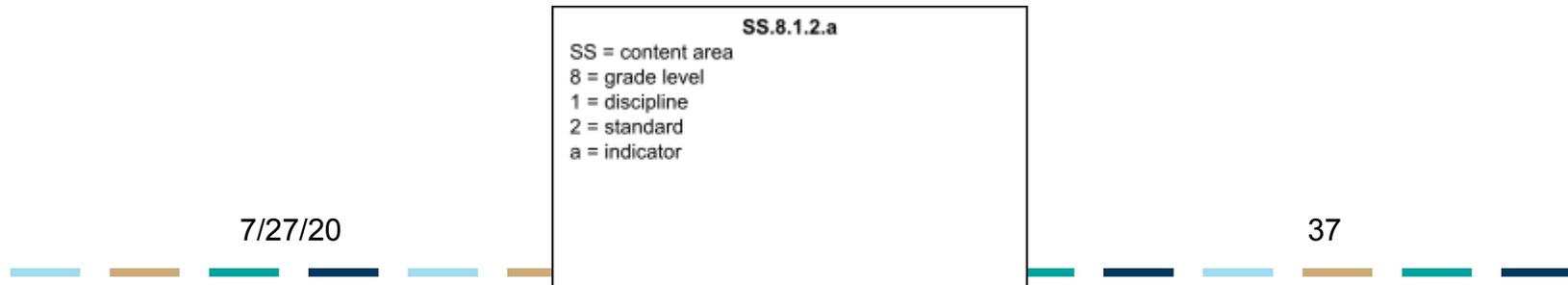
Standards: At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning. These comprehensive statements are not grade level specific and cover the big ideas of the course.

Indicators: Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance, based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning. Indicators also help to distinguish expectations between grade levels.

Nebraska Department of Education Content Area Standards Reference Guide:
https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf

Organization and Structure of Nebraska’s Social Studies Standards The overall structure of Nebraska’s Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The “For example...” statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators. For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four disciplines: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by big ideas. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level. In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. (Source: Nebraska Social Studies Standards, 2019)

An example of the Nebraska Social Studies Standards numbering system is as follows:



Scope and Sequence

	5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
Social Studies	<p>Civics</p> <p>SS 5.1.1 Synthesize and justify the structure and function of the United States government. (6 indicators)</p> <p>SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.</p> <p>SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.</p> <p>SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.</p> <p>SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.</p> <p>SS 5.1.1.e Justify the principles of the American Republic.</p> <p>SS 5.1.1.f Analyze and contrast forms of government.</p> <p>SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life. (6 indicators)</p> <p>SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.</p> <p>SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.</p>	<p>Civics</p> <p>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. (4 indicators)</p> <p>SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.</p> <p>SS 6.1.1.b Identify the development of written laws and artifacts.</p> <p>SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p>SS 6.1.1.d Investigate important government principles.</p> <p>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. (2 indicators)</p> <p>SS 6.1.2.a Describe ways individuals participate in the political process.</p> <p>SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p>Economics</p> <p>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. (2 indicators)</p> <p>SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.</p>	<p>Civics</p> <p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. (3 indicators)</p> <p>SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.</p> <p>SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p>SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. (3 indicators)</p> <p>SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.</p> <p>SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.</p> <p>SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an</p>	<p>Civics</p> <p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. (6 indicators)</p> <p>SS 8.1.1.a Identify and describe the different systems of government.</p> <p>SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.</p> <p>SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.</p> <p>SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.</p> <p>SS 8.1.1.e Describe how important government principles are shown in American government.</p> <p>SS 8.1.1.f Analyze the development and significance of political parties in the United States.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. (5 indicators)</p> <p>SS 8.1.2.a Demonstrate ways individuals participate in the political process.</p> <p>SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.</p>

<p>SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.</p> <p>SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.</p> <p>SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 5.1.2.f Determine how the roles of individuals and groups influence government.</p> <p>Economics</p> <p>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living. (1 indicator)</p> <p>SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.</p> <p>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence. (1 indicator)</p> <p>SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p>SS 5.2.5 Summarize characteristics of economic institutions in the United States. (3 indicators)</p> <p>SS 5.2.5.a Describe the importance of financial institutions to households and businesses.</p> <p>SS 5.2.5.b Explain the rules and laws that protect and support consumers.</p>	<p>SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.</p> <p>SS 6.2.3 Explain the interdependence of producers and consumers. (2 indicators)</p> <p>SS 6.2.3.a Identify producers and consumers for Ancient civilizations.</p> <p>SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>Geography</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface. (2 indicators)</p> <p>SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p>SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.</p> <p>SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.</p> <p>SS 6.3.4 Interpret and summarize patterns of culture around the world. (2 indicators)</p>	<p>interdependent society.</p> <p>Economics</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. (2 indicators)</p> <p>SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. (3 indicators)</p> <p>SS 7.2.5.a Define the government's role in various economic systems.</p> <p>SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p>SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. (1 indicator)</p> <p>SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p>	<p>SS 8.1.2.c Demonstrate civic engagement.</p> <p>SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>Economics</p> <p>SS 8.2.2 Understand personal and business financial management. (2 indicators)</p> <p>SS 8.2.2.a Identify skills for future financial success.</p> <p>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. (3 indicators)</p> <p>SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.</p> <p>SS 8.2.4.b Explain how tax revenues are collected and distributed.</p> <p>SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. (2 indicators)</p> <p>SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.</p>
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<p>SS 5.2.5.c Identify goods and services funded through federal taxes.</p> <p>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries. (2 indicators)</p> <p>SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p>SS 5.2.6.b Explain how trade impacts relationships between countries.</p> <p>Geography</p> <p>SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States. (3 indicators)</p> <p>SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.</p> <p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.</p> <p>SS 5.3.1.c Determine why things are located where they are in the United States.</p> <p>SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions. (2 indicators)</p> <p>SS 5.3.2.a Identify criteria used to define regions within the United States.</p> <p>SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.</p> <p>SS 5.3.3 Explain how human and natural forces have modified different</p>	<p>SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 6.3.4.b Explain how cultural diffusion occurs.</p> <p>History</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 6.4.2.a Identify evidence from multiple perspectives and source to better understand the complexities of world history.</p> <p>SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 6.4.3.b Interpret perspectives of marginalized and underrepresented</p>	<p>Geography</p> <p>SS 7.3.2 Evaluate how regions form and change over time. (3 indicators)</p> <p>SS 7.3.2.a Classify physical and human characteristics of places and regions.</p> <p>SS 7.3.2.b Interpret the impact of land and water features on human decisions.</p> <p>SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 7.3.3.a Explain the impact of natural processes on human and physical environments.</p> <p>SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. (2 indicators)</p> <p>SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions. (2 indicators)</p> <p>SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.</p>	<p>SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.</p> <p>Geography</p> <p>SS 8.3.2 Examine how regions form and change over time. (3 indicators)</p> <p>SS 8.3.2.a Evaluate physical and human characteristics of places and regions.</p> <p>SS 8.3.2.b Determine the impact of land and water features on human decisions.</p> <p>SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.</p> <p>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.</p> <p>SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.</p> <p>History</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. (2 indicators)</p> <p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and</p>
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<p>environments in the United States and how humans have adapted. (3 indicators)</p> <p>SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.</p> <p>SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.</p> <p>SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.</p> <p>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States. (3 indicators)</p> <p>SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.</p> <p>SS 5.3.4.b Compare and contrast population characteristics of the United States.</p> <p>SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.</p> <p>SS 5.3.5 Use geographic skills to interpret issues and events. (2 indicators)</p> <p>SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.</p> <p>SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.</p> <p>History</p>	<p>regions around the world.</p> <p>SS 6.4.4 Interpret and evaluate sources for historical context. (2 indicators)</p> <p>SS 6.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 6.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p>History</p> <p>SS 7.4.1 Compare patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.</p>	<p>cultural context of past and current events. (2 indicators)</p> <p>SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p>SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. (2 indicators)</p> <p>SS 8.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.</p> <p>SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary</p>
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<p>SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution. (1 indicator) SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p> <p>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups. (2 indicators) SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.</p> <p>SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. (1 indicator) SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.</p> <p>SS 5.4.4 Apply the inquiry process to construct and answer historical questions. (3 indicators) SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources. SS 5.4.4.b Evaluate and cite appropriate primary and secondary</p>		<p>SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 7.4.4 Analyze and interpret sources for perspective and historical context. (2 indicators) SS 7.4.4.a Compare and contrast primary and secondary sources of history. SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators) SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources. SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>
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World Cultures: 7th Grade



<p>sources to research the Pre-Columbian era through the Constitution. SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.</p>			
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Scope and Sequence

	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
S o c i a l S t u d i e s	History HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history. (3 indicators) SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators) SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary	Geography SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface. (2 indicators) SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes. SS HS.3.2 Evaluate how regions form and change over time. (3 indicators) SS HS.3.2.a Analyze physical and human processes that shape places and regions. SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time. SS HS.3.2.c Evaluate the interdependence of places and regions. SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their	Economics SS HS.2.1 Apply economic concepts that support rational decision making. (2 indicators) SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis. SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents. SS HS.2.2 Develop a plan to support short- and long-term goals. (4 indicators) <i>*Personal Finance Course Standard</i> SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit. (2 indicators) <i>*Personal Finance Course Standard</i> SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals. (3 indicators) <i>*Personal Finance Course Standard</i>	History HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. (3 indicators) SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators) SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	Civics SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. (8 indicators) SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution. SS HS.1.1.b Evaluate the structure of American constitutional government. SS HS.1.1.c Analyze the functions of United States government and its outcomes. SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g Analyze the roles that political parties have played in the United States. SS HS.1.1.h Analyze United States foreign policy issues.



<p>and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.</p> <p>SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators)</p> <p>SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.</p> <p>SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.</p> <p>SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments</p>	<p>surroundings. (2 indicators)</p> <p>SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.</p> <p>SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. (3 indicators)</p> <p>SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.</p> <p>SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</p> <p>SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.</p>	<p>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services. (4 indicators)</p> <p>SS HS.2.5.a Summarize the role of competition, markets, and prices.</p> <p>SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.</p> <p>SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.</p> <p>SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.</p> <p>SS HS.2.6 Explain how economic institutions impact different individuals and various groups. (3 indicators)</p> <p>SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.</p> <p>SS HS.2.6.b Calculate and describe the impact of economic indicators.</p> <p>SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy. (1 indicator)</p> <p>SS HS.2.7.a Assess how property</p>	<p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. (2 indicators)</p> <p>SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.</p> <p>SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators)</p> <p>SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.</p> <p>SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.</p> <p>SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.</p> <p>SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS HS.4.5 (WLD) Apply the inquiry process to construct and</p>	<p>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. (6 indicators)</p> <p>SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.</p> <p>SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.</p> <p>SS HS.1.2.c Engage and reflect on participation in civic activities.</p> <p>SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.</p> <p>SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.</p> <p>SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p>
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<p>in the past. SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions. (5 indicators) SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history. SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources. SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) Synthesize historical information to create new understandings. SS HS.4.5.e (US) Communicate inquiry results within a historical context.</p>	<p>(3 indicators) SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	<p>rights are defined, enforced, and limited by government</p> <p>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems. (3 indicators) SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society. SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes. SS HS.2.8.c Critique government policies and regulations in areas of market failure.</p> <p>SS HS.2.9 Examine the government’s influence on economic systems through fiscal policy. (2 indicators) SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior. SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.</p> <p>SS HS.2.10 Investigate how international trade affects individuals, organizations, the</p>	<p>answer historical questions. (5 indicators) SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry. SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.d (WLD) Synthesize historical information to create new understandings. SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p>	
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			<p>domestic economy, and other nations. (2 indicators) SS HS.2.10.a Explore comparative advantage among different countries. SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p>		
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Secondary Proficiency Scale

The proficiency scale is designed to be adapted to the unit learning goal(s) and unit standards and indicators.

Learning Goal:		
Advanced Score 4.0	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Exceeds expected course content/grade level standard • Applies skills and strategies in new and unfamiliar situations 	<p style="text-align: center;">Unit standards and indicators as outlined in the pacing guide:</p>
Proficient + Score 3.5	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Demonstrates success toward exceeding course content/grade level standard • Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations 	
Proficient Score 3.0	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Meets expected course content/grade level standard • Retains information and applies skills and strategies in familiar situations 	
Basic + Score 2.5	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and at times applies skills and strategies in familiar situations 	



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<p>Basic Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and simple processes in familiar situations 	
<p>Approaching Basic Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets some of expected course content/grade level standard Retains some information and simple processes in familiar situations 	
<p>Below Basic Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> Performs below expected course content/grade level on the standard. <p>Has difficulty retaining information and applying skills and strategies</p>	
<p>Failing Score 0</p>	<p>There is <i>insufficient</i> evidence of student learning.</p>	



Academic Vocabulary

Six Step Vocabulary

1. **EXAMPLES** provided by teacher (not dictionary definitions)
2. **RESTATED** by students in their own words (written)
*Steps 1 and 2 are done at the beginning of the unit
3. **PICTURES** (Quick Sketches)
4. **ACTIVITIES** to add additional details (Compare & Contrast Matrix, Frayer Model, Cornell Notes, Foldables)
5. **DISCUSSED** by students (Pair Share, Numbered Heads Together, 4-Corners)
*Steps 3-5 during the unit
6. **GAMES** to review (Scattergories, Jeopardy, White Board Games)
*Step 6 end of the unit

Agriculture	Unit 1	The raising of plants and animals
Arid	Unit 1	Very dry desert climate
Christianity	Unit 1	Believe that Jesus Christ was the Son of God and that: God sent his Son to earth to save humanity from the consequences of its sins. Jesus was fully human and experienced this world in the same way as other human beings of his time.
Diversity	Unit 1	Cultural variety
Fertile	Unit 1	Bearing, producing, or capable of producing vegetation, crops, etc., abundantly; prolific: <i>fertile soil</i> . (Source: Dictionary.com)
Islam	Unit 1	A religion that believes in one god. In Islam, Allah is always Allah, which is the Arabic word for 'the god' or 'the deity'. ... People who follow Islam are called Muslims. They believe that the Qur'an was spoken to Muhammad by the angel Gabriel, and that it consists of words of Allah.
Judaism	Unit 1	A religion developed among the ancient Hebrews that stresses belief in one God and faithfulness to the laws of the Torah.
Monotheism	Unit 1	The belief in a single God.
Natural Resource	Unit 1	Useful material found in the environment.
Nonrenewable Resources	Unit 1	Resource that cannot be replaced in a relatively short period of time.
Petroleum	Unit 1	An oily, thick, flammable, usually dark-colored liquid that is obtained by drilling: used in a natural or refined state as fuel, or separated by distillation into gasoline, kerosene, paraffin, etc. (Source: Dictionary.com)
Physical Features	Unit 1	A feature on Earth's surface that has been formed by nature. Example: Trees, mountains, oceans, rivers, lakes, etc.
Renewable Resource	Unit 1	A resource that Earth or people can replace.
Atlantic Slave Trade	Unit 2	Process by which Europeans brought enslaved Africans to the Americas.
Apartheid	Unit 2	Official South African government policy of keeping White and Black South Africans apart.
Colonialism	Unit 2	Policy by which one country seeks to rule other areas.

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Desertification	Unit 2	The change when arable land dries out and becomes desert.
Developing Country	Unit 2	Country with a less-productive economy and a lower quality of life.
Diffusion	Unit 2	The spread of people, things, ideas, cultural practices, disease, technology, weather, and other factors from place to place.
Ethnic group	Unit 2	A group of people who share a similar culture (beliefs, values, and behaviors), language, religion, ancestry, or other characteristic that is often handed down from one generation to the next.
Independence	Unit 2	Independence is a condition of a person, nation, country, or state in which its residents and population, or some portion thereof, exercise self-government, and usually sovereignty, over the territory.
Linguistic group	Unit 2	A community or population made of people who share a common language.
Sahara	Unit 2	A vast desert of northern Africa extending east from the Atlantic coast to the Red Sea and south from the Atlas Mountains and the Mediterranean Sea to the Sahel.
Savanna	Unit 2	Parklike landscape of grasslands with scattered trees that can survive dry spells, found in tropical areas with dry seasons.
Civil Disobedience	Unit 3	Refusing to obey laws or to pay taxes and fines, as a peaceful form of political protest.
Command Economy	Unit 3	An economy in which the central government makes all economic decisions.
Communism	Unit 3	A government system where government owns all property and makes all economic decisions.
Dictator	Unit 3	A leader who comes to power undemocratically and has complete control over a country.
Dynasty	Unit 3	A series of rulers from the same family.
Globalization	Unit 3	The spread of products, technology, information, and jobs across national borders and cultures.
Market Economy	Unit 3	Economy in which individual consumers and producers make all economic decisions.
Partition	Unit 3	The action of a country being divided into two parts.
Population Distribution	Unit 3	The spreading of people over an area of land.
Specialization	Unit 3	Concentrating on a limited number of goods and services.
Arms Race	Unit 4	A rapid, competitive increase in the amount or quality of weapons by enemy countries.
Cold War	Unit 4	A period of tension between the United States and its allies on one side and the Soviet Union and its allies on the other side.
Collective farming	Unit 4	Agricultural production in which multiple farmers run their holdings as a joint enterprise.
Glasnost	Unit 4	Means "openness". Glasnost was introduced by Mikhail Gorbachev and gave greater freedom of speech and media freedom to the Soviet people.
Perestroika	Unit 4	Means "restructuring". Perestroika was introduced by Mikhail Gorbachev and reduced the government's control over the economy, created free markets, and allowed non-communist parties to form.

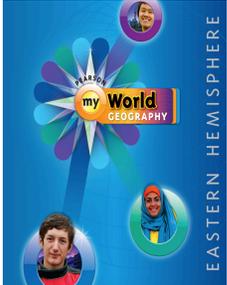
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Propaganda	Unit 4	Information created or distributed by governments in order to influence public opinion.
Serf	Unit 4	A peasant who is legally bound to live and work on land owned by the lord.
Soviet Union (USSR)	Unit 4	A former federation of Communist republics that made up the larger part of the former Russian Empire. The Soviet Union collapsed in 1991.
Steppe	Unit 4	Vast area of grasslands.
Superpower	Unit 4	An extremely powerful nation.
Tsar (czar)	Unit 4	Ruler of Imperial Russia.



District Adopted Resources

Student Textbook	
<p>Pearson's <i>myWorld Geography—Eastern Hemisphere</i> © 2016 ISBN: 9781323229293 Custom Student Edition for OPS</p> <p>Pearson's <i>myWorld Geography—Eastern Hemisphere: Spanish Edition</i> © 2011 ISBN: TBD Survey Student Edition</p>	
Teacher Manuals	
<p>Middle Grades Social Studies Geography Eastern Hemisphere Pro Guide © 2011 ISBN: 9780132516907</p> <p>Middle Grades Social Studies Geography Survey Pro Guide © 2011 ISBN: 9780132516914</p> <p>Middle Grades Social Studies Geography Teacher Edition Journal Answer Key © 2011 ISBN: 9780133638097</p> <p>Middle Grades Social Studies Geography Essential Question Posters © 2011 ISBN: 9780133726497</p> <p>Middle Grades Social Studies Geography Activity Cards © 2011 ISBN: 9780133726480</p> <p>Middle Grades Social Studies Geography Wall Maps © 2011 ISBN: 9780133726510</p>	
Materials	
Online Resources	
<p>Online Resources from Publisher: Online access to Pearson Text available via Clever.</p>	
Supplemental Resources	

Textbook replacements

Textbooks that have been lost or damaged should be replaced annually by individual buildings. District adopted resources can be purchased through the annual order using district-allocated off-formula funds. No class sets should be used.



Use of Video in Instruction

The use of video (i.e., DVDs, videotapes, streaming video, YouTube, etc.), when used to judiciously, can effectively promote student learning in the classroom. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). Researchers have suggested that students' focus wanes after 10 minutes of passive viewing of videos (Adams and Hamm, 2001). So, while videos can enrich educational experiences, educators must be conscious of time constraints on a student's ability to attend and process visual media (Schulz, 2006).

When using video, district best practices must be considered and all of the following conditions must be met:

- Copyright laws must always be followed.
- Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
- The video must be previewed by the instructor prior to classroom use.
- Video that is used in a lesson should be documented in the lesson plan.
- Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
- Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor. A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA www.movlic.com/ provides public performance license for schools.

Adams, D. and M. Hamm, *Literacy in a Multimedia Age*. Norwood, MA: Christopher-Gordon Publishers, Inc., 2001

Jensen, E. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Schulz, Cynthia D. "Timing Is Everything: Using Videos and DVDs with Students." *Library Media Connection* 24.4(2006): 14-17. *Education Research Complete*. Web 19 Mar, 2015.