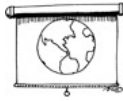


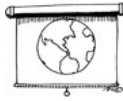
SCOPE & SEQUENCE
Social Studies – Grade 7

Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
TEXTBOOK -					
LEARNING STANDARDS (These standards are for grade 7 only)					
7.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)		Students will KNOW: ▶Geographic regions and climate zones developed and have changed over the course of time ▶Geography and climate influenced the development and migration of the human species Students will be able to DO: ▶Identify climate zones on a map and regions with a high population density.	Students will view National Geographic video titled “Early Man”. Notes will be taken by students in class notebooks regarding the standards 7.1, 7.2 and 7.3; notes will be teacher directed Class discussion with question and answer session regarding specific benchmarks	Completed Study Guide on Chapter 1 Unit test questions on Chapter 1 (standards 7.1, 7.2 and 7.3)	September
7.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)		Students will KNOW: ▶Early humans first migrated out of Africa ▶Mary and Louis Leakey’s importance as archaeologists ▶Louis’ discovery of the earliest human fossil remains at Olduvai Gorge ▶Mary’s discovery of three million year old footprints Students will be able to DO: ▶Locate Olduvai Gorge on a map of Africa	Same as above	Completed Chapter 1 Study Guide Chapter 1 Test	September and October
7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)		Students will KNOW: ▶People lived a nomadic life ▶Nomads moved from place to place in search of berries, roots and nuts for food and following herds of animals for food, clothing and shelter ▶Humans often gathered together in related groups called clans Students will be able to DO:	Same as above	Completed Chapter 1 Study Guide Chapter 1 Test In a one page writing assignment, students will create a first person story which describes a day in the life of a person living in the Stone Age.	September and October



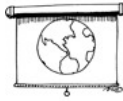
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
		►Describe a day in the life of a person living in the Stone Age	Stone Age Lesson: Read aloud with students pgs. 57 and 58 of <u>World Cultures</u> . Class discussion centered on stone tools, hunting and gathering techniques and possible shelters.		
7.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)		<p>Students will KNOW:</p> <p>►Metallurgy allowed people to develop better tools and weapons</p> <p>►Agriculture afforded humans the ability to live in one place and permitted the development of civilizations</p> <p>Students will be able to DO:</p> <p>►Explain how the invention of metallurgy and the agricultural revolution changed where people lived and how they lived.</p>	<p>-Reading of pages 56 – 59 in textbook <u>World Cultures</u>. All future references to reading of specific pages refers to textbook <u>World Cultures</u>.</p> <p>-Class discussion: What animal do you believe people first tamed (domesticated) and why? What animals served to help in the development of agriculture? How do think the first person domesticated plants?</p> <p>-After discussion, students record notes on the importance of the development of agriculture and its effect on civilization</p>	<p>Student responses to Study Guide questions on pages 56-59 in textbook <u>World Cultures</u></p> <p>Chapter 1 Test</p>	September and October
7.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)		<p>Students will KNOW:</p> <p>►Farming made it possible for people to have a steady supply of food</p> <p>►As people learned to grow more and more crops, there was more food for more people and the population began to grow</p> <p>►Large farming communities developed into the first cities which marked the beginning of civilization</p> <p>Students will be able to DO:</p> <p>►Explain how the first civilizations developed along the great river valleys Africa and the Middle East</p>	Continued from above	Continued from above	October



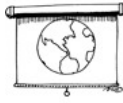
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
7.6 Identify the characteristics of civilizations. (H, G, E) A. the presence of geographic boundaries and political institutions B. an economy that produces food surpluses C. a concentration of population in distinct areas or cities D. the existence of social classes E. developed systems of religion, learning, art, and architecture F. a system of record keeping		Students will KNOW: ►Geographic boundaries, political institutions, food surpluses, population density, social classes, systems of religion, learning, art, and architecture and a system of record keeping Students will be able to DO: ►Recognize that in order for a civilization to exist it must demonstrate the following characteristics: the presence of geographic boundaries and political institutions, an economy that produces food surpluses, a concentration of population in distinct areas or cities, the existence of social classes, developed systems of religion, learning, art, and architecture and a system of record keeping.	“The Rise of Civilization” lesson from World History Lessons	Student responses to questions and challenges on pages 1B and 1C of “The Rise of Civilization” lesson	October
7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)		Students will KNOW: ►The location of the Tigris and Euphrates Rivers ►The successive civilizations and empires of Sumer, Babylon, and Assyria ►The phrase “the Fertile Crescent” and the region it refers to Students will be able to DO: ►Label on a map the civilizations of Sumer, Babylon and Assyria ►Label on a map the modern countries of Iraq, Iran and Turkey ►Draw “the Fertile Crescent” on a map	-Reading of pages 62 – 65 in textbook <u>World Cultures</u> -Student responses to Study Guide questions on pages 62-65 of textbook <u>World Cultures</u> -“Fertile Crescent” Map Lesson	Completed map activity Chapter 1 Test	October
7.8 Identify polytheism (the belief that there are many gods) as the religious belief of		Students will KNOW: ►People believed in many gods ►Each city had its own god and temple called		Completed Study Guide on Chapter 1 Chapter 1 Test	October



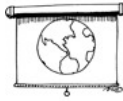
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
the people in Mesopotamian civilizations. (H)		a Ziggurat Students will be able to DO: ► Draw a sketch of a ziggurat and name its god			
7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)		Students will KNOW: ► Irrigation, metalsmithing, slavery, the domestication of animals, the wheel, the sail, and the plow Students will be able to DO: ► Explain how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations.	Discussion Web (59)	Completed Study Guide on Chapter 1	October
7.10 Describe the important achievements of Mesopotamian civilization. (H, C, E) A. its system of writing (and its importance in record keeping and tax collection) A. monumental architecture (the ziggurat) B. art (large relief sculpture, mosaics, and cylinder seals)		Students will KNOW: ► Cuneiform, ziggurat and art Students will be able to DO: ► Describe the important achievements of Mesopotamian civilization.	Match Game: Mesopotamia Lesson (from Lessons on World History Part1)	Completed Study Guide on Chapter 1 Chapter 1 Test questions	October
7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (H, C, E)		Students will KNOW: ► Hammurabi's code of laws were carved on a round black stone that exists to this day ► People today would consider most of Hammurabi's laws harsh and cruel, yet they	Students will read pages 66-69 and answer questions in the chapter 1 study guide: lesson 4.	Students will use a Venn Diagram (CRISS pg 92) to compare Hammurabi's Code of Laws with the U.S. Constitution's Bill of Rights.	October



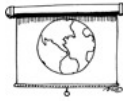
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
		<p>helped people in ancient times live under law and order</p> <p>►The basic principle of Hammurab’s code of laws was “an eye for an eye.</p> <p>Students will be able to DO:</p> <p>►Identify the three social classes in Hammurabi’s society: nobles, free commoners and slaves</p> <p>►Explain how these social classes were treated differently under Hammurabi’s laws</p> <p>►Theorize what it would be like to live in Hammurabi’s kingdom.</p>	<p>Students will record the following teacher directed notes in their classroom notebooks:</p> <ol style="list-style-type: none"> 1. Hammurabi’s code of laws were carved on a round black stone that exists to this day 2. People today would consider most of Hammurabi’s laws harsh and cruel, yet they helped people in ancient times live under law and order 3. The basic principle of Hammurab’s code of laws was “an eye for an eye 4. Three social classes existed in Hammurabi’s society: nobles, free commoners and slaves 	Completed Study Guide on Chapter 1 Chapter 1 Test	
7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)		<p>Students will KNOW:</p> <p>►These geographic features and their locations: the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt, Upper and Lower Egypt</p> <p>►The names and locations of the modern-day countries of Egypt and Sudan</p> <p>Students will be able to DO:</p> <p>►Label the locations of the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt, Upper and Lower Egypt.</p> <p>►Label the names and locations of the modern-day countries of Egypt and Sudan.</p>	<p>Map Activity: Ancient Egypt</p> <p>Using the maps on pages: 75, 78 and 83, students will correctly label these geographic features and their locations: the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia (Kingdom of Kush) and Egypt including Upper and Lower Egypt. The names and locations of the modern-day countries of Egypt and Sudan will also be included.</p>	Students will locate and label major geographic features on a map on Chapter 2 Test.	November
7.13 Describe the kinds of evidence that have been used by archaeologists and		<p>Students will KNOW:</p> <p>►Nubia or the Kingdom of Kush was conquered by the Egyptians in its early</p>	Students will read pages 82 and 83 and answer questions regarding the Kingdom of Kush in the chapter 1	Completed Study Guide on Chapter 2 Chapter 2 Test	November



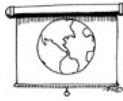
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (H, G)		<p>history and greatly influenced by its art, language and religion</p> <ul style="list-style-type: none"> ►Egypt conquered Nubia for its stone, gold and natural products ►Nubians exported ivory, ebony wood, vegetable oils, ostrich plumes and slaves to Egypt <p>Students will be able to DO:</p> <ul style="list-style-type: none"> ►Locate Nubia or the Kingdom of Kush on a map of Egypt 	study guide: lesson 2, part D.		
7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)		<p>Students will KNOW:</p> <ul style="list-style-type: none"> ►Pharaohs had absolute power over Egypt, were considered a god-king by the people of Egypt and were obeyed because the people believed that their well-being depended on the wisdom and might that the pharaoh possessed <p>Students will be able to DO:</p> <ul style="list-style-type: none"> ► Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. 	Students will read pages 78 and 79, and answer study guide questions on chapter 2: lesson 2, part A,B and C.	Completed Study Guide on Chapter 2 Chapter 2 Test	December
7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)		<p>Students will KNOW:</p> <ul style="list-style-type: none"> ►Pharaohs ruled the kingdom in life and upon their deaths, were believed to rule the world of the dead <p>Students will be able to DO:</p> <ul style="list-style-type: none"> ►Define polytheism and mummification ►Explain the Egyptian belief in an afterlife ►Design their own Egyptian tomb ►Draw a representation of their tomb that accurately interprets the Egyptian belief in an afterlife 	Students will complete “Ancient Egyptian Tomb Project.”	Completed Study Guide on Chapter 2 Chapter 2 Test	December



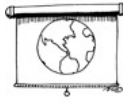
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
<p>7.16 Summarize important achievements of Egyptian civilization. (H)</p> <p>A. the agricultural system B. the invention of a calendar C. monumental architecture and art such as the Pyramids and Sphinx at Giza D. hieroglyphic writing E. the invention of papyrus</p>		<p>Students will KNOW: ► The Egyptian agricultural system, the invention of a calendar, Egyptian monumental architecture and art such as the Pyramids and Sphinx at Giza, hieroglyphic writing and the invention of papyrus</p> <p>Students will be able to DO: ► Describe the important achievements of the Egyptian civilization including the Egyptian agricultural system, the invention of a calendar, Egyptian monumental architecture and art such as the Pyramids and Sphinx at Giza, hieroglyphic writing and the invention of papyrus.</p>	<p>Students will view <u>Mysteries of Egypt</u>, a national geographic video.</p> <p>Students will record teacher directed notes from the viewing of <u>Mysteries of Mankind</u> pertaining to the important achievements of the Egyptian civilization including the Egyptian agricultural system, the invention of a calendar, Egyptian monumental architecture and art such as the Pyramids and Sphinx at Giza, hieroglyphic writing and the invention of papyrus.</p>	Chapter 2 Test	December
<p>7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)</p>		<p>Students will KNOW: ► Geographic features of ancient Mediterranean region ► Modern political features of eastern Mediterranean region</p> <p>Students will be able to DO: ► Locate and label on a map the geographic features of ancient Mediterranean region ► Locate and label on a map the modern political features of eastern Mediterranean region</p>	<p>Map Activity: Ancient Mediterranean World</p> <p>Students will locate and label Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea on a map of the Mediterranean region. Also on the same map, students will highlight the modern boundaries of Greece, Crete, Turkey, Lebanon, and Syria.</p>	Completed map assignment	December
<p>7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first</p>		<p>Students will KNOW: ► Phoenicians, Minoans, alphabet, vowels and consonants</p> <p>Students will be able to DO: ► Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/BCE. ► Describe how the Phoenician writing system</p>	<p>Note Taking Lesson: The Phoenicians (students will complete this work in class notebooks)</p> <p>} Write the title to Section B and C on the whiteboard- Phoenician Sailors and Merchants, and The Phoenician Alphabet. } Then have students return to this section on pgs. 104-106, and write</p>	<p>Study Guide answers from Lesson 3 of Chapter 3 in <u>World Cultures</u> textbook.</p> <p>Chapter 3 Test</p>	January



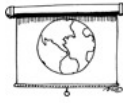
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)		was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels).	the section subtitles after the Roman numerals I, II, III, and IV, creating an outline to answer the objectives: list the reasons why the Phoenicians became sailors and merchants, and describe the characteristics of the Phoenician alphabet. }Have students skim the section and list reasons to support the Phoenicians' expanding sea trade under each subtitle, and the importance of their alphabet.		
7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)		<p>Students will KNOW: ►Asia Minor, Greece, Mesopotamia, Hittites, ancient Israel, ancient Egypt.</p> <p>Students will be able to DO: ►Compare and contrast maps historical and modern maps of the middle east.</p>	<p>Map Activity: Kingdoms of Ancient Near East</p> <p>Students will identify and label key geographic and political features on a map of the ancient Near East World. Students will compare and analyze political maps of the ancient Near East region. Students will determine boundaries of the empires of ancient times and record on the map. Students will highlight the modern boundaries of Greece, Crete, Turkey, Lebanon, Israel, Egypt, Iraq, Jordan and Syria</p>	Completed map assignment.	January
7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)		<p>Students will KNOW: ►Israelites, Hebrews, Canaan, Abraham and Moses</p> <p>Students will be able to DO: ►Trace the migrations of the Israelites from Mesopotamia to the land called Canaan on an historical map ►Explain the role of Abraham and Moses in their history.</p>	Students will read aloud pages 226-228 from <u>Ancient Civilizations</u> . On a blank map of the Middle East region, students will trace the possible journeys of Abraham and Moses to Canaan.	Completed Study Guide on Chapter 3 Chapter 3 Test	January



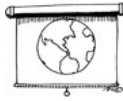
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
7.21 Describe the monotheistic religion of the Israelites. (H) A. the belief that there is one God B. the Ten Commandments C. the emphasis on individual worth and personal responsibility D. the belief that all people must adhere to the same moral obligations, whether ruler or ruled A. the Hebrew Bible (Old Testament) as part of the history of early Israel.		Students will KNOW: ►Monotheism, Ten Commandments, individual worth and personal responsibility, morals and Old Testament Students will be able to DO: ► Describe the monotheistic religion of the Israelites.	Students will read pages 94 – 99 of <u>World Cultures</u> and complete vocabulary and content questions on these specific subjects in their study guide. A lecture on the religion of the Israelites will be presented and students will record written notes in class notebooks.	Completed Study Guide on Chapter 3 Chapter 3 Test	January
7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)		Students will KNOW: ►Unification, tribe, Saul, David, Solomon and Jerusalem Students will be able to DO: ► Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon.	On the same map activity as in standard 7.20, students will identify and label the kingdoms of Israel and Judah. Also, students will outline the unified territory of Solomon's Kingdom c. 930 BC.	Completed Study Guide on Chapter 3 Completed map activity	
7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)		Students will KNOW: ►Expulsion, dispersion, Jews, Diaspora and Roman Students will be able to DO: ►Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.	Activity: <u>Lessons on World History</u> - Other Civilizations of the Ancient Middle East Students will read and highlight people and contributions to history. Upon completion of this, students will play a game as a class activity.	Observations of student knowledge during game Chapter 3 Test questions	January



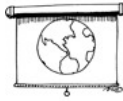
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7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (H, G)		<p>Students will KNOW:</p> <ul style="list-style-type: none"> ▶ The extent of Greece’s influence in the region of the Mediterranean Sea to 300 BC/BCE. ▶ The location of England, France, Greece, Italy, Spain, and countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. <p>Students will be able to DO:</p> <ul style="list-style-type: none"> ▶ Label Greece and trace the extent of its influence to 300 BC/BCE on an historical map. ▶ Label on a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. 	<p>Map Activity: Influence of Greece</p> <p>On a historical map of the Mediterranean area, students will locate Greece and trace the extent of its influence to 300 BC. On the same map, students will locate and highlight the modern countries of England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.</p>	Completed map assignment	February
7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)		<p>Students will KNOW:</p> <ul style="list-style-type: none"> ▶ Maritime, colony, and cultural influence ▶ The geographic location-site and situation-of ancient Athens and other city-states <p>Students will be able to DO:</p> <ul style="list-style-type: none"> ▶ Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. 	<p>Students will complete the activity: <u>Greek City-States and Colonization</u>. This activity is a combined map activity and open-response worksheet (<u>Ancient Civilizations</u> resource file chapter 9).</p>	Completed worksheet and maps	February
7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the		<p>Students will KNOW:</p> <ul style="list-style-type: none"> ▶ Democracy, political concepts, “polis”, city-state civic participation, voting rights, legislative bodies, constitution and rule of 	<p>Lesson: <u>The Greek War Game</u></p> <p>Students will complete the activity The Greek War Game from Lessons</p>	Completed Study Guide on Chapter 4 Chapter 4 Test	February



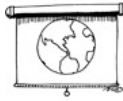
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democratic political concepts developed in ancient Greece. (H, C) F. the “polis” or city-state G. civic participation and voting rights H. legislative bodies I. constitution writing J. rule of law		law Students will be able to DO: ► Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece.	on World History. The lesson objective: students study the ways of living in ancient Greek city-states including forms of government in Athens and Sparta.		
7.27 Compare and contrast life in Athens and Sparta. (H)		Students will KNOW: ► Sparta, military rule and support of the state. Students will be able to DO: ► Compare and contrast life in Athens and Sparta.	Same as above	Completed Study Guide on Chapter 4 Chapter 4 Test	March
7.28 Describe the status of women and the functions of slaves in ancient Athens. (H)		Students will KNOW: ► Rights of women and conditions of slavery in ancient Athens Students will be able to DO: ► Describe the status of women and the functions of slaves in ancient Athens.	Same as above	Chapter 4 Test	March
7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)		Students will KNOW: ► Persia, Darius I, Marathon, Phidippides, Xerxes, Thermopylae and the Battle of Salamis Students will be able to DO: ► Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons.	Students will read lesson 4, pages 126 –129 of <u>World Cultures</u> and complete study guide questions. Students will view, discuss and record notes on the video <u>Foot Soldier: The Greeks</u> .	Study guide will be reviewed, discussed and graded for assessment. Chapter 4 Test	March
7.30 Analyze the causes, course, and consequences of		Students will KNOW: ► Independent city-states, rivalry and		Study guide will be reviewed, discussed and grade for assessment.	March



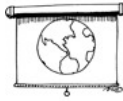
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the Peloponnesian Wars between Athens and Sparta. (H)		<p>Peloponnesian War</p> <p>Students will be able to DO:</p> <p>►Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.</p>	<p>Students will view, discuss and record notes on the video Foot Soldier: The Greeks.</p>	Chapter 4 Test	
7.31 Describe the rise of Alexander the Great and the spread of Greek culture. (H)		<p>Students will KNOW:</p> <p>►Macedonia, Philip II, porcupine formation, empire and Alexander the Great</p> <p>Students will be able to DO:</p> <p>►Describe the rise of Alexander the Great and the spread of Greek culture.</p>	<p>Students will view, discuss and record notes on the video Foot Soldier: The Greeks.</p>	Chapter 4 Test	March
7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)		<p>Students will KNOW:</p> <p>►Polytheism and mythology.</p> <p>►Stories of Greek gods and goddesses, especially of Zeus and the major gods of Mt. Olympus</p> <p>Students will be able to DO:</p> <p>►Describe the myths and stories of classical Greece, giving examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today.</p> <p>►Create a computer art project which depicts a Greek god or goddess displaying their unique power or accepted characteristic of their personality.</p>	<p>Greek Mythology Computer Project</p> <p>Students will select a Greek god or goddess and research their “powers”. Students will create a brief Imovie about their chosen a god and demonstrate its power. The project must accurately reflect the Greek mythological tradition.</p>	<p>Completed Study Guide on Chapter 4 Projects will be viewed and critiqued by peer group and evaluated by teacher.</p> <p>Open response question in Chapter 4 Test</p>	March
7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)		<p>Students will KNOW:</p> <p>►Athletics including wrestling and track and field events, competition, civic duty and the Olympiad</p> <p>Students will be able to DO:</p> <p>► Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured.</p>	<p>Students will read lesson 3, pages 124 –125 of World Cultures and complete study guide questions.</p>	Completed Study Guide on Chapter 4 Chapter 4 Test	April



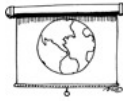
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
<p>7.34 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)</p> <ul style="list-style-type: none"> A. Thales (science) B. Pythagoras and Euclid (mathematics) C. Hippocrates (medicine) D. Socrates, Plato, and Aristotle (philosophy) E. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) F. the Parthenon, the Acropolis, and the Temple of Apollo (architecture) G. the development of the first complete alphabet with symbols for consonants and vowels 		<p>Students will KNOW:</p> <ul style="list-style-type: none"> ►Lyceum, gymnasium, the Library of Alexandria, the Parthenon, the Acropolis, and the Temple of Apollo (architecture), and the development of the first complete alphabet with symbols for consonants and vowels ►These individuals and their accomplishments: Thales (science), Pythagoras and Euclid (mathematics), Hippocrates (medicine), Socrates, Plato, and Aristotle (philosophy), Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) <p>Students will be able to DO:</p> <ul style="list-style-type: none"> ►Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. 	<p>A lecture and discussion lesson on Greek philosophy and history. Students will take notes on prominent Greeks.</p>	<p>Completed Study Guide on Chapter 4 Chapter 4 Test</p>	<p>April</p>
<p>7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)</p>		<p>Students will KNOW:</p> <ul style="list-style-type: none"> ►Boundaries of Roman Empire at its peak, geographic features of Europe, Asia Minor, Near East and northern Africa 	<p>Ancient Rome Map Activity</p> <p>On a historical map, students will identify ancient Rome on the Tiber</p>	<p>Completed map assignment</p>	<p>April</p>



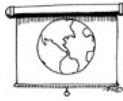
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
		Students will be able to DO: ►Label the vast territory of the Roman Empire and trace its extent to 500 AD/CE.	River and trace the extent of the Roman Empire to 500 AD. Students will locate and label all major geographic features of the region.		
7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)		Students will KNOW: ►Location of Rome on Tiber River, Latins, Etruscans, republic and central location. Students will be able to DO: ► Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.	See above	Completed map assignment	May
7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H) A. Romulus and Remus B. Hannibal and the Carthaginian Wars C. Cicero D. Caesar and Augustus		Students will KNOW: ►Mythology of Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero Caesar and Augustus Students will be able to DO: ►Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history.	View video, <u>Foot Soldiers: The Romans</u> . Students will record notes on tactics of warfare and the superior technological advancements of their army.	Chapter 5 Test	May



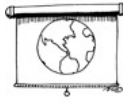
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Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)		Students will KNOW: ►Government, democratic principles-including separation of powers, rule of law, representative government, and civic duty. Students will be able to DO: ►Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty.	Students will read lessons 2 and 3 of chapter 5, pages 142 –153 of <u>World Cultures</u> and complete study guide questions. Video: <u>Foot Soldier: The Romans</u>	Completed Study Guides and Chapter 5 Test	May
7.39 Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E) A. Military organization, tactics, and conquests; and decentralized administration B. the purpose and functions of taxes the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes C. the benefits of a Pax Romana		Students will KNOW: ►Julius Caesar, Augustus, republic, empire, military organization, military tactics and conquests, decentralized administration, standard currency, road construction, and Pax Romana Students will be able to DO: ► Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.	Students will read lessons 2 and 3 of chapter 5, pages 142 –153 of <u>World Cultures</u> and complete study guide questions.	Completed Study Guide on Chapter 5 Chapter 5 Test	May
7.40 Describe the characteristics of slavery under the Romans. (H)		Students will KNOW: ►Slave revolt, Spartacus, gladiator and crucifixion Students will be able to DO: ► Describe the characteristics of slavery	Students will view, discuss and complete worksheet on the classic 1960 movie, <u>Sparticus</u> .	Open response question on Chapter 5 Test	May



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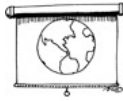
Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
7.41 Describe the origins of Christianity and its central features. (H) A. monotheism B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin C. the concept of salvation D. belief in the Old and New Testament and the lives and teachings of Jesus and Saint Paul E. relationship of early Christians to officials of the Roman Empire		under the Romans Students will KNOW: ►Jesus, monotheism, salvation, Old and New Testament, Saint Paul and Christianity Students will be able to DO: ►Describe the origins of Christianity and its central features.	Students will read lesson 4 of chapter 5, pages 154 –157 of <u>World Cultures</u> and complete study guide questions. Class lecture and discussion of the rise and spread of Christianity.	Completed study guide on Chapter 5 Chapter 5 Test	June
7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)		Students will KNOW: ►Inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire Students will be able to DO: ►Explain the leading causes of the fall of the Roman Empire	Students will read pages 152 and 153 of <u>World Cultures</u> and answer study guide questions. Class discussion centered on external forces (shrinking trade, attacks, and invasions) which led to the disintegration of the Roman Empire.	Completed Study Guide on Chapter 5 Open response question on Chapter 5	June
7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central		Students will KNOW: ►The contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation)	Students will read pages 158-161, "The Heritage of Roman Culture" in <u>World Cultures</u> and answer study guide questions. Class discussion centered on the	Completed Study Guide on Chapter 5 Open response question on Chapter 5	June



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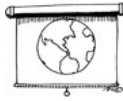
Massachusetts Standards	Priority	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
heating, plumbing, and sanitation). (H)		Students will be able to DO: ▶State the major contributions of Roman civilization ▶ Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).	contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).		

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
CONCEPTS AND SKILLS					
1. Compare information shown on modern and historical maps of the same region. (G)		Students will KNOW: ▶Geographic features of the Mediterranean and surrounding region ▶Locations of the following civilizations: Ancient Egypt, Ancient Near East, Ancient Greece and Ancient Rome Students will be able to DO: ▶Identify modern and historical political and geographic features ▶Label modern and historical political and geographic features ▶Interpret the difference between earlier and later geographic and political features	Map activities in units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome.	Completed map activities in units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome.	All year
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (<i>decade</i> ,		Students will KNOW: ▶Terms decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa	Parts of timeline projects in units: Map Skills, Why Study History and Rome.	Completed Study Guide on Chapter 5 Chapter 5 Test	All year



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
<i>age, era, century, millennium, AD/CE, BC/BCE, c., and circa</i>). Identify in BC/BCE dates the higher number as indicating the older year (<i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i>) (H)		Students will be able to DO: ► Identify in BC/BCE dates the higher number as indicating the older year (that is, 3000 BC/BCE is earlier than 2000 BC/BCE)			
3. Construct and interpret timelines of events and civilizations studied. (H)		Students will KNOW: ► Modern calendar of western civilization is the Christian calendar ► Times of the ancient civilizations of Egypt, the Near East, Greece and Rome Students will be able to DO: ► Construct a rudimentary timeline of ancient western civilization	Parts of learning units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome. Students will complete a timeline art project depicting major events of the Roman Empire from the beginning of Roman culture to the decline of the Roman Empire.	Completed computer Timeline Projects in Map Skills and Why Study History Units Completed art timeline project in Roman Unit	All year
4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)		Students will KNOW: ► Primary source ► Secondary source Students will be able to DO: ► Identify examples of primary and secondary sources ► Distinguish between a primary source and secondary source	Reading of pages 50-55 in textbook <u>World Cultures</u> and complete study guide questions. Class discussion centered on hands on examples of both primary and secondary sources.	Completed Chapter 1 Study Guide Chapter 1 Test open response question	All year
5. Identify multiple causes and effects when explaining historical events. (H)		Students will KNOW: ► Historical events have a causation ► Historical events have an effectuation Students will be able to DO: ► Explain the cause and effect of a major historical event in the answering of a test essay	Parts of learning units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome Specifically the causes of the decline of the Roman Empire. Students will read pages 152 and 153 of <u>World Cultures</u> and answer study guide questions.	Completed study guide on chapter 5 Chapter 5 Test open response question	All year
6. Describe ways of interpreting archaeological evidence from societies		Students will KNOW: ► Fossil, artifact, anthropology, archaeology and prehistory	Parts of learning units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome.	Completed Study Guides in units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome.	September and October



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
leaving no written records. (H)		Students will be able to DO: ▶Distinguish between fossils and artifacts ▶Compare and contrast the studies of anthropology and archaeology		Tests on units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome.	
7. Define and use correctly words and terms relating to government such as <i>city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military</i> . ©		Students will KNOW: ▶ City-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military. Students will be able to DO: ▶Use city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military in written and oral expression.	Parts of learning units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome.	Completed Study Guides in units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome. Tests on units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome.	All year
8. Define and apply economic concepts learned in prekindergarten through grade 6: <i>producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand</i> . (E)		Students will KNOW: ▶Producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand. Students will be able to DO: ▶Use producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand in written and oral expression.	Parts of learning units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome.	Completed Study Guides in units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome. Tests on units: Map Skills, Why Study History, Egypt, Near East, Greece and Rome.	All year