

Curriculum Map/Pacing Guide

School: Hazard Middle School

Grade Level: 7th Grade

Subject: Social Studies

Ky Standard	Content/Topic	Skill/Time Period	Assessment
<p>*Standards in this unit were realigned to the 6th grade curriculum but will continue to be taught in 2020/2021 to avoid an instructional gap.</p> <p><u>I: Questioning</u> 6.I.Q.1 6.I.Q.2</p> <p><u>C: Civic and Political Institutions</u> 6.C.CP.1 6.C.CP.2 6.C.CP.3</p> <p><u>C: Civic Virtues and Democratic Principles</u> 6.C.CV.1</p> <p><u>C: Processes, Rules and Laws</u> 6.C.PR.1</p> <p><u>G: Human Environment Interaction</u> 6.G.HE.1 6.G.HE.2</p> <p><u>H: Change and Continuity</u> 6.H.CH.1</p> <p><u>H: Conflict and Compromise</u> 6.H.CO.1</p>	<p><u>UNIT 1: The First Civilizations</u></p> <p>1.1 - Early Humans</p> <ul style="list-style-type: none"> ● Archeology <ul style="list-style-type: none"> ○ Artifacts ○ Fossils ● Paleolithic Era <ul style="list-style-type: none"> ○ Nomadic Lifestyle ○ Ice Age ● The Farming Revolution ● Neolithic Era <ul style="list-style-type: none"> ○ Villages ○ Specialization ○ Domesticate <p>1.2 - Mesopotamia</p> <ul style="list-style-type: none"> ● Sumerians <ul style="list-style-type: none"> ○ Tigris & Euphrates Rivers ○ Cuneiform ● Sargon & Hammurabi <ul style="list-style-type: none"> ○ Law Code <p>1.3 - The First Empires</p> <ul style="list-style-type: none"> ● Assyrian Empire <ul style="list-style-type: none"> ○ Specialized Military ○ Provinces ● Chaldean Empire <ul style="list-style-type: none"> ○ Hanging Gardens of Babylon 	<p><u>Learning Target(s)</u></p> <p>I can describe how early humans were able to adapt to the environment.</p> <p>I can describe how the farming revolution changed the lives of early humans.</p> <p>I can compare the lives of early humans during the Paleolithic and Neolithic ages.</p> <p>I can identify where the world's first civilizations began.</p> <p>I can discuss the system of law in Babylon under Hammurabi.</p> <p>I can describe how the Assyrians organized and controlled an empire in Mesopotamia.</p> <p>I can identify important landmarks built by the Chaldeans in Babylon.</p> <p><u>Time:</u> 3 Weeks</p>	<p><u>Formative</u></p> <p>Guided Reading Activities (4) Reteaching Activities (4)</p> <ul style="list-style-type: none"> ● GR & Reteaching 1-1 ● GR & Reteaching 1-2 ● GR & Reteaching 1-3 <p>Journal Writing Prompt(s)</p> <ul style="list-style-type: none"> ● HD Journal #1 <i>"Only Time will Tell"</i> ● HD Journal #2 <i>"It's the Law!"</i> <p>Video with Discussion Questions</p> <ul style="list-style-type: none"> ● Forensics - Who Killed the Iceman? ● Mankind The Story of All of Us - Episode 1: Inventors <p><u>Summative</u></p> <p>Section Quizzes (3) <i>10 Questions - MC & Matching</i></p> <ul style="list-style-type: none"> ● Quiz 1-1 ● Quiz 1-2 ● Quiz 1-3 <p>Ch.1 Early Civilizations Test</p> <ul style="list-style-type: none"> ● <i>25 Multiple Choice Q's</i> ● <i>1 Extended Response</i>

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<p>*Standards in this unit were realigned to the 6th grade curriculum but will continue to be taught in 2020/2021 to avoid an instructional gap.</p> <p><u>I: Questioning</u> 6.I.Q.1 6.I.Q.2</p> <p><u>C: Civic and Political Institutions</u> 6.C.CP.1 6.C.CP.2 6.C.CP.3</p> <p><u>C: Civic Virtues and Democratic Principles</u> 6.C.CV.1</p> <p><u>C: Processes, Rules and Laws</u> 6.C.PR.1</p> <p><u>G: Human Environment Interaction</u> 6.G.HE.1 6.G.HE.2</p> <p><u>H: Change and Continuity</u> 6.H.CH.1</p> <p><u>H: Conflict and Compromise</u> 6.H.CO.1</p>	<p align="center"><u>UNIT 2: Ancient Egypt</u></p> <p>2.1 - The Nile Valley</p> <ul style="list-style-type: none"> ● Geography of Egypt <ul style="list-style-type: none"> ○ Nile River ○ Cataracts ○ Delta ○ Sahara Desert <p>2.2 - Egypt's Old Kingdom</p> <ul style="list-style-type: none"> ● Government <ul style="list-style-type: none"> ○ Pharaoh ○ Monarchy ○ Dynasty ○ Theocracy ● Religion <ul style="list-style-type: none"> ○ Deities ○ Life After Death ● Culture <ul style="list-style-type: none"> ○ Embalming ○ Mummification ○ Pyramids <p>2.3 - The Egyptian Empire</p> <ul style="list-style-type: none"> ● Middle Kingdom <ul style="list-style-type: none"> ○ Golden Age ● New Kingdom Pharaohs <ul style="list-style-type: none"> ○ Hatshepsut ○ Tutankamun ○ Ramses II <p>2.4 - Civilization of Kush</p>	<p><u>Learning Target(s)</u></p> <p>I can describe how the geography of Egypt provided protection to its people.</p> <p>I can describe how Ancient Egyptian beliefs about the afterlife and multiple gods influenced society.</p> <p>I can describe the role the Pharaoh played in both the government and religion of Ancient Egypt.</p> <p>I can describe how Egyptians were able to adapt to their environment and construct structures the world had never seen.</p> <p>I can identify specific Egyptian Pharaohs and discuss their impact on Ancient Egypt.</p> <p>I can describe specific ways that Ancient Egypt was able to impact the culture of its neighbors.</p> <p><u>Time:</u> 3 Weeks</p>	<p><u>Formative</u></p> <p>Guided Reading Activities (4) Reteaching Activities (4)</p> <ul style="list-style-type: none"> ● GR & Reteaching 2-1 ● GR & Reteaching 2-2 ● GR & Reteaching 2-3 ● GR & Reteaching 2-4 <p>Journal Writing Prompt(s)</p> <ul style="list-style-type: none"> ● HD Journal #3 <i>"Cruising the Nile"</i> ● HD Journal #4 <i>"Real or Hogwash"</i> <p>Video with Discussion Questions</p> <ul style="list-style-type: none"> ● Egypt - Howard Carter & the Tomb of Tutankhamun <p><u>Summative</u></p> <p>Section Quizzes (4) <i>10 Questions - MC & Matching</i></p> <ul style="list-style-type: none"> ● Quiz 2-1 ● Quiz 2-2 ● Quiz 2-3 ● Quiz 2-4 <p>Ch.2 Ancient Egypt Test</p> <ul style="list-style-type: none"> ● <i>25 Multiple Choice Q's</i> ● <i>1 Extended Response</i>

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<p>Kentucky HB 128 (2018) - States that all public middle and high school's curriculum shall include instruction on the Holocaust and other cases of genocide, as defined by the United Nations Convention on the Prevention and Punishment of the Crime of Genocide.</p>	<p>Mini Unit: The Holocaust</p> <p>H.1 - Hitler Takes Power</p> <ul style="list-style-type: none"> ○ Nazi Party ○ Anti-Semitism ○ Fascism ○ Propaganda <p>H.2 - The Holocaust</p> <ul style="list-style-type: none"> ○ The Holocaust ○ Nuremberg Laws ○ Kristallnacht ○ Ghetto ○ Star of David ○ The Final Solution ○ Concentration Camp ○ Auschwitz ○ Genocide 	<p><u>Learning Target(s)</u></p> <p>I can describe key events and topics related to the Holocaust</p> <p>I can discuss how the Holocaust was a turning point event in the course of human history.</p> <p>I can develop an understanding of the consequences of prejudice, racism, and stereotyping in any society.</p> <p>I can discuss the dangers of remaining silent, apathetic, and indifferent in the face of oppression.</p> <p>I can discuss how Nazi Germany utilized its technological expertise and government infrastructure to implement destructive policies leading to genocide.</p> <p>I can discuss the consequences of the Holocaust on a global scale.</p> <p><u>Time: 2 Weeks</u></p>	<p><u>Formative</u></p> <p>Guided Reading Activity</p> <p>Reteaching Activity</p> <p>Video with Discussion Questions</p> <ul style="list-style-type: none"> ● The Boy in the Striped Pajamas <p><u>Summative</u></p> <p>Section Quiz</p>

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<p><u>C: Civic and Political Institutions</u> 7.C.CP.1</p> <p><u>C: Roles and Responsibilities of a Citizen</u> 7.C.RR.1</p> <p><u>C: Civic Virtues and Democratic Principles</u> 7.C.CV.1</p> <p><u>C: Processes, Rules and Laws</u> 7.C.PR.1</p> <p><u>E: Incentives, Choices and Decision Making</u> 7.E.IC.1 7.E.IC.2</p> <p><u>G: Migration and Movement</u> 7.G.MM.1</p> <p><u>G: Human Interactions and Interconnections</u> 7.G.HI.1 7.G.HI.2</p> <p><u>G: Human Environment Interaction</u> 7.G.HE.1 7.G.HE.1</p> <p><u>G: Geographic Reasoning</u> 7.G.GR.1 7.G.GR.2</p> <p><u>H: Change and Continuity</u> 7.H.CH.1</p> <p><u>H: Conflict and Compromise</u> 7.H.CO.1 7.H.CO.2</p> <p><u>H: Cause and Effect</u> 7.H.CE.2</p>	<p><u>UNIT 4: Ancient Greece (Geography & Government)</u></p> <p>4.1 - The Early Greeks</p> <ul style="list-style-type: none"> ● Geography of Greece <ul style="list-style-type: none"> ○ Minoans & Mycenceneans ○ Colonization ○ Greek City-States <p>The Rise of Democracy</p> <ul style="list-style-type: none"> ● Forms of Government <ul style="list-style-type: none"> ○ Monarchy ○ Oligarchy ○ Tyranny ○ Direct Democracy ○ Rep. Democracy <p>4.2 - Athens and Sparta</p> <ul style="list-style-type: none"> ● Athens <ul style="list-style-type: none"> ○ Government ○ Economy ○ Education ● Sparta <ul style="list-style-type: none"> ○ Government ○ Economy ○ Education <p>4.3 - Persia Attacks Greece</p> <ul style="list-style-type: none"> ● Perisan Empire <ul style="list-style-type: none"> ○ Persian Culture ● Allies: Athens & Sparta <ul style="list-style-type: none"> ○ Battle of Marathon ○ Battle of Thermopylae <p>4.4 - The Age of Pericles</p> <ul style="list-style-type: none"> ● Pericles <ul style="list-style-type: none"> ○ Golden Age ● The Peloponnesian War 	<p><u>Learning Target(s)</u></p> <p>I can describe how the geography of Greece influenced the lives of its people.</p> <p>I can identify various forms of government that developed in the Greek city-states.</p> <p>I can describe how the idea of citizenship and democracy developed in Athens.</p> <p>I can compare culture and daily life in the Greek city-states of Athens and Sparta.</p> <p>I can describe how Pericles began a “Golden Age” in Athens and made the city-state more democratic.</p> <p><u>Time: 3 Weeks</u></p>	<p><u>Formative</u></p> <p>Guided Reading Activities (4) Reteaching Activities (4)</p> <ul style="list-style-type: none"> ● GR & Reteaching 4-1 ● GR & Reteaching 4-2 ● GR & Reteaching 4-3 ● GR & Reteaching 4-4 <p>Journal Writing Prompt(s)</p> <ul style="list-style-type: none"> ● HD Journal #6 “Athens VS Sparta” <p>Video with Discussion Questions</p> <ul style="list-style-type: none"> ● Deadliest Warrior: Spartan VS Ninja <p><u>Summative</u></p> <p>Section Quizzes (3) <i>10 Questions - MC & Matching</i></p> <ul style="list-style-type: none"> ● Quiz 4-1 ● Quiz 4-2 ● Quiz 4-3 ● Quiz 4-4 <p>Ch.4 Ancient Greek (Government) Test</p> <ul style="list-style-type: none"> ● 25 Multiple Choice Q’s ● 1 Extended Response

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<p><u>G: Migration and Movement</u> 7.G.MM.1</p> <p><u>G: Human Interactions and Interconnections</u> 7.G.HI.1 7.G.HI.2</p> <p><u>G: Human Environment Interaction</u> 7.G.HE.1 7.G.HE.2</p> <p><u>G: Geographic Reasoning</u> 7.G.GR.1 7.G.GR.2</p> <p><u>H: Change and Continuity</u> 7.H.CH.1</p> <p><u>H: Cause and Effect</u> 7.H.CE.2</p> <p><u>H: Conflict and Compromise</u> 7.H.CO.1 7.H.CO.2</p>	<p align="center"><u>UNIT 7: The First Americans</u> <i>Prehistory to 1492</i></p> <p>1.1 - Early Peoples</p> <ul style="list-style-type: none"> ● Migration from Asia <ul style="list-style-type: none"> ○ Ice Age ○ Beringia ● Settling Down <ul style="list-style-type: none"> ○ Farming Revolution <p>1.2 - Cities and Empire</p> <ul style="list-style-type: none"> ● Mesoamerica <ul style="list-style-type: none"> ○ Maya Civilization ○ Aztec Civilization ○ Inca Civilization <p>1.3 - North American Peoples</p> <ul style="list-style-type: none"> ● Early Native Americans <ul style="list-style-type: none"> ○ Mound Builders ● People of the North <ul style="list-style-type: none"> ○ Inuit ● People of the West ● People of the Southwest <ul style="list-style-type: none"> ○ Anasazi ○ Navajo ● People of the Plains ● People of the East & SE <ul style="list-style-type: none"> ○ Iroquois League 	<p><u>Learning Target(s)</u></p> <p>I can describe how the first people arrived in the Americas.</p> <p>I can describe how farming changed the lives of early Americans.</p> <p>I can describe how religious beliefs influenced early civilizations in the Americas.</p> <p>I can describe how technology allowed ancient civilizations to grow in the Americas.</p> <p>I can describe how early Americans were able to adapt to the environment.</p> <p>I can categorize various Native American groups by geographic regions.</p> <p><u>Time: 3 Weeks</u></p>	<p><u>Formative</u></p> <p>Guided Reading Activities (3) Reteaching Activities (3)</p> <ul style="list-style-type: none"> ● GR & Reteaching 1-1 ● GR & Reteaching 1-2 ● GR & Reteaching 1-3 <p>Journal Writing Prompt(s)</p> <ul style="list-style-type: none"> ● HD Journal #1 <i>“Moon VS Maize”</i> ● HD Journal #2 <i>“Honor or Insult”</i> <p>Video with Discussion Questions</p> <ul style="list-style-type: none"> ● Engineering an Empire - The Aztecs ● Expedition Unknown - Mayan Apocalypse ● Brainpop: Mesoamerica <p><u>Summative</u></p> <p>Section Quizzes (3) <i>10 Questions - MC & Matching</i></p> <ul style="list-style-type: none"> ● Quiz 1-1 ● Quiz 1-2 ● Quiz 1-3 <p>Ch.1 The First Americans Test</p> <ul style="list-style-type: none"> ● <i>25 Multiple Choice Q’s</i> ● <i>1 Extended Response</i>

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<p><u>C: Civic Virtues and Democratic Principles</u> 7.C.CV.1</p> <p><u>E: Microeconomics</u> 7.E.MI.2</p> <p><u>E: Specialization, Trade and Interdependence</u> 7.E.ST.1 7.E.ST.4</p> <p><u>E: Incentives, Choices and Decision Making</u> 7.E.IC.2</p> <p><u>G: Migration and Movement</u> 7.G.MM.1</p> <p><u>G: Human Interactions and Interconnections</u> 7.G.HI.1 7.G.HI.2</p> <p><u>G: Human Environment Interaction</u> 7.G.HE.1</p> <p><u>H: Change and Continuity</u> 7.H.CH.1</p> <p><u>H: Cause and Effect</u> 7.H.CE.1 7.H.CE.2</p> <p><u>H: Conflict and Compromise</u> 7.H.CO.1 7.H.CO.2</p>	<p><u>Unit 8: Exploring the Americas</u> 1400-1625</p> <p>2.1 - A Changing World</p> <ul style="list-style-type: none"> ● Marco Polo ● The Renaissance ● New Technology ● African Kingdoms <p>2.2 - Early Exploration</p> <ul style="list-style-type: none"> ● New Trade Routes <ul style="list-style-type: none"> ○ Prince Henry ○ Bartolomeu Dias ○ Vasco de Gama ● Columbus Crosses Atlantic <ul style="list-style-type: none"> ○ Viking Voyages ○ Columbus ○ Line of Demarcation ○ Ferdinand Magellan ○ Amerigo Vespucci <p>2.3 - Spain in America</p> <ul style="list-style-type: none"> ● Conquistadors <ul style="list-style-type: none"> ○ Hernan Cortez ○ Francisco Pizaro ○ Ponce de Leon ● Spanish Empire <ul style="list-style-type: none"> ○ Settlements ○ Slave Labor <p>2.4 - Exploring North America</p> <ul style="list-style-type: none"> ● Protestant Reformation <ul style="list-style-type: none"> ○ Martin Luther ○ King Henry VIII ● Mercantilism ● Northwest Passage <ul style="list-style-type: none"> ○ Henry Hudson ○ French & Dutch Settlements 	<p><u>Learning Target(s)</u></p> <p>I can discuss how Marco Polo’s “Travels” inspired the search for a sea route to Asia.</p> <p>I can describe how Portugal took a leading role in early exploration.</p> <p>I can describe how new technology made long sea voyages possible.</p> <p>I can describe how early exploration became a balance of both risks and rewards.</p> <p>I can describe the economic concept of “mercantilism” and how it impacted early exploration.</p> <p>I can describe the religious movement known as the “Protestant Reformation” and its impact on European interests in America.</p> <p>I can compare the impact of the “Columbian Exchange” on each side of the Atlantic.</p> <p><u>Time: 3 Weeks</u></p>	<p><u>Formative</u></p> <p>Guided Reading Activities (4) Reteaching Activities (4)</p> <ul style="list-style-type: none"> ● GR & Reteaching 2-1 ● GR & Reteaching 2-2 ● GR & Reteaching 2-3 ● GR & Reteaching 2-4 <p>Journal Writing Prompt(s)</p> <ul style="list-style-type: none"> ● HD Journal #3 “Building an Empire” <p>Video with Discussion Questions</p> <ul style="list-style-type: none"> ● Mankind The Story of All of Us - Episode 7: The New World ● Brainpop: Marco Polo ● Brainpop: Columbus <p><u>Summative</u></p> <p>Section Quizzes (4) <i>10 Questions - MC & Matching</i></p> <ul style="list-style-type: none"> ● Quiz 2-1 ● Quiz 2-2 ● Quiz 2-3 ● Quiz 2-4 <p>Ch.2 Exploring the Americas Test</p> <ul style="list-style-type: none"> ● 25 Multiple Choice Q’s ● 1 Extended Response

