

Curriculum Map 2019-2020

[GAP Map for One Year]

Dates	Topic	Standards	I CAN/Learning Intentions	Essential Questions	Critical Vocabulary
8/07-8/9 (3 days)	Procedures, etc.		Students will gain an understanding of school rules	What does my teacher expect of me?	
8/12-8/23 (10 days)	Study of Geography and History Review	<i>(7.G.HE.1 7.G.HE.2 7.G.GR.1 7.G.GR.2)</i>	Students will understand that: a) patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. b) economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations from 600 to 1600 A.D.	Why is it important to understand how to read a map? How GPS works and why it is so important in today's world. What push and pull factors either push people away from their home or pull them to a new place. [These might include a war, a famine or a new opportunity.]	Database, climate, famine, irrigation. landforms, latitude, longitude, location, limit, movement, natural resources, place, physical characteristics, region, relative location, history, historical event, timeline

8/26-10/4 (30 Days)	Mesopotamia Egypt Greece	(6.H.CH.1 6.H.CH.2 6.H.CE.1 6.H.CO.1 6.H.KH.1 6.C.CP.1 6.C.CP.2 6.C.CP.3 6.C.RR.1 6.C.CV.1 6.C.PR.1)	Students will explain how technology in early civilizations assisted human modifications of the physical environment. Students will describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations	What cultural contributions did this group leave behind? How does geography affect the development of civilization? How did tribes and empires use technology to adapt to environmental challenges? What defines a “Golden Age” of a civilization?	Paleolithic Age, Neolithic Age, arts, competition, compromise, cooperation, culture, custom, ethnic, perspective or point of view, classical civilization, empires
FALL BREAK 10/7 – 10/11 10/14-10/25 (10 days)	Rome	(6.C.CP.1 6.C.CP.2 6.C.CP.3 6.C.RR.1 6.C.CV.1 6.C.PR.1 6.H.CH.1 6.H.CH.2 6.H.CE.1 6.H.CO.1 6.H.KH.1)	Students will describe and explain how the rise of classical civilizations has a lasting impact on the world. Students will explain how all Empires, expanded and interacted. This time period led to a cultural interconnectedness and cultural diffusion at a larger scale.	What cultural contributions did this group leave behind? How does geography Affect the development of civilization? How was Europe structured politically and socially after the fall of Rome? How did tribes and empires use technology to adapt to environmental challenges? How do religious beliefs spread?	Forum, patricians, plebeians, republic, census, emperor, gladiator, tariff, Compromise, Cooperation, conflict

10/28- 11/1 (5 days)	Barbarian Invasions	<i>(7.C.CP.1 7.C.RR.1 7.C.CV.1 7.G.MM.1 7.G.HI.1 7.G.HI.2 7.G.HE.1 7.G.GR.1 7.H.CE.1 7.H.CE.2 7.H.CO.2</i>		How did tribes and empires use technology to adapt to environmental challenges? What defines a “Golden Age” of a civilization?	barbarian, migrate, invade, Fall of Rome prejudice, social groups, conflict, social institutions, stereotypes
NO School 11/4-11/5 Election Day and work day 11/6-11/20 (10 days)	Early Middle Ages	<i>(7.C.CP.1 7.C.RR.1 7.C.CV.1 7.C.PR.1 7.H.CO.1)</i>	Students will explain the Dev. of Feudalism & Role of the Church in Med. society Students will describe and give examples of how developments	How did the developments of the Middle Ages impact civilization? Why did feudalism develop during the Middle Ages? How do religious beliefs spread? How did the church and state compete for power during the Middle Ages? How did the Black Death change Europe?	religious orders & institutions, serfs, peasants, vassals, knight, king, manor, kingdom. Christianity, Roman Catholic Church, Pope, excommunicate sacrament, pilgrimage, natural law illuminated manuscript agrarianism, Feudalism, gender, Middle Ages, religion, traditional economy, market
11/21-11/26 (4 Days) Thanksgiving Break 11/27-11/29	Life in Med. Towns/ Decline of Feudalism	<i>(7.E.MI.1 7.E.MI.2 7.E.ST.2 7.E.IC.2 7.H.CH.1)</i>	Students will describe and give examples of how developments during the Middle Ages influenced modern society	How did the developments of the Middle Ages impact civilization today? Why did Scandinavian Vikings raid into Europe and then turn to traded to supplement their farming villages?	interdependent, market, market economy, mixed economy, traditional economy, scarcity, supply and demand, guilds, trade association, journeyman, charter, domain, apprentice, leprosy, bubonic plague Minstrel, mystery play, miracle play, habeas corpus, commoner, crossbow, longbow

				<p>Did they often settle in new areas to be incorporated into the populations already present?</p> <p>Yes or No? Explain and use examples.</p> <p>How did the growth of trade and banking recreate European cities?</p>	
12/2-12/6 (5 Days)	The Byzantine Empire	(7.C.CP.1 7.C.RR.1 7.C.CV.1 7.H.CE.1 7.H.CO.1 7.H.CO.2)	Students can explain and use examples of how physical geography influenced nearly everything about how empires and their subjects acted, reacted and interacted, and how it drove agricultural economies as well as trade routes.	<p>How does physical geography influence nearly everything about how empires and their subjects acted, reacted and interacted?</p> <p>How does geo. drive agricultural economies as well as trade routes?</p> <p>For example, the capital of the Byzantine Empire, at Constantinople, was purposefully located at an easily defensible location overlooking a natural chokepoint between the Mediterranean and Black Seas.</p> <p>How did tribes and empires use</p>	social institutions, Byzantine Empire, Constantinople, Eastern Orthodox Church, public works, patriarch, liturgy, icon, schism

				<p>technology to adapt to environmental challenges?</p> <p>What defines a “Golden Age” of a civilization?</p>	
12/9-12/13 (5 days)	Geo. of Arabian Peninsula & The Prophet Muhammad	<i>(7.G.GR.1 7.G.GR.2 7.H.CO.1)</i>	<p>Students will explain the teachings of Muhammad.</p> <p>Students will learn how empires expanded from 600-1600 for a variety of reasons from religious ideologies to resource extraction to land acquisition.</p>	<p>How do religious beliefs spread?</p> <p>Who was the Prophet Mohommad?</p> <p>How did he become the founder of Islam?</p> <p>What are the teachings of Mohommad?</p> <p>How does the spread of Islam compare to the spreading of Christianity and Buddhism?</p>	<p>Arabian Peninsula, geography, desert, oases, Coastal plain, Mountain range, environment, adaptation, caravan, plateau, nomad, sedentary, barter, irrigate, terrace, Muhammad, Islam, prophet, Muslims, clan, polytheist, tribe, convert, monotheism, boycott, siege, caliph, provinces, dynasty, garrison</p>
12/13-12/20 (5 Days) WINTER BREAK 12/23 – 1/3	The Teachings of Islam & the Crusades [extra-the spread of Islam]	<i>(7.G.MM.1 7.G.HI.1 7.G.HI.2 7.H.CH.1 7.H.CO.1 7.C.CO.2)</i>	<p>Students will learn how empires expanded from 600-1600 for a variety of reasons from religious ideologies to resource extraction to land acquisition.</p>	<p>How does Islam compare to prior world religions?</p> <p>Where did Islam expand globally?</p> <p>How does Islam compare to prior world religions?</p> <p>How do the beliefs of Islam influence the development</p>	<p>crusades, perspective, primary source, secondary source, stereotypes, prejudice, Qur'an, Sunnah, Five Pillars of Faith, jihad, shari'ah, Torah, hadith, imam, almsgiving, Ramadan</p> <p>shah, synagogue, anti-Semitism, segregation, Iberian Peninsula,</p>

				<p>of Caliphates?</p> <p>How does Europe respond to the spread of Islam into the Holy Land?</p> <p>What influence did Islam have on European civilizations?</p>	<p>inquisition, expulsion, ransom, sulton, Holy Land</p>
<p>Jan. 6-17 (10 days)</p>	<p>Early Societies of Africa</p> <p>Ghana & Mali</p>	<p><i>(7.C.CP.1</i> <i>7.C.RR.1</i> <i>7.C.CV.1</i> <i>7.E.MI.1</i> <i>7.E.MI.2</i> <i>7.E.MI.3</i> <i>7.E.MA.1</i> <i>7.E.MA.2</i> <i>7.E.ST.1</i> <i>7.E.ST.2</i> <i>7.E.ST.4</i> <i>7.E.IC.2</i> <i>7.G.GR.1</i> <i>7.G.GR.2</i> <i>7.H.CH.1</i> <i>7.H.CE.2</i> <i>7.H.CO.1)</i></p>	<p>Student will explain how trade routes provide one example of cooperation within empires during this period.</p> <p>For example, large West African empires like Ghana, Mali and Songhai controlled much of the world's gold supply, and traders moved across the desert along routes protected by the militaries of West African monarchs in order to gain access to this valued natural resource.</p> <p>Students will explain how an empire such as the West African empires of Ghana and Mali,</p>	<p>How did geography determine where people settled in Africa?</p> <p>How did tribes and empires use technology to adapt to environmental challenges?</p> <p>What defines a “Golden Age” of a civilization?</p> <p>What defined the kingdoms of Ghana, Mali, and Songhai?</p> <p>How did trans-Saharan trade lead to West African wealth and success?</p> <p>What influence did Islam have on African civilizations?</p> <p>How did trade create and spread West African culture?</p> <p>What caused the decline of</p>	<p>Kingdoms, family-based communities, villages, towns, cities, woodland forest, rainforest, extended family, excavate, tribute, matrilineal, headdress, porter, deposit,</p>

			expanded and interacted. This time period led to a cultural interconnectedness and cultural diffusion at a larger scale.	West African empires?	
1/20 MLK DAY 1/21-1/31 (9 Days)	Imperial China & China Economy	(7.C.CP.1 7.C.RR.1 7.C.CV.1 7.C.PR.1 7.E.MI.1 7.E.MI.2 7.E.MA.2 7.E.ST.2 7.E.ST.3 7.E.ST.4 7.E.IC.2 7.H.CE.2 7.H.CO.2)	<p>Students will explain how all Empires, such as the Mongol empire in Central Asia, expanded and interacted. This time period led to a cultural interconnectedness and cultural diffusion at a larger scale.</p> <p>Students will describe and explain the rise of classical empires and how they have had a lasting impact on the world.</p> <p>Students will explain how increased trade, more interconnectedness and the constant search for new resources led people to rediscover the past,</p>	<p>What cultural contributions did this group leave behind?</p> <p>How does geography effect the development of civilization?</p> <p>What role does economics play in the success or failure of a civilization?</p> <p>How did geography determine where people settled in China?</p> <p>How did empires use technology to adapt to environmental challenges?</p> <p>What defines a “Golden Age” of a civilization?</p> <p>How did the Mongols influence China?</p> <p>How does China’s history</p>	<p>dialect, dynasty, oracle, noble</p> <p>Trade routes, Silk Road, caravan, meritocracy, bureaucracy, warlord, civil service examination, economy, agriculture, Trade, commerce, urbanization, harrow, chain pump, barge, currency</p>

			<p>develop new ways of thinking and invent new tools and technologies to propel them into the future.</p>	<p>explain China's dominance in Asia?</p> <p>How did the Tang and Song Dynasties rule their people?</p>	
Feb 3-14 (10 Days)	Aztecs & Incas	<p>(7.C.CP.1 7.C.RR.1 7.C.CV.1 7.C.PR.1 7.E.MI.1 7.E.MI.2 7.E.MA.1 7.E.MA.2 7.E.ST.2 7.E.ST.4 7.E.IC.2 7.G.MM.1 7.G.HI.1 7.G.HI.2 7.H.CH.1 7.H.CE.2 7.H.CO.1 7.H.CO.2)</p>	<p>Students will witness the conflict that was often the result during the convergence of diverse people in the New World, as individuals, groups of people as well as governments, grappled to control land and resources across the Americas. For example, both the Aztec and Inca Empires were militarily defeated as the empire of Spain fought for control of the resources and labor in these areas.</p>	<p>How did the creation of the Atlantic System and the Columbian Exchange of plants, animals, people and disease between hemispheres changed the world?</p> <p>Was 1450-1600 a time of frantic land grabs in an era when wealth was most often represented by land ownership? Yes or no? Explain.</p> <p>How did scarcity provide an incentive for exploration, and claiming of lands within the Americas?</p> <p>How did geography determine where people settled in the Americas?</p> <p>How did geography contribute to the rise of American empires?</p>	<p>Aztecs, Mesoamerica, legend, Tenochtitlan, empire, mercenary, alliance, plaza, aviary, causeway, dike, religious practices, semi-divine, hereditary, ward, dowry, polygamy, Inca Empire, litter, ayllu, communal, divination, oracle</p>

				How did tribes and empires use technology to adapt to environmental challenges?	
2/17 PRESIDENTS DAY Feb 17-28	Renaissance Begins & Florence..	(7.C.CP.1 7.C.CV.1 7.E.MI.1 7.E.MI.2 7.E.ST.1 7.E.ST.2 7.E.ST.3 7.E.ST.4 7.G.HI.2 7.H.CE.1 7.H.CE.2 7.H.CO.1 7.H.CO.2	<p>Students will explain why the Renaissance was a turning point in world history. They came about as a result of the political, geographic, economic and social changes occurring within, and because of, expanding empires.</p> <p>Students will explain how increased trade, more interconnectedness and the constant search for new resources and technology.</p>	<p>What innovations in thinking transformed European societies?</p> <p>How did the Catholic Church demonstrate it's political, religious, and social power?</p> <p>How did the Crusades affect the lives of Christians, Jews, and Muslims?</p> <p>How did the Renaissance create changes in thinking?</p> <p>How did Greece and Roman influence Europe?</p> <p>How did the Renaissance influence the development of the Enlightenment?</p>	Renaissance, humanism, perspective, patron, city-state, republic, humanities, architecture, engineering, painting, sculpture, literature, and science, mathematics, Florentine politics, commerce, trade, hoist, secular, circulation
Mar. 2-13	Leading Figures of the Ren.	(7.H.CE.1	Students will explain how the leading		artist, scientist, monarch, writer, chapel, proportion, engraving, woodcut axis, dissect, New World,

		7.H.CO.1)	figures of the Renaissance helped make it a turning point in world history.		subject, playwright, armada, comedy, tragedy, satire
Mar. 16-27	The Reformation & Spread of it	(7.H.CE.1 7.H.CO.1)	<p>Students will explain why the Reformation was a turning point in world history.</p> <p>Students will learn how empires expanded from 600-1600 for a variety of reasons from religious ideologies to resource extraction to land acquisition. In Europe, fights between Protestant and Roman Catholic Christians caused wars.</p>	<p>How did the printing press spread ideas in Europe?</p> <p>How did the Protest Reformation change Christianity?</p>	Reformation, Protestants, indulgence, simony, papacy, heresy, doctrine, mystic, denomination, New Testament, Old Testament, sect, Counter- Reformation, Lutheranism, Calvinism, Anglicanism, scripture, original sin, Holy Communion, predestination, blasphemy, pulpit, theocracy, missionary, massacre, nationalism, absolute monarchy, Puritan
Mar. 30-April 3	The Age of Exploration	(7.G.MM.1 7.G.HI.1 7.G.HI.2 7.G.HE.2 7.H.CE.1 7.H.CE.2 7.H.CO.2)	<p>Students will explain why the age of exploration was a turning point in world history.</p> <p>As well as how the search for resources led people to rediscover the past, develop new ways of thinking and invent</p>	<p>How did empires use technology to adapt to environmental challenges?</p> <p>How did the printing press spread ideas in Europe?</p> <p>What enabled European exploration?</p> <p>How does European exploration compare with</p>	explore, empires, conflict, profit, resources, prejudice, Great Convergence, Compass, astrolabe, caravel, mutiny, papal, line of demarcation, conquistadores, sea dogs

			<p>new tools and technologies to propel them into the future.</p> <p>Students will learn how empires expanded from 600-1600 for a variety of reasons from religious ideologies to resource extraction to land acquisition.</p>	<p>Chinese exploration?</p> <p>How did the Columbian exchange impact the Europe, the Americas, and Africa?</p> <p>What impact did Triangular Trade have on Africa?</p> <p>How did European colonizers profit from labor systems in the Americas?</p>	
<p>SPRING BREAK 4/6 – 4/10</p> <p>April 13-17</p>	The Scientific Revolution	<i>(7.H.CE.1 7.H.CO.1 7.E.ST.3)</i>	Students will explain why the Scientific Revolution was a turning point in world history.	<p>How did the printing press spread ideas in Europe?</p> <p>How did the Scientific Revolution challenge Church Authority?</p> <p>How did the Scientific Revolution influence the development of the Enlightenment?</p>	<p>Scientific Revolution, scientific method, scientist, discovery, invention, rationalism, geocentric, heliocentric, orbit, projectile, mass, hypothesis, data, microscope, barometer, thermometer,</p>
April 20-24	The Enlightenment	<i>(7.C.RR.1 7.H.CE.1 7.H.CO.1)</i>	Students will explain why the Enlightenment was a turning point in world history.	<p>How did art and literature challenge and reenforce traditional thinking?</p> <p>How did ideas from the Enlightenment challenge traditional views?</p>	<p>Enlightenment, salon, philosopher, government, individual rights, social contract, bill of rights, natural rights, tolerance, despotism, oppression, separation of powers, pen name, capital punishment, criminology</p>
April 27-May 8		Testing Window for			

		KPREP			
	Finish	<u>School</u> <u>Year.</u>			