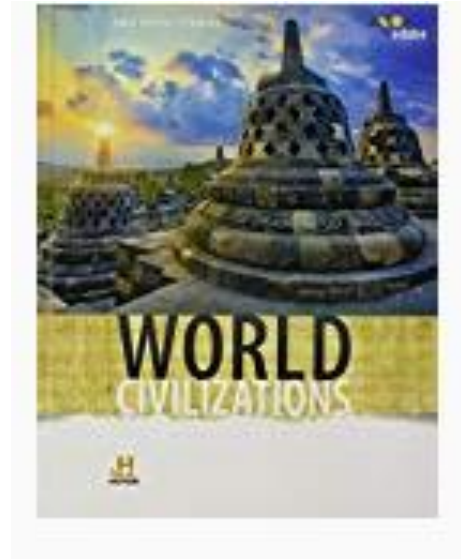


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In 7th grade, students become more proficient with the core concepts in Social Studies. There are two recommended contexts in which students can demonstrate this proficiency in the 7th grade. The first part of the year allows students to examine Washington State from 1889 to the present. The study of Washington State includes an examination of the state constitution and key treaties.

The second part of the year is focused on a continuation of world history from 6th grade as students look at the geography, civics, and economics of major societies up through 1450 C.E. While these two contexts of Washington State History and world civilizations may be very different, the purpose of studying these different regions and eras is the same: to develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.

Since Time Immemorial (STI) – OSPI Web-based Washington State Tribal Sovereignty Curriculum.

Overview: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Training/STICurrOverview.pdf>

Middle School Website Link: <http://www.k12.wa.us/IndianEd/TribalSovereignty/MiddleSchool.aspx>

This curriculum is state mandated.

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Quarter 1

Chapters 1-2: Washington’s Beginning and From Treaties to Statehood		
Textbook: The Washington Journey		
Unit 2: Territory and Treaty Making, Materials		
<u>This unit will focus on:</u> Washington Territory and Treaty Making (1854 – 1889)		
<u>By the end of the unit students will know:</u>		
<ul style="list-style-type: none"> • Washington's location in the world influences its people, culture and climate. • Washington has five land regions with distinct geographic features. • Washington's natural resources have impacted human settlement, • Pacific Northwest Native American groups developed civilizations across the region. • Early encounters between Natives and Europeans changed Washington. • Pioneers came to the Pacific Northwest looking for land and work. • A new boundary divided the land between the United States and Britain and created two new territories, • Early industries encouraged people to move to Washington, • The differences between the Native Americans and white settlers led to a clash in cultures. • The Stevens Treaties required Indians to give up their lands and move to reservations. • Many treaties with Indians were broken, particularly whenever Americans wanted more land. • Tribal sovereignty guaranteed the right for tribes to govern themselves. • Changes to treaties and violations of agreements encouraged hostilities. • Harsh policies and wide-reaching laws had significant impact on Native Americans in Washington. • It took Washington more than 30 years to become a state despite several requests to Congress. • Washington's constitution outlined rights and freedoms of Washington residents, including Natives and women. 		
<u>At the end of the unit students will be able to:</u>		
<ul style="list-style-type: none"> • Analyze the legacy of treaty making on the way we live today, • Discuss how physical geography has affected the growth and development of Washington State. • Analyze how the growth and development of Washington State impacted different cultural groups. • Explain how Washington emerged from a territory and became a state. 		
<u>Assessments:</u>		
Assessments are available in the resources. Decisions will be made by individual sites.		
<u>7th Grade GLEs</u>	<u>Key Vocabulary</u>	
History 4.1.2, Part 2: Understands how themes and developments have defined eras in Washington State and world history by: <ul style="list-style-type: none"> • Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: <ul style="list-style-type: none"> ○ Territory and treaty-making (1854—1889). 	fossil fuel irrigation lowlands non-renewable plateau renewable tributary diplomacy epidemic	infringe paternal relinquish reservation sovereign treaty allotment coerce fraud

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<p>History 4.3.2: Analyzes multiple causal factors that shape major events in Washington State or world history.</p> <p>Social Studies Skills 5.4.1: Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.</p> <p>Social Studies Skills 5.4.2: Creates annotated bibliography or works cited page using an appropriate format.</p>	<p>immunity legislature mediate migration assimilation</p>	<p>humane intruder retaliate slaughter trespass truce</p>
<p><u>Since Time Immemorial:</u> This is addressed in chapters 1& 2 as we discuss early Washington settlements, the encounters between Natives and Europeans, and treaties.</p>		

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Quarter 1, continued

Chapters 3-4: A State of Growth and An Era of Reform		
Textbook: The Washington Journey		
Unit 3: Railroads, Reform, Immigration, and Labor		
<u>This unit will focus on:</u> Railroads, Reform, Immigration and Labor (1889-1930)		
<u>By the end of the unit students will know:</u>		
<ul style="list-style-type: none"> • The Northern Pacific Railroad and the Great Northern Railroad connected Washington to the rest of the country. • The growth of the railroads contributed to the economic development of the state and the nation. • The US government loans and land grants to build the transcontinental railroads. • The government and the railroads encouraged immigration from Europe and Asia. • Immigrant groups faced discrimination from "native-born" Americans. • Washington cities saw rapid population and economic growth in the late nineteenth and early twentieth centuries. • Construction of the railroad and the Klondike Gold Rush helped make Seattle the largest city in the state. • Many workers had jobs with low wages and dangerous working conditions. • Labor unions worked to improve conditions, but they were not always successful. • Violent strikes and fear of extreme ideas made Americans distrustful of labor unions. • The Gilded Age was marked by corruption in business and government, with a growing gap between rich and poor. • Progressive Era reformers worked to address the nation's biggest problems and make the government more responsive to people's needs. • Washington greatly contributed to the nation's efforts I World War I. • The 1920s was a decade of hardship for some but also a period of change marked by new inventions, attitudes, ad overall prosperity. • The need for cheap electricity and water to irrigate dry lands influenced plans to build the Grand Coulee Dam. 		
<u>At the end of the unit students will be able to:</u>		
<ul style="list-style-type: none"> • Analyze how Washington State Constitution defines the state's ideals and values. • Explain what is unique about the government of Washington and the priorities it reflects. • Analyze he causes and consequences of Washington becoming a state. • Explain the legacy of the Great Depression and World II for Washington State. • Explain how the people of Washington State respond to the political, economic, and social challenges of the Great Depression and World War II. 		
<u>Assessments:</u>		
Assessments are available in the resources. Decisions will be made by individual sites.		
<u>7th Grade GLEs</u>	<u>Key Vocabulary</u>	
History 4.1.2, Part 3: Understands how themes and developments have defined era in Washington State and world history by: <ul style="list-style-type: none"> • Explaining how the following themes and developments help to define eras in 	corporation corruption distribution invest solvent	capitalism dignity harass hostility radical

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<p>Washington State history from 1854 to the present:</p> <ul style="list-style-type: none"> Railroads, reform, immigration, and labor (1889-1930) <p>Civics 1.1.1: Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.</p> <p>Geography 3.2.3: Understands the role of immigration in shaping societies in the past or present.</p>	<p>stock subsidy terminus transcontinental backlash discrimination emigrate fjord incentive influx menial nativist quota revenue booster exploit provisions reluctant rival rural urbanization blacklist</p>	<p>reformer sabotage strike vigilante bribe collaborative initiative monopoly recall referendum regulate repeal smuggle alliance consumer credit hydropower interest intolerance neutral vandalize</p>
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Quarter 2

<p>Chapters 5 & 6: The Great Depression & World War II and Washington Comes of Age Textbook: The Washington Journey Suggested CBA Resource: “Farewell to Manzanar”</p>
<p>Unit 4: Great Depression and World War II</p>
<p><u>This unit will focus on:</u> The Great Depression and World War II (1930 – 1945) and Washington State’s recovery after the war.</p>
<p><u>By the end of the unit students will know:</u></p> <ul style="list-style-type: none"> The prosperity of the 1920s ended and the Great Depression began when the stock market crashed. Many people in Washington lost their jobs and life savings during the Depression, The Dust Bowl in the Great Plains states forced a multitude of people to migrate to the Northwest. In 1932, voters overwhelmingly elected Democrats to state and national offices. A chief aim of President Roosevelt’s New Deal was to create jobs for the unemployed. The New Deal was a victory for the labor movement because it created jobs and strengthened unions. New Deal projects like the Grand Coulee Dam created thousands of jobs for unemployed Americans. The Indian Reorganization Act tried to fix the problems created by earlier policies.

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- When the United States entered World War II, the need for supplies finally ended the Great Depression,
- In response to the attack on Pearl Harbor, the U.S. government forced Japanese Americans to give up their homes and jobs and move to internment camps during the war.
- Labor shortages in Washington led to increases in the black and Latino populations and forever changed the role of women.
- Postwar Washington saw change, uncertainty, and innovation.
- The Cold War brought about concerns over security and debates about ideals.
- New technology in Washington helped the United States move forward in the Cold War period,
- Attitudes from the Cold War led to wars in Korea and Vietnam.
- Civil right activists helped fight discrimination and segregation of black Americans across the country.
- Another wave of civil rights activists including Latinos, Native Americans, Asian Americans, and women fought for rights in the years following World War II.
- Washington is a multicultural state.
- Urban sprawl, industrial pollution, and nuclear waste are key causes of environmental damage in Washington.
- Pollution, logging, and dams have all contributed to a steep drop in the state's fish population and timber resources.

At the end of the unit students will be able to:

- Analyze the legacy of the Great Depression and World War II on Washington State.
- Discuss how the people of Washington State responded to the political, economic, and social challenges of the Great Depression and World War II.

Assessments:

Assessments are available in the resources. Decisions will be made by individual sites.

<u>7th Grade GLEs</u>	<u>Key Vocabulary</u>	
<p>History 4.1.2, Part 4: Understands how themes and developments have defined eras in Washington State and world history by:</p> <ul style="list-style-type: none"> • Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: The Great Depression and World War II (1930-1945). <p>Civics 1.1.2: Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.</p> <p>Geography 3.1.1: Analyzes maps and charts from a specific time period to analyze an issue or event.</p> <p>CBA: Dig Deep Analyzing Sources Suggested Resource: "Farewell to Manzanar"</p>	<p>demand economic depression fastidious incumbent optimism plummet supply transient anthropologist destitute federal longshoreman reservoir teamster descent detainee ethnicity prosperity radiation</p>	<p>crusade dictator propaganda refugee stalemate suburb superpower activist boycott civil disobedience feminism minority multicultural oppressive segregation breach ecology ecosystem</p>

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History 4.3.1: Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.	reactor arms race Communism	leach pollutant radioactive regulation
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Quarter 2, continued

Chapter 7: Our Government in Action		
Textbook: The Washington Journey		
Unit 6: Contemporary Washington State		
<u>This unit will focus on:</u> Contemporary Washington State (1980-present)		
<u>By the end of the unit students will know:</u>		
<ul style="list-style-type: none"> • In the United States, political power is divided between the federal, state, and local governments. • The principles of our government are spelled out in the US Constitution. • The separation of powers into three branches is one of the key features of our government. • Our state government has broad powers to make laws and institute policies for the people of Washington. • Counties, cities, and towns have governments that oversee local issues and provide services for residents. • Washington's Indian tribes have their own governments that can make laws separate from the state and local governments. • Our government not only makes laws but also provides services likes public education, road construction, and social services. • Tax dollars are used to support the services the government provides. • Taking parts in our government is both a right and a responsibility. 		
<u>At the end of the unit students will be able to:</u>		
<ul style="list-style-type: none"> • Analyze the challenges that face Washington State today. • Discuss how citizens work to address those challenges. • Explain how people sought to create a vibrant and sustainable economy in Washington. 		
<u>Assessments:</u>		
Assessments are available in the resources. Decisions will be made by individual sites.		
<u>7th Grade GLEs</u>	<u>Key Vocabulary</u>	
<p>History 4.1.2, Part 6: Understands how themes and developments have defined eras in Washington State and world history by:</p> <ul style="list-style-type: none"> • Explaining how the following themes and developments help to define eras in Washington State history from 1884 to the present. Contemporary Washington State (1980-present). <p>Civics 1.2.1: Understands and analyzes the structure, organization, ad powers of government at the local, state and tribal levels including the concept of tribal sovereignty.</p>	amendment bicameral checks and balances democratic republic federal system judicial review preamble proportional bill debate legislator	municipality ordinance override resolution ballot civics graduated income tax levy lobby uniform tax

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<p>Economics 2.3.1: Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present,</p> <p>Civics 1.4.1: Understands the effectiveness of different forms of civic involvement.</p> <p>CBA: International Relations</p> <p>Economics 2.2.2: Understands and analyzes how the forces of supply and demand have affected international trade in Washington State in the past or present.</p> <p>Civics 1.3.1: Analyzes how international agreements have affected Washington State in the past or present.</p> <p>Social Studies Skills 5.1.1: Understands evidence supporting a position on an issue or event.</p> <p>Social Studies Skills 5.1.2: Evaluates the breadth of evidence supporting positions on an issue or event.</p> <p>Social Studies Skills 5.2.1: Creates and uses research questions to guide inquiry on an issue or event.</p> <p>Social Studies Skills 5.3.1: Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.</p> <p>Economics 2.1.1: Analyzes the importance of financial literacy in making economic choices.</p>		
<p><u>Since Time Immemorial:</u> Covered in Chapter 7 as we discuss Tribal Authority and U.S. Government.</p>		

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Quarter 2, continued

Chapter 8: Our State Economy		
Textbook: The Washington Journey		
Unit 5: New Technologies and Industries		
<u>This unit will focus on:</u> New Technologies and Industries (1945-1980)		
<u>By the end of the unit students will know:</u>		
<ul style="list-style-type: none"> • Economics is about making choices on how best to use limited resources. • The forces of supply and demand help determine the prices of goods and services. • Financial literacy is the ability to understand how money works, including saving and spending money. • Washington is home to a variety of industries from high tech to agriculture. • Several notable entrepreneurs started their businesses in Washington • Renewable energy and alternative fuels are growing industries in Washington. • Washington's location makes it an ideal trading partner with the world. • Global competition and free trade agreements have both helped and hurt the state's economy. • Clashes between the World Trade Organization and activists led to "The Battle in Seattle." 		
<u>At the end of the unit students will be able to:</u>		
<ul style="list-style-type: none"> • Analyze how technology has shaped the way people live in Washington. • Discuss what are the key industries in Washington State, past and present. 		
<u>Assessments:</u>		
Assessments are available in the resources. Decisions will be made by individual sites.		
<u>7th Grade GLEs</u>	<u>Key Vocabulary</u>	
<p>History 4.1.2, Part 5: Understands how themes and developments have defines eras in Washington State and world history by:</p> <ul style="list-style-type: none"> • Explaining how the following themes ad developments help to define eras in Washington State history from 1854 to the present: New Technologies and industries (1945-1980) <p>Geography 3.2.1: Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.</p> <p>Economics 2.4.1: Understands and analyzes the distribution of wealth and sustainability of resources in Washington State.</p>	<p>capital economics entrepreneur free market system gross domestic product minimum wage profit agribusiness aquaculture biodiesel</p>	<p>competent ethanol philanthropist consensus deplete domestic free trade globalization tariff</p>

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History 4.4.1: Analyzes how an event in Washington State or world history helps us to understand a current issue.		
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Quarter 3

Module 18: The Early Americas; 12,000 BC-AD 1537		
Textbook: World Civilizations		
Unit 1: World-Major Societies (600-1450 CE)		
Essential Question: How did geography and climate impact the way Mesoamerican civilizations developed?		
<u>This unit will focus on:</u>		
<ul style="list-style-type: none"> • The landforms and climate of the Americas is varied, with a wide range of landforms. • The Maya civilization was characterized by great cities, trade, and achievements in art, science, and technology. • The Aztecs developed complex social, religious, artistic, and scientific systems in their empire in central Mexico. • The Incas built a huge empire in South America and made many great achievements in architecture, art, and oral literature. • Varied environments and available resources shaped the cultures of North American native peoples over thousands of years. 		
<u>By the end of the unit, students will know:</u>		
<ul style="list-style-type: none"> • How the civilizations in Mesoamerica, South America and North America developed. • How politics and government developed in the different empires. • How geography and resources of the area affected their ways of life. • How these civilizations made notable advances in science and technology. 		
<u>At the end of the unit, students will be able to:</u>		
<ul style="list-style-type: none"> • Identify the plants that early farmers in Mesoamerica grew for food. • Make inferences about how Olmec towns, sculptures and other items tell us about Olmec society. • Evaluate how global temperature change had a big impact on the history of the Americas. • Compare how Mayan society was pleasant and secure for some peoples and less pleasant and secure for others. • Analyze why the Mayan civilization declined. • Describe what Tenochtitlan was like and where it was located. • Elaborate on how Aztec art and architecture made use of natural materials. • Draw conclusions about the factors that played the biggest role in the Aztec’s defeat. • Describe Pachacuti and what he accomplished. • Predict what might happen if Atahualpa and Huascar settled their argument peacefully. • Compare and contrast how the Maya, Aztec and Inca civilizations were similar and different in terms of a common person’s responsibilities to the rulers of their empires. 		
<u>Assessments:</u>		
Assessments are available in the resources. Decisions will be made by individual sites.		
<u>7th Grade GLE</u>	<u>Key Vocabulary</u>	
History 4.1.2, Part 1: Understands how themes and developments have defined eras in Washington State and world history by:	Mesoamerica maese obsidian	Pachacuti Quechua llamas

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<ul style="list-style-type: none"> • Explaining and comparing the development of major societies from 600-1450 in two or more regions of the world. <p>History 4.1.1: Analyzes a major historical event and how it is represented on timelines from different cultural perspectives.</p> <p>History 4.2.1: Understands and analyzes how individuals and movements have shaped Washington State or world history.</p> <p>History 4.2.2: Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.</p> <p>History 4.2.3: Understands and analyzes how technology and ideas have impacted Washington State or world history.</p> <p>Geography 3.1.2: Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.</p> <p>Geography 3.2.2: Understands examples of cultural diffusion in the world from the past or in the present.</p> <p>Economics 2.2.1: Analyzes the production, distribution and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>Civics 1.2.3: Understands various forms of government and their effects on the lives of people in the past or present.</p> <p>Social Studies Skills 5.2.2: Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.</p>	<p>Pacal observatories <i>Popol Vuh</i> causeways codex conquistadors Hernan Cortes Moctezuma II</p>	<p>Atahualpa Francisco Pizarro adobe potlatch wampum Iroquois-Confederacy</p>
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Quarter 4, Teacher's Choice, **Option 1**: The Middle Ages

Module 19; The Middle Ages, AD 500-1500

Textbook: World Civilizations

Unit 1: World-Major Societies (600-1450 CE)

Essential Question: How did life in Europe change after the fall of Rome?

This unit will focus on:

- The social and economic systems in Europe during the Middle Ages.
- The key people, decisions, circumstances, and turning points that led to the rise of Christianity and how it changed Europe.

By the end of the unit students will know:

- Europe faced religious and political change after the fall of Rome.
- A complex web of duties and obligations governed relationships between people in the Middle Ages.
- Popes and kings dominated European society in the Middle Ages.
- Christian and Muslim cultures fought over holy sites during a series of medieval wars.
- The Christian church was central to life in the Middle Ages.
- Europe's political and social systems underwent great changes in the late Middle Ages.

At the end of the unit students will be able to:

- Analyze how rivers and seas influenced life in Europe.
- Compare the empire of the Franks under Charlemagne with the Roman Empire.
- Elaborate how the building of monasteries helped spread Christianity.
- Describe what women's lives were like during the Middle Ages.
- Analyze how knights and lords tried to make their manors self-sufficient.
- Elaborate how feudalism related to Medieval Europe's economic system.
- Describe the relationship between Charlemagne and the Pope.
- Contrast how the opinions of popes like Gregory VII about power differ from those of kings like Henry IV.
- Evaluate how the conflict with kings strengthened or weakened medieval popes.
- Identify the main goal of the crusades.
- Draw conclusions on how the Crusades changed the relationships between Christians and other groups.
- Evaluate which Crusade was the most and least successful.
- Describe how Christianity shaped art and education in the Middle Ages.
- Analyze why Christianity was so influential in so many areas of medieval life.
- Elaborate on how changes took place in the medieval church were related to its growing power and wealth.
- Describe the Black Death and how it affected Europe.
- Make inferences on why some people consider the Magna Carta to be the beginning of democracy in England.
- Identify the results of the Reconquista.

Assessments:

Assessments are available in the resources. Decisions will be made by individual sites.

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<u>7th Grade GLEs</u>	<u>Key Vocabulary</u>	
<p>History 4.1.2, Part 1: Understands how themes and developments have defined eras in Washington State and world history by:</p> <ul style="list-style-type: none"> • Explaining and comparing the development of major societies from 600-1450 in two or more regions of the world. <p>History 4.1.1: Analyzes a major historical event and how it is represented on timelines from different cultural perspectives.</p> <p>History 4.2.1: Understands and analyzes how individuals and movements have shaped Washington State or world history.</p> <p>History 4.2.2: Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.</p> <p>History 4.2.3: Understands and analyzes how technology and ideas have impacted Washington State or world history.</p> <p>Geography 3.1.2: Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.</p> <p>Geography 3.2.2: Understands examples of cultural diffusion in the world from the past or in the present.</p> <p>Economics 2.2.1: Analyzes the production, distribution and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>Civics 1.2.3: Understands various forms of government and their effects on the lives of people in the past or present.</p> <p>Social Studies Skills 5.2.2: Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.</p>	<p>Eurasia Middle Ages medieval Patrick monks monasteries Benedict Charlemagne knights vassal feudalism William the Conqueror manor serfs Eleanor of Aquitaine excommunicate Pope Gregory VII Emperor Henry IV Crusades Holy Land Pope Urban II</p>	<p>King Richard I Saladin clergy religious order Francis of Assisi friars Thomas Aquinas natural law Magna Carta Parliament Hundred Years' War Joan of Arc Black Death heresy Reconquista King Ferdinand Queen Isabella Spanish Inquisition</p>

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Quarter 4, Teacher's Choice, **Option 2**: The Rise of Islam

Module 13: The Rise of Islam, AD 550-900

Textbook: World Civilizations

Unit 1: World-Major Societies (600-1450 CE)

Essential Question: Why were Muslim leaders able to spread Islam and create an empire?

This unit will focus on:

- The Islam religion and the leader Muhammad who brought the religion's message to the Arab peoples.
- How Islam spread through both military conquests and trade.
- The key people, decisions circumstances and turning points that helped Islam become a dominant religion and influence the world.

By the end of the unit students will know:

- How Muslims believe Muhammad first received the word of God.
- Why many Arabs were hesitant to accept Muhammad's teachings.
- Why Muhammad instructed his followers to face Mecca when praying.
- What the Qur'an says about women and enslaved people.
- How the Five Pillars of Islam and the Sunnah provide a guide for Muslims to conduct themselves in society.
- How Shariah law helps form the legal system of modern Muslim nations.

At the end of the unit, students will be able to:

- Describe the important characteristics of the Arabian peninsula's physical geography.
- Compare and contrast the two main ways of life that developed in Arabia.
- Predict how Arabia's location affected its trade relationships.
- Describe the holy book of Islam.
- Compare and contrast how Muhammad's teachings compare to Judaism and Christianity and how they contrasted with the common beliefs of Arabs at that time.
- Elaborate on why 622 AD is an important year in Islamic history.
- Define the hajj.
- Analyze how the Qur'an and the Sunnah are connected to Sharia.
- Elaborate on how the Five Pillars of Islam affect Muslim's daily lives.
- Identify Abu Bakr and what he did.
- Draw conclusions on how trade affected the Arab world.
- Elaborate on what Baghdad was like in the early 800's, and how Cordoba was like in the early 900s.
- Describe the major contributions of Ibn Battutah and Omar Khayyam.
- Compare how Muslims and Greeks were similar in studying astronomy.
- Contrast the major way Muslim art is different from ancient Egyptian art.
- Predict which accomplishment of Muslim scholars and artists would have been the most lasting impact on people around the world.

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<u>Assessments:</u>		
Assessments are available in the resources. Decisions will be made by individual sites.		
<u>7th Grade GLEs</u>	<u>Key Vocabulary</u>	
<p>History 4.1.2, Part 1: Understands how themes and developments have defined eras in Washington State and world history by:</p> <ul style="list-style-type: none"> • Explaining and comparing the development of major societies from 600-1450 in two or more regions of the world. <p>History 4.1.1: Analyzes a major historical event and how it is represented on timelines from different cultural perspectives.</p> <p>History 4.2.1: Understands and analyzes how individuals and movements have shaped Washington State or world history.</p> <p>History 4.2.2: Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.</p> <p>History 4.2.3: Understands and analyzes how technology and ideas have impacted Washington State or world history.</p> <p>Geography 3.1.2: Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.</p> <p>Geography 3.2.2: Understands examples of cultural diffusion in the world from the past or in the present.</p> <p>Economics 2.2.1: Analyzes the production, distribution and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>Civics 1.2.3: Understands various forms of government and their effects on the lives of people in the past or present.</p> <p>Social Studies Skills 5.2.2: Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.</p>	<p>sand Dunes oasis Shariah Law sedentary caravan souk Muhammad Islam Qur'an shrine pilgrimage mosque jihad</p>	<p>Sunnah Five Pillars of- Islam Abu Bakr caliph tolerance Ibn Batturah Sufism Omar Khayyam patrons minaret calligraphy Hajj</p>

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CBA (Classroom Based Assessment):

<http://www.k12.wa.us/SocialStudies/Assessments/MiddleSchool/MiddleSchCivics-ConstitutionalIssues-CBA.pdf>

Overview: This document contains information that is essential to the administration of Constitutional Issues, an OSPI-Developed Assessment for civics. If this assessment is being used as a summative assessment to determine if specific social studies learning standards have been met, then prior to its administration, all students should have received instruction in the skills and concepts needed to achieve the standards. This assessment may be used as an integral part of instruction; as such, it may be used as a formative assessment, summative assessment, culminating project, part of an alternative education packet, part of a lesson plan or unit of study, a pre- or post-assessment, or as an individual student portfolio item. In short, OSPI encourages the use of this and other OSPI Developed Assessments to support deep social studies learning in line with our Washington State Learning Standards and the Common Core State Standards (CCSS).

Student Handout and Rubric:

<http://www.k12.wa.us/SocialStudies/Assessments/MiddleSchool/MiddleSchCivics-ConstitutionalIssues-Rubric.pdf>

Social Studies – Grade 7 GLEs

<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>