

Newburyport Curriculum Map

Grade 7 Social Studies

	Grade Level: 7 Team Members: John Webber - Chris Peura Number of Days of Unit: 20-24 days
	UNIT NAME: China
Essential Questions	• What role did geography play in the development of ancient China? • What major innovations and technologies arose from the ancient Chinese? • How did these innovations and technologies impact ancient and modern civilizations? • How did ancient China maintain a stable food supply? • How was ancient China's society structured? • Who was considered more important in Chinese society? • What jobs were key to the development of Chinese society?
Concepts and subskills	Standards Topic 2. East Asia [7.T2] Significant ancient societies, religions, and cultures in East Asia Dynasties in ancient China, the Mongolian Empire, Confucianism, Taoism, Buddhism Physical and political geography of East Asia [7.T2a] Early East Asian societies, religions, and cultures: Ancient China, c. 1600 BCE–500 CE [7.T2b] Characteristics of a civilization (Grade 7 Concepts and Skills) Integrate visual information with other types (Common Core) Cite specific textual evidence to support analysis of primary and secondary sources (Common Core) Concepts & Skills 1. Demonstrate civic knowledge, skills, and dispositions. 2. Develop focused questions or problem statements and conduct inquiries. 3. Organize information and data from multiple primary and secondary sources. 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. 5. Evaluate the credibility, accuracy, and relevance of each source. 6. Argue or explain conclusions, using valid reasoning and evidence.

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	7. Determine next steps and take informed action, as appropriate. Subskills with content • 2 Column Notes • Paraphrasing • Claim & Evidence Writing • Reliable vs Unreliable sources and using online databases	
Content Objectives "I Can Statements"	• I CAN describe the geography of ancient China, including its location and relationship to isolationism • - I CAN differentiate between the major philosophies of ancient China • I CAN describe the impact of technological advancements of the ancient Chinese	
Content Vocabulary Text, Materials, and Resources	• Mandate of Heaven • Feudalism • Civil Servant • Yin/Yang • Exile • Immortal • Calligraphy History Alive: The Ancient World Various in class leveled texts including the impact of Geography on early settlement and communication, The ancient philosophies of China and the story of Mulan. Martin Amster and Lier Chen, <u>Buddhist ART Styles and Cultural Exchange along the Silk Road</u> (2004)	
Assessments, Products, Projects	• Small Project: Technology and Symbols • Large Project: Ancient Chinese Stations • Graphic Organizers • Claim and Evidence Written Responses	

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	Grade Level: 7 Team Members: John Webber – Chris Peura Number of Days of Unit: 28-30 class days
	UNIT NAME: Greece
Essential Questions	• Where is Greece located? • How did geography affect its development? • What was the importance of a system of democracy in the daily life of the Greeks? • What features does ancient Greek democracy share with modern-day democracy? • What role did mythology play in the lives of ancient Greek people? • What do Greek myths reveal? • What did the Ancient Greeks believe/value? • How did the Persians cause Greece to change over time? • How did Athenian culture contrast Spartan culture? • What is the impact of Greek achievements on art, philosophy, and culture on modern day life in America?
Concepts and subskills	Standards (Massachusetts Frameworks 7.24, 7.25) Geography of Greece with connections from learned material and social scientific geographer terms (Massachusetts Frameworks 7.26, 7.27, 7.28) Advances in government (Massachusetts Frameworks 7.34) technology, engineering, sport, leisure, art, mathematics and culture (Massachusetts Frameworks 7.29) Military of the ancients (Massachusetts Frameworks 7.32) Mythology and stories of classical Greece Concepts & Skills 1. Demonstrate civic knowledge, skills, and dispositions. 2. Develop focused questions or problem statements and conduct inquiries. 3. Organize information and data from multiple primary and secondary sources. 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. 5. Evaluate the credibility, accuracy, and relevance of each source. 6. Argue or explain conclusions, using valid reasoning and evidence. 7. Determine next steps and take informed action, as appropriate.

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	Subskills with content • 2 Column Notes • Paraphrasing • Claim & Evidence Writing • Reliable vs Unreliable sources and using online databases
Content Objectives "I Can Statements" Content Vocabulary	Students will be able to compare, contrast and explain the roots of western civilization and the rise of the classic culture and how we see similarities in modern philosophy. Students will be able to utilize a variety of informational sources and determine reliable vs unreliable information Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, to acquire new information. (Common Core).. • Monarchy • City-State • Agora • Hoplite • Democracy • Tyranny • Acropolis • Allies • Oligarchy • Myth • Aristocrat • Virtue • Philosophy
Text, Materials, and Resources	• History Alive: The Ancient World • Classroom Library (collection of mythology and general history texts on Greece) • - Our library databases (Nock Library Ancient Civilizations) • Reliable online websites
Assessments, Products, Projects	• Unit Test • Quiz (short answer) • Greek Mythology Options Project

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	• Guided Readings & Viewings • Athens / Sparta Schools • Legacy and Contributions Project ◦ Interpretation ◦ What is the impact of Greek achievements on art, philosophy, and culture on modern day life in America and worldwide? Students will draw connections, analogies and metaphors from ancient Greek life to modern times.
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Grade 7 Social Studies

	Grade Level: 7 Team Members: John Webber & Chris Peura Number of Days of Unit: 28-32 Days
	UNIT NAME: Hebrews and Sociology Case Study Holocaust

Essential Questions	• What was the Holocaust? • What leads people to hate, discriminate or stereotype? • How does society shape our identity? • What is personal identity? Why can some stand alone while others need to associate with a group? • Did Hitler make the Holocaust happen by himself? • How did the Nazi Party influence people or get others to collaborate? • Was there resistance? / Did they fight back? • Why didn't they all leave? • Why the Jews? / How did they know who was Jewish? • How many people died? What is Genocide? • Did the U.S or other nations know about the genocide? • Why didn't we act sooner? • Why are there people who claim it didn't happen? • What events led to the rise of the Nazi Party? • When and how were innocent groups of people first impacted by Nazi ideals or actions? • How did the Holocaust end? • Was anyone held accountable for crimes committed during the Holocaust? • How can this historical event be a case study for modern times? How can we relate? • Which factors influenced the choices individuals and groups made during the Weimar Republic? • What are some of the factors and events in a society that put democracy at risk? • What does it take for someone to get involved? • How do history and its legacies shape the choices we make today?
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Concepts and subskills	Standards Massachusetts State Law: Bill H.692 SECTION 1. Chapter 29 of the General Laws is hereby amended by adding the following section:- Section 2G GGGG. (a) To achieve and promote the teaching of human rights issues in all districts, with particular attention to the study of the inhumanity of genocide, including but not limited to the Holocaust, the Armenian Genocide, the Famine-Genocide in Ukraine known as Holodomor, the Pontian Greek Genocide, the forcible transport of Africans to the Americas in the slave trade in the seventeenth through nineteenth centuries, the violence committed against indigenous people in the Americas, and more recent atrocities in Bosnia, Cambodia, Rwanda, and Sudan, there shall be established and set up on the books of the commonwealth a separate fund to be known as the Genocide Education Trust Fund for the purpose of educating middle and high school students on the history of genocide. Massachusetts Frameworks: World History II -The Rise of the Nation State to the Present:WHII.26) Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews Concepts & Skills 1.Demonstrate civic knowledge, skills, and dispositions. 2. Develop focused questions or problem statements and conduct inquiries. 3. Organize information and data from multiple primary and secondary sources. 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. 5. Evaluate the credibility, accuracy, and relevance of each source. 6. Argue or explain conclusions, using valid reasoning and evidence. 7. Determine next steps and take informed action, as appropriate. Subskills with content • 2 Column Notes • Paraphrasing • Claim & Evidence Writing • Reliable vs Unreliable sources and using online databases
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Content Objectives "I Can Statements"	• Students will be able to visually and orally determine and examine the events of WWII and the Holocaust c.1933–1948 by grouping events on a timeline. • Students will be able to identify propaganda and retell its uses in modern society and during WWII through oral and written discourse. • Students will be able to retell the events which led to Nazi control using summarizing skills and oral and written discourse. • Students will be able to retell the circumstances of life before the war, the societal changes and the effect of varied populations throughout Europe. • Students will be able to define the event known as Kristallnacht and retell summarize the actions and results of those nights and subsequent events. • Students will be able to identify key terms of the Holocaust and World War II • Students will be able to interpret maps and timelines sequencing events of the Holocaust and World War II • Students will be able to identify key individuals such as Nazi leadership, Allied Leadership and Survivors • Students will be able to define the roles of bystanders, resisters and rescuers • Students will be able to identify and determine the impact that one person can make • Students will be able to apply lessons of bystanders, upstanders, resisters and rescuers to their own lives • Students will be able to identify the effects of the Nuremberg Laws on Europe's Nazi controlled population over time. • Students will be able to define justice and differentiate between vengeance and judgment? • Students will be able to reflect on how we remember and promote values of tolerance and understanding
Content Vocabulary	• Anti-Semitism • Identity • Membership 'We & They' • History • Judgment, Memory & Legacy • Choosing To Participate • Prejudice • Stereotyping • Propaganda • Bystanders, Resisters & Rescuers • Tolerance • Diversity

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	• Community and active citizenship
Text, Materials, and Resources	• The U.S Holocaust Museum (website and resources including video, ID cards, timeline) • Susan Bachrach article collection in collaboration with The U.S Holocaust Museum “Tell Them We Remember” • Personal accounts by survivors such as Susan Warsinger (Kristallnacht) • Sonia Weitz’s book “I Promised I Would Tell” • Gerda Weissmann Klein’s Academy Award Winning, “One Survivor Remembers” & Teaching Tolerance guided lessons • The documentary film “Paperclips” • Multiple texts in our Holocaust class library (includes over 75 texts and books including “...and God cried” by Lawliss; “We Remember the Holocaust” by Alder; “To Life” by Yitzchak, Kotler and the Museum of Jewish Heritage) • The USC Shoah Foundation • Salem State University’s Center for Holocaust and Genocidal Studies Lending Library • Facing History and Ourselves Scope and Sequence: Holocaust and Human Behavior; Lending Library and teacher resources including (Identity, ‘We and They’, History, Judgement and Choosing to Participate)
Assessments, Products, Projects	• Quizzes • Annotation Mark-up and discussion questions/ reflections • Reflection Journals • Claim & Evidence writing

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	Grade Level: 7 Team Members: John Webber and Chris Peura Number of Days of Unit: 14-21 days
	UNIT NAME: Rome

Essential Questions	• What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled? • How did Rome's geographic location contribute to its political power in the Mediterranean and beyond? • What are the main components of the Roman Republic? • How did Julius Caesar and Augustine influence Rome's transition from Republic to Empire? • What were the main reasons for Rome's growth and long lasting existence as an Empire? • What were the internal and external forces that caused the disintegration of the Roman Empire? • What were Rome's major contributions to the rest of the Ancient World? Specifically Engineering, Technology and Infrastructure. Content Standards (Massachusetts Frameworks 7.T4c) 1. Geography of Rome with connections from learned material and social scientific geographer terms (Massachusetts Frameworks 7.T4c,) 2. Advances in government and structural components of the Roman Empire (Massachusetts Frameworks 7.T4c) 3. Julius Caesar and Augustine's military conquest, colonization, Roman Currency and taxation (Massachusetts Frameworks 7.T4c) 5. The Internal and External causes of collapsing Empires (political corruption, economic instability, shrinking or overstretched forces, foreign invasion and shrinking trade.) (Massachusetts Frameworks 7.T4c) 6. Roman Engineering and Infrastructure (Roads, Bridges, Aqueducts, Baths, Central Heating, Plumbing, and Sanitation.
Concepts and subskills	Concepts & Skills 1. Demonstrate civic knowledge, skills, and dispositions. 2. Develop focused questions or problem statements and conduct inquiries. 3. Organize information and data from multiple primary and secondary sources. 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. 5. Evaluate the credibility, accuracy, and relevance of each source. 6. Argue or explain conclusions, using valid reasoning and evidence. 7. Determine next steps and take informed action, as appropriate.

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	Subskills with content • 2 Column Notes • Paraphrasing • Claim & Evidence Writing • Reliable vs Unreliable sources and using online databases	
Content Objectives "I Can Statements"	Students will be able to compare, contrast and explain the roots of western civilization and the rise of the classic culture and how we see similarities in modern philosophy. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, to acquire new information. (Common Core). Students will be able to utilize a variety of informational sources and determine reliable vs unreliable information.	
Content Vocabulary	Senate, Consul, Veto, Tribune, Civil War, Punic Wars, Stylus, Villa, Prefect, Parable, Greco-Roman, Renaissance, Vault, Dome	
Text, Materials, and Resources	• History Alive: The Ancient World • Classroom Library (collection of mythology and general history texts on Rome) • Our library databases (Nock Library Ancient Civilizations) • Reliable online websites	
Assessments, Products, Projects	• Kinesthetic Roman Technology Project • Close Reading • Note Taking • Worksheets	

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	Grade Level: 7 Team Members: John Webber & Chris Peura Number of Days of Unit: 14-21 days	
	UNIT NAME: India	
Essential Questions	• How have absolute and relative locations, major physical characteristics, climate and natural resources in the region of India influenced settlement patterns, population size, and economies for countries in and around this region? • What was the most significant contribution of early societies in India to Mathematics, science, the arts, and technology in the modern world? • How did the Indus River Civilization develop and flourish? • What are the founding principles of Hinduism? • What are the central teachings and philosophies of Buddhism? • How is the Indian Caste System structured and what effect does it have on its people? • What were the major achievements of ancient India? • What was India's role with the Silk Road?	
Content Standards	7.T1a3 and 7.T1b2 a, b, c, e, f, and g) • Physical Geography and its influence on Civilization • The development of the Indus River Civilization • The Central Principles of Hinduism • The Teachings and Philosophy of Buddhism • The development of the Caste System and Indian Social Structure • The major Achievements of Ancient India • India's role with the Silk Road	
Concepts and subskills	1.Demonstrate civic knowledge, skills, and dispositions. 2. Develop focused questions or problem statements and conduct inquiries. 3. Organize information and data from multiple primary and secondary sources.	

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	4. Analyze the purpose and point of view of each source; distinguish opinion from fact. 5. Evaluate the credibility, accuracy, and relevance of each source. 6. Argue or explain conclusions, using valid reasoning and evidence. 7. Determine next steps and take informed action, as appropriate.	
Content Objectives "I Can Statements"	• I can describe the physical geography of Ancient India and how it impacted early settlement. • I can describe how and why the Indus River Civilization developed and flourished. • I can describe the central principles of Hinduism. • I can describe the teachings and philosophy of Buddhism. • I can describe how the Indian Caste System is structured and identify how it socially impacts Indian people. • I can identify the major achievements of Ancient India and describe in detail at least one of them. • I can describe India's role and impact with the Silk Road.	
Content Vocabulary	Monsoon, Plateau, Glacier, Vedas, Sanskrit, Caste, Reincarnation, Pilgrimage, Ascetic, Alms, Nirvana, Monk, Edict,	
Text, Materials, and Resources	History Alive: The Ancient World Hinduism, The Vedas-excerpts from <u>The Vedas: The Rig Veda</u> (c. 1500-500 BCE) Buddhism, The Four Noble Truths (c. 500BCE)	
Assessments, Products, Projects	• Notes • Graphic Organizers • Close Reading	

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| | <ul style="list-style-type: none">● Major Achievements Project● Project: Informative Picture Book |
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