

# Grade 7: The Power of the Individual in the Middle Ages

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to analyze the roles of individuals, laws, institutions, and social mechanisms in order to justify the existence of social and political systems.</li> <li>Students will demonstrate the ability to analyze causal relationships in an economic system by explaining the roles of buyers/sellers, innovation, and entrepreneurship in a market economy.</li> <li>Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective.</li> <li>Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</li> <li>Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.</li> <li>Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</li> <li>Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.</li> <li>Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</li> <li>Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.</li> <li>Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.</li> </ul> | <b>Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>• Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</li> <li>• Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</li> <li>• Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</li> <li>• Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.</li> <li>• His.1.6-8. Analyze connections among events and developments in broader historical contexts.</li> <li>• His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</li> <li>• His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</li> <li>• His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.</li> <li>• His.5.6-8. Explain how and why perspectives of people have changed over time.</li> <li>• His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.</li> <li>• His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</li> <li>• His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</li> <li>• His.14.6-8. Explain multiple causes and effects of events and developments in the past.</li> <li>• His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.</li> <li>• His.16.6-8. Organize applicable evidence into a coherent argument about the past.</li> <li>• Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</li> <li>• Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.</li> <li>• Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</li> </ul> | <p>the authority of the Church.</p> <ul style="list-style-type: none"> <li>• how the creation of the Magna Carta reflects rising power of the individual in England.</li> <li>• that survivors can be empowered to create new ways of living.</li> <li>• that widespread disease has far reaching effects beyond individual suffering</li> </ul> <p><u>vocabulary:</u> crusade, merchant, unify, plague, pandemic, supply and demand, authority, scapegoat, persecute, habeas corpus, limited power, representative government, town council, centralized government</p> | <ul style="list-style-type: none"> <li>• explaining the relationship between environment and identity.</li> <li>• explaining how environment influences trade.</li> <li>• analyzing connections in history, and classifying events.</li> <li>• explaining and analyzing influences on historical perspectives.</li> <li>• analyzing the influence of perspective on the historical record.</li> <li>• evaluating the limitations of historical evidence.</li> <li>• explaining and evaluating cause and effect relationships.</li> <li>• organizing evidence into a coherent argument.</li> </ul> |
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| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>• RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</li> <li>• RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> <li>• RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> <li>• RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>• RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• <i>make judgements and decisions</i></li> <li>• <i>communicate clearly</i></li> <li>• <i>access and evaluate information</i></li> <li>• <i>collaborate with others</i></li> <li>• <i>create media products</i></li> </ul>                                                                                                                                                                                                                                                                                                                                |

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| <ul style="list-style-type: none"><li>• RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</li><li>• WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</li><li>• WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li><li>• WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>• WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li><li>• WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</li><li>• WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</li></ul> |  |
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| Stage 2 - Evidence         |                            |
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| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| Stage 3 – Learning Plan                                      |                                                              |
|--------------------------------------------------------------|--------------------------------------------------------------|
| Summary of Key Learning Events and Instruction               |                                                              |
| <i>Language Arts Integration</i>                             | <i>Mathematics Integration</i>                               |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |
| <i>Technology Integration</i>                                | <i>District Materials</i>                                    |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |                                                              |