**Lehighton Area School District**
**Curriculum Framework**

| | |
|---|---|
| **Course Title:** | 7th Grade World History |
| **Content Area:** | Social Studies |
| **Grade Level(s):** | 7 |
| **Course Overview:** | World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today. Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. Students will use world history to look at the world:<br><br>How can the story of a person on another continent, past or present, influence your life?<br>What is your role in the history of the world?<br>What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?<br>How has social disagreement and collaboration in world history been beneficial or detrimental?<br>How does continuity and change throughout world history influence your community today?<br>How is it possible for different people to interpret an event differently?<br>What role does analysis have in historical construction?<br>What role do multiple causations play in describing a historic event? |
| **PA Core Standards:** | PA Common Core Standards for History<br>PA Academic Standards for History |
| **Key Course Text and Materials:** | World History: myWorld |
| **Key Assessments/Projects:** | Unit Assessments: Tests & Projects |

| **Big Idea/Unit:** Historical Skills<br>**Pacing:** 2 weeks | | | | |
|---|---|---|---|---|
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.8.5.6-8.B<br>CC.8.5.6-8.I<br>CC.8.5.6-8.F | Recognize that early humans depended on their natural environment for food and shelter. | | | |
| 8.1.6.A.4<br>8.1.6.A.6<br>8.1.6.B.2 | Analyze how the shift from hunting/gathering to agriculture led to the development of larger, more permanent settlements. | | | |
| 8.1.6.B.6<br>8.1.5.D.1<br>8.1.6.D.3<br>8.1.6.D.6<br>8.1.6.A.6<br>8.1.6.B.1<br>8.1.6.B.3<br>8.1.6.B.5<br>8.1.6.C.3<br>8.1.6.C.4 | Explain the items required for the start of a civilization.<br><br>Determine how the specialization of labor results in surpluses which result in trade and a barter economy. | Prejudice<br>Bias<br>Point of View<br>Convert<br>Artifact<br>Neolithic<br>Paleolithic<br>Civilization<br>Surplus | Internet<br>Video clips<br>Wayground | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects<br>Presentations |
| 8.1.6.C.5<br>8.1.6.D.1<br>8.1.6.D.2<br>8.1.6.D.3<br>8.1.6.D.4 | Contrast primary/secondary sources.<br><br>Compare/contrast artifacts/non-artifacts. | | | |

| **Big Idea/Unit:** Mesopotamia, Hebrews, Phoenicians / Hittites<br>**Pacing:** 4 weeks | | | | |
|---|---|---|---|---|
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| | Describe the geographic features of Mesopotamia and the ways in which they contributed to the spread of agriculture.<br><br>Explain how early farmers managed to control water supplies in the region.<br><br>Summarize ways in which Mesopotamians managed in a land with scarce materials. | Mesopotamia<br>Arid<br>City-State<br>Polytheism<br>Pictograph<br>Empire<br>Fertile Crescent<br>Code of Hammurabi<br>Justice<br>Abraham<br>Monotheism<br>Judaism<br>Moses | | |
| 8.1.6.A.6<br>8.1.6.B.1<br>8.1.6.B.3<br>8.1.6.B.5<br>8.1.6.C.3<br>8.1.6.C.4<br>8.1.6.C.5<br>8.1.6.D.1<br>8.1.6.D.2 | Describe the first civilization of Sumer.<br><br>Identify the major scientific developments of the Sumerians.<br><br>Trace the empires of Addad and Babylonia. | | | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, |

| | | | | |
|---|---|---|---|---|
| 8.1.6.D.2<br>8.1.6.D.3<br>8.1.6.D.4<br>8.4.6.A.3<br>8.4.6.B.3<br>8.4.6.C.3<br>8.4.6.D.3<br>8.1.5.A<br>8.1.6.A<br>8.1.7.B<br>8.1.12.C<br>8.1.U.C | Describe the rise and fall of the Assyrian, Chalean, Persian Empires.<br><br>Explain the origins and significance of central beliefs of the Hebrews<br><br>Describe the locations of the settlements of the Hebrew people and Moses' role in Hebrew freedom<br><br>Summarize what happened when the Hebrews returned to Canaan<br><br>Identify important Israelite leaders and discuss how they helped build a nation<br><br>Analyze the advantages that developing iron gave to the Hittites<br><br>Understand the legacy that the Phoenicians left the world | Exodus<br>Ten commandments<br>David<br>Solomon<br>Babylonian captivity<br>Messiah<br>Prophets<br>Zealots<br>Masada<br>Diaspora<br>Rabbis<br>Synagogues<br>Treaty<br>Colonies<br>Covenant<br>Yahweh | Internet<br>Video clips<br>Wayground | multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects<br>Presentations |

| **Big Idea/Unit:** | Egypt | | | |
|---|---|---|---|---|
| **Pacing:** | 3 weeks | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| 8.1.4.A<br>8.1.7.A<br>8.1.8.A<br>8.1.9.A<br>8.1.12.A<br>8.1.U.A<br>8.1.W.A<br>8.4.6.A.3<br>8.4.6.B.3<br>8.4.6.C.3<br>8.4.6.C.4<br>8.4.6.C.5<br>8.4.6.D.3<br>8.1.5.A<br>8.1.7.A<br>8.1.9.A<br>8.1.12.B<br>8.1.U.B<br>8.1.W.B<br>8.1.4.A<br>8.1.7.A<br>8.1.8.A | Explain the benefits of the flooding of the Nile river<br><br>Identify resources and their uses along the Nile<br><br>Describe advances in Math, Medicine and other aspects of culture<br><br>Analyze the Egyptian religious beliefs | Cataract<br>Delta<br>Fertile<br>Scribe<br>Hieroglyphs<br>Papyrus<br>Pharaoh | Internet<br>Wayground<br>Video clips<br>Research | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects |

| | | | | |
|---|---|---|---|---|
| 8.1.9.A<br>8.1.12.A<br>8.1.U.A<br>8.1.W.A | Summarize the accomplishments during the different kingdoms of Egypt | | | |

| **Big Idea/Unit:** India<br>**Pacing:** 3 weeks | | | | |
|---|---|---|---|---|
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| 8.1.4.A<br>8.1.7.A<br>8.1.8.A<br>8.1.9.A<br>8.1.12.A<br>8.1.U.A<br>8.1.W.A | Describe the physical features of the Indian subcontinent.<br>Understand the components of Harappa and Mohenjo-Daro civilizations. | Subcontinent<br>Hindu Kush<br>Himalayas<br>Monsoons | | |
| 8.1.6.A.6<br>8.1.6.B.1<br>8.1.6.B.3<br>8.1.6.B.5<br>8.1.6.C.3<br>8.1.6.C.4<br>8.1.6.C.5<br>8.1.6.D.1<br>8.1.6.D.2<br>8.1.6.D.3<br>8.1.6.D.4 | Analyze the importance of the Aryan migration into India.<br>Comprehend the social structure of the caste system.<br>Summarize Hinduism and Buddhism. | Aryans<br>Caste<br>Brahmanism<br>Hinduism<br>Reincarnation<br>Karma<br>Ahimsa<br>Buddhism<br>Nirvana<br>Dharma | Internet<br>Video clips<br>Brain Pop | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects |
| 8.1.5.A<br>8.1.7.A<br>8.1.9.A<br>8.1.12.B<br>8.1.U.B<br>8.1.W.B | Describe the growth of the Maurya and Gupta Empires.<br>Summarize the artistic and mathematics legacies of ancient Indians. | Asoka<br>Kalidasa<br>Hindu-Arabic numerals | | |

| **Big Idea/Unit:** China<br>**Pacing:** 4 weeks | | | | |
|---|---|---|---|---|
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| 8.4.6.A.3<br>8.4.6.B.3 | Analyze the physical features of China and how their development was influenced and/or isolated | Oracle bones<br>Pictographs | | |

| | | | | |
|---|---|---|---|---|
| 8.4.6.C.3<br>8.4.6.C.4<br>8.4.6.C.5<br>8.4.6.D.3<br>8.1.6.A.6 | Describe the development of the Shang and Zhou dynasties | Dynastic cycle<br>Mandate of Heaven<br>Philosophy<br>Legalism<br>Confucianism | | |
| 8.1.6.B.1<br>8.1.6.B.3<br>8.1.6.B.5<br>8.1.6.C.3<br>8.1.6.C.4<br>8.1.6.C.5<br>8.1.6.D.1<br>8.1.6.D.2<br>8.1.6.D.3<br>8.1.6.D.4<br>8.1.5.A<br>8.1.7.A<br>8.1.9.A<br>8.1.12.B<br>8.1.U.B<br>8.1.W.B | Compare the 3 different philosophies of ancient China and their impact on the warring states period<br><br>Explore the unifying that took place during the Qin dynasty<br><br>Describe the culture and contributions of the Han dynasty<br><br>Investigate the impact of the silk road on Chinese culture<br><br>Describe the contributions of Chinese culture to the world | Filial piety<br>Qin<br>Shi Huangdi<br>Great Wall<br>Han Dynasty<br>Bureaucracy<br>Silk Roads<br>Trans-Eurasian<br>Cultural diffusion<br>Taoism<br>Reunify<br>Imperial<br>Bureaucracy<br>Scholar-official<br>Wood-block printing<br>Movable type<br>Porcelain | Internet<br>Video clips | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects<br>5 question homework assignment from Savvas for HW |

**Big Idea/Unit:** Japan
**Pacing:** 2 weeks

| Standards | Objective/Skill | Vocabulary | Additional Resources | Assessment/Project |
|---|---|---|---|---|
| 8.1.4.A<br>8.1.7.A<br>8.1.8.A<br>8.1.9.A<br>8.1.12.A<br>8.1.U.A<br>8.1.W.A | Describe the effects of geography on Japan's development<br><br>Understand the impact of Ainu culture on Japan.<br><br>Comprehend the rise of the military in Japanese society. | Shinto<br>Zen<br>Haiku<br>Daimyo<br>Samurai<br>Vassal<br>shoguns | Internet<br>Video clips | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects |

**Big Idea/Unit:** SE Asia
**Pacing:** 2 weeks

| Standards | Objective/Skill | Vocabulary | Additional Resources | Assessment/Project |
|---|---|---|---|---|
| 8.1.4.A<br>8.1.7.A<br>8.1.8.A<br>8.1.9.A<br>8.1.12.A<br>8.1.U.A | Locate the 10 countries of SE Asia<br><br>Describe all of the influences of China on the development and culture of Korea, Khmer, and Vietnam.<br><br>Recognize that India had a strong impact on the development of Khmer. | Koryo<br>Celadon<br>Khmer empire<br>Angkor Wat<br>Dai Viet | Internet<br>Video clips | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review |

| | | | | |
|---|---|---|---|---|
| 8.1.U.A<br>8.1.W.A | Trace the history of Korean, the Vietnamese kingdoms, and the Khmer Empire through the 1400s. | Dai Viet | | Class Discussion<br>Projects |

| **Big Idea/Unit:** | Africa | | | |
|---|---|---|---|---|
| **Pacing:** | 2 weeks | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| 8.1.5.A<br>8.1.6.A<br>8.1.7.B<br>8.1.12.C<br>8.1.U.C<br>8.1.4.A<br>8.1.7.A<br>8.1.8.A<br>8.1.9.A<br>8.1.12.A<br>8.1.U.A<br>8.1.W.A | Recognize the boundary between Kush and Egypt.<br>Describe Africa's physical geography.<br>Summarize the history and importance of the Bantu migrations.<br>Analyze the importance of family, specialization of labor, and oral tradition in African civilizations.<br>Summarize the development of the kingdom of Aksum and describe the notable features of the civilizations. | Sahara<br>Savannas<br>Vegetation zone<br>Bantu-speaking people<br>Griots<br>Aksum<br>Kush<br>Piye | Internet<br>Video clips | Teacher observation<br>Multiple choice reading quizzesTeacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects |

| **Big Idea/Unit:** | America | | | |
|---|---|---|---|---|
| **Pacing:** | 2 weeks | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| 8.1.4.A<br>8.1.7.A<br>8.1.8.A<br>8.1.9.A<br>8.1.12.A<br>8.1.U.A<br>8.1.W.A | Analyze physical features of the Americas including rivers, mountain ranges, and climate.<br>Give details about the geography of the Andes.<br>Locate Mesoamerica and list details about its geographical features.<br>Trace the role of agriculture in the development of the Olmec culture.<br>Describe the technologies of Southwestern peoples.<br>Explain how Native Americans in four different regions adapted to their environments. | Tropical<br>Mesoamerica<br>Yucatan peninsula<br>Slash-and-burn agricul<br>Olmec<br>Mother culture<br>Maya<br>Codex<br>Tribute<br>Anasazi<br>Pueblos<br>Potlatch<br>Great Plains<br>Sun Dance<br>Iriquois Confederacy<br>Matrilineal descent | Internet<br>Video clips | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects |

**Big Idea/Unit:** Greece
**Pacing:** 7 weeks

| Standards | Objective/Skill | Vocabulary | Additional Resources | Assessment/Project |
|---|---|---|---|---|
| 8.1.5.A<br>8.1.6.A<br>8.1.7.B<br>8.1.12.C<br>8.1.U.C<br>8.1.4.A<br>8.1.7.A<br>8.1.8.A<br>8.1.9.A<br>8.1.12.A<br>8.1.U.A<br>8.1.W.A<br>8.1.5.A<br>8.1.7.A<br>8.1.9.A<br>8.1.12.B<br>8.1.U.B<br>8.1.W.B | Describe the geography and effects on Greek culture<br>Explain how Greece utilized the sea to thrive and grow as a civilization<br>Summarize the beginnings of Greek culture<br>Describe how Greeks viewed their interactions with and honored the gods<br>Analyze Greek epic poems and fables<br>Explain how Greece politically organized<br>Investigate the growth of Greece politically, from kingdom to democracy<br>Differentiate the cultural and political differences of Athens and Sparta<br>Explain how the persian wars unified Greece<br>Summarize the influence of Pericles on Athenian power and influence to all of Greece<br>Analyze the Peloponnesian War and how it divided Greece<br>Describe the rise of Alexander the Great and his contributions to Hellenistic culture | Peninsula<br>Peloponnesus<br>Isthmus<br>Phoneicians<br>Alphabet<br>Zeus<br>Mount Olympus<br>Myths<br>Olympics<br>Epics<br>Fable<br>Polis<br>Aristocracy<br>Oligarchy<br>Tyrant<br>Democracy<br>Ostracize<br>Athens<br>Sparta<br>Helots<br>Barracks<br>Marathon<br>Pericles<br>Direct democracy<br>Delian league<br>Acropolis<br>Parthenon<br>Peloponnesian wars<br>Plague<br>Truce<br>Catapult<br>Alexander the great<br>Hellenistic<br>Alexandria<br>Drama<br>Tragedy<br>Comedy<br>Ideal<br>Pediment<br>philosophy | Internet<br>Video clips | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects<br>5 question homework assignment from Savvas for HW |

**Big Idea/Unit:** Rome
**Pacing:** 5 weeks

| Standards | Objective/Skill | Vocabulary | Additional Resources | Assessment/Project |
|---|---|---|---|---|
| 8.1.5.A<br>8.1.6.A<br>8.1.7.B<br>8.1.12.C<br>8.1.U.C<br>8.1.4.A<br>8.1.7.A<br>8.1.8.A<br>8.1.9.A<br>8.1.12.A<br>8.1.U.A<br>8.1.W.A | Understand geographic factors that helped Rome build a civilization<br>Analyze what life was like in early Roman society<br>Describe how Rome's republican government was organized<br>Analyze the causes and effects of Roman expansion<br>Trace the events that led to the overthrow of the Roman Republic<br>Describe the influence of Julius Caesar and Augustus on the transition from republic to empire<br>Understand how Roman families and society were organized<br>Trace the influences of other cultures on Roman Roman religious beliefs<br>Describe what life was like in Romans cities<br>Summarize the key points in the life and teachings of Jesus<br>Describe the early church<br>Summarize Paul's role in spreading Christianity | Romulus<br>Aeneas<br>Remus<br>Republic<br>Patricians<br>Plebeians<br>Senate<br>Consuls<br>Civil war<br>Julius Caesar<br>Cicero<br>Augustus<br>Civil service<br>Pax romana<br>Aqueducts<br>Colosseum<br>Gladiators<br>Jesus<br>Gospels<br>Disciples<br>Parables<br>Gentiles<br>Paul<br>Missionary<br>Epistles | Internet<br>Video clips<br>Google maps | Teacher observation<br>Multiple choice reading quizzes<br>Teacher-prepared test with matching, multiple guess, T or F, fill-in –the-blank, short answers<br>Oral Review<br>Class Discussion<br>Projects |