

CURRICULUM GUIDE

COURSE NAME: Historical Literacy I

GRADE LEVEL: 7

TIME FRAME	FOCUS	CONTENT / SOURCE	ACTIVITIES & SKILLS	ASSESSMENTS	ELIGIBLE CONTENT/ STANDARDS
Year-long	<p>Historical Thinking</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do we think like a historian? - How do we read like a historian? - How do we write like a historian? 	New Visions (NV) Social Studies Lessons	Point of View Contextualizing Evaluating Sources Primary vs. Secondary Sources Annotating Reliable Sources Historical Thinking Disciplinary Literacy vs. Content Area Literacy Strategies and Skills	Vocabulary SQ Lessons	CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.G CC.8.5.6-8.J CC.8.6.6-8.A CC.8.6.6-8.I
1st Trimester	<p>Unit 1: Map Skills/Geography</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do we use maps to interpret information? - How do different types of maps provide us with 	Classroom Atlas Kids Discover Blank World Maps Topographic/	Map Skills <ul style="list-style-type: none"> - Direction - Scale - Reading a map - Latitude & Longitude 	Geography Pre-test Map Skills Test SQ Lessons	CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.E CC.8.5.6-8.G CC.8.5.6-8.J CC.8.6.6-8.A

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	<p>different types of information?</p> <ul style="list-style-type: none"> - How did the events of 9/11 impact the life of Americans? (9/11 Lesson) <p>Unit 2: Early Humans - Paleolithic and Neolithic Eras</p> <p>Essential Questions: How did the development of agriculture affect the lives of people in early civilizations and their environment?</p> <p>How did the domestication of animals affect the lives of people in early civilizations and their environment?</p>	<p>Bathymetric Maps</p> <p>New Visions (NV) Social Studies Lessons (SQ Lessons)</p> <p>Nickelodeon - Nick News with Linda Ellerbee 9/11 Special</p> <p>DK Find Out Website/Smithsonian Website</p> <p>NV Social Studies Lessons (SQ Lessons)</p> <p>Early Migration Maps</p> <p>Kids Discover</p>	<p>Identifying Continents & Oceans</p> <p>Using Physical, Political, and Thematic Maps</p> <p>Identifying Geographic Features</p> <p>Identify different types of social scientists</p> <p>Compare/contrast early hominids</p> <p>Describe, compare/contrast Paleolithic life and Neolithic life</p>	<p>Vocabulary Assessment</p> <p>Early hominid chart (Using text to identify characteristics)</p> <p>Comparison and analysis of Paleolithic vs. Neolithic</p>	<p>CC.8.6.6-8.I</p> <p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.C</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.G</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.B</p> <p>CC.8.6.6-8.I</p>
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	<p>Unit 3: Early Civilizations; Mesopotamia</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What is a civilization? What led to the establishment of civilizations? - Where were early river valley civilizations located and how interconnected were they to other regions? - How did inhabitants of Early River Valley Civilizations innovate to meet their needs? - What does the Code of Hammurabi reveal about 	<p><i>Ancient Civilizations</i> Textbook</p> <p><i>Alpha</i></p> <p><i>Iceman Murder Mystery: Otzi</i> Movie</p> <p>Newsela Articles</p> <p>Focus Summary WS</p> <p>NV Social Studies Lessons (SQ Lessons)</p> <p>Kids Discover</p> <p>River Valley Civilizations Maps</p> <p><i>Ancient Civilizations</i> Textbook</p> <p>Domain Vocabulary</p>	<p>Determine the impact agriculture and the domestication of animals had on human civilizations</p> <p>Analyzing visual information</p> <p>Reading and annotating</p> <p>Identifying main ideas and supporting details</p> <p>Creating topic sentences</p> <p>Writing summary paragraphs</p> <p>Writing prediction paragraphs</p>	<p>SQ Lessons</p> <p>Focus Summary Assignment</p> <p>Vocabulary Assessment</p> <p>SQ Lessons</p>	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.G</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.I</p>
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	society in Ancient Mesopotamia under the Babylonian empire?		Focus Summary WS START Topic Sentences		
2nd Trimester	<p>Unit 4: China</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - Where is China? How did geography affect the development of classical civilizations in China? - Who was Emperor Shi Huangdi? Did Shi Huangdi improve China? - What was the context for the founding of Daoism? What are the major beliefs and practices of Daoism? - What was the context for the founding of Confucianism? What are the major beliefs and practices of Confucianism? 	<p>Map of China</p> <p><i>Ancient Civilizations</i> Textbook</p> <p>NV Social Studies Lessons</p> <p>Newsela Article - TerraCotta Soldiers</p> <p>Local news articles on TerraCotta vandalization at Franklin Institute</p> <p><i>Climbing Everest</i></p> <p>Kids Discover</p> <p><i>Emperor's Ghost Army</i></p>	<p>Using Map Skills to locate China</p> <p>Identifying geographic features that impact China (Himalayan Mts., Gobi Desert, etc.)</p> <p>Reading and annotating</p> <p>Identifying main ideas and supporting details</p> <p>Creating topic sentences</p> <p>Writing summary paragraphs</p> <p>Writing prediction paragraphs</p>	<p>Focus Summary Assignment</p> <p>Completion of SQ Lessons</p> <p>RAFT Writing Assignment</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.G</p> <p>CC.8.6.6-8.A CC.8.6.6-8.I</p>

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	<p>Unit 5: Africa - Egypt</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - Where is Egypt? How did geography affect the development of Egyptian civilization? - How do archaeologists 	<p>Map Activity WS</p> <p>Newsela Article</p> <p>Internet resources (WebQuest)</p> <p>Kids Discover</p>	<p>Analysing visuals and primary sources</p> <p>Discuss transfer of ideas through trade (Silk Road)</p> <p>Compare and contrast information on Shi Huangdi - improve China vs. ruthless ruler</p> <p>Analyzing Maps</p> <p>Identifying geographic features that impact Egypt (Nile River, Sahara Desert, etc.)</p> <p>Reading and</p>	<p>Focus Summary Assignment</p> <p>Egypt WebQuest</p>	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.G</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.I</p>
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	<p>Trans-Saharan trade routes have affected the civilizations connected by them?</p> <ul style="list-style-type: none">- What innovations made trade in the Trans-Saharan trade routes easier, faster, and safer?- Why were West African Empires prosperous? What were the effects of Mansa Musa's rule and hajj?- How has colonization impacted the development of African counties?		<p>Analyzing Sub-saharan trade routes (make connection to Silk Road)</p> <p>Interpreting visual information Identifying main ideas and supporting details</p> <p>Creating topic/conclusion sentences</p> <p>Writing summary paragraphs</p> <p>Providing supporting facts and details</p> <p>Writing prediction paragraphs</p> <p>Developing a thesis (TDA)</p> <p>Three-prong thesis</p>		
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<p>3rd Trimester</p>	<p>Unit 7: Latin America Essential Question: - How do we know what we know about civilizations in the Americas pre-1600? What are the limitations of what we know?</p> <p>Maya</p> <p>Essential Questions: - What was the geographic and historical context for the rise of the Mayan Civilization? - What led to the Maya Golden Age? - What led to the decline of the Mayan Civilization?</p> <p>Aztec</p> <p>Essential Questions: - Where was the Aztec Empire? What were the historical circumstances that led to the rise of the Aztec Empire? - How did the Aztecs</p>	<p>NV Social Studies Lesson</p> <p>Kids Discover</p> <p><i>Pre-Columbian</i></p> <p>Maya Guided Reading WS</p> <p>Discover Kids Maya Magazine</p> <p>NV Social Studies Lessons</p> <p>Aztec Daily Life Guided Reading WS</p> <p>Aztec Map WS</p> <p>Discover Kids Aztec</p>	<p>Map Skills</p> <p>Compare and contrast of civilizations</p> <p>Identifying characteristics of civilizations</p> <p>Close reading question and answer</p> <p>Identify Achievements and Innovations</p> <p>Maya Golden Age Chart</p> <p>Close reading question and answer</p> <p>Map Skills - Identification</p>	<p>Maya, Inca, Aztec Assessment</p> <p>Maya Golden Age Chart</p> <p>Aztec Contextualize/ Compare and Contrast/ Pros and Cons Documents</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.E CC.8.5.6-8.G CC.8.5.6-8.J</p> <p>CC.8.6.6-8.A CC.8.6.6-8.I</p>
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	<p>Unit 8: Age of Exploration</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What was the Age of Exploration? - How did technological innovation impact the Age of Exploration? - What impact did Christopher Columbus have on global history? - How did the geographic and historical context of the Spanish, Aztecs, and Inca affect interactions between the American civilizations? - What was the impact of the Columbian Exchange on the Old World and New World? 	<p>NV Social Studies Lessons</p> <p>Kids Discover</p> <p>Maps of early exploration routes</p> <p>Maps of Columbian Exchange</p> <p><i>Conquistadors</i></p> <p>Primary Source - excerpt from Christopher Columbus's log entry</p> <p>NV Documents - visuals and primary/secondary sources</p> <p>Conquests of Hernan and Pizarro</p>	<p>farming</p> <p>Define the term "<i>Pre-Columbian</i>"</p> <p>Map Skills - Identify routes of early exploration</p> <p>Map Skills - Identify Columbian Exchange Routes</p> <p>Making predictions</p> <p>Using visuals (See, Think, Wonder)</p> <p>Using cause and effect (technology - caravel, compass, astrolabe, portolani, gunpowder, firearms).</p> <p>Cause and effect of Columbus</p> <p>Comparison of Hernan and Pizarro's conquests</p>	<p>Cause and Effect Chart</p> <p>Document Analysis</p> <p>SQ Assignments</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.G CC.8.5.6-8.J</p> <p>CC.8.6.6-8.A CC.8.6.6-8.I</p>
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			<p>Summarizing information</p> <p>Reading and annotating</p> <p>Making predictions</p> <p>Document analysis (charts, graphs, multiple sources (primary & secondary))</p> <p>Providing text evidence</p>		
	<p>Unit 9: Native Americans</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do we know what we know about civilizations in the Americas pre-1600? What are the limitations of what we know? - How did the geography of North America shape 	<p>Kids Discover</p> <p>Chapter: <i>North American Societies around 1492</i></p> <p>DK Find Out! Website</p> <p>North American Tribes - Map of Languages</p>	<p>Activity Atlas - North America</p> <p>Guided Reading WS</p> <p>Native American WebQuest</p> <p>Reading and annotating</p>	<p>Native American WebQuest</p> <p>Writing Prompts</p>	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.G</p> <p>CC.8.5.6-8.J</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.I</p>

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	<p>the lifestyles of Native American tribes?</p> <p>Unit 10: Colonization of the Americas</p> <p>Early Settlement Essential Questions:</p> <ul style="list-style-type: none"> - How did the geography and climate of colonial regions affect early settlement? - What do maps made by early British explorers and settlers tell us about 	<p>Internet Resources - Who's Land</p> <p>Blank map of North America</p> <p>Kids Discover</p> <p>The Lost Colony - Reading</p> <p>The Lost Colony - Croatoan sketch</p> <p>The Lost Colony - Primary Source - John White Journal Entry (1590)</p>	<p>Identifying main ideas and supporting details</p> <p>Creating topic/conclusion sentences</p> <p>Writing summary paragraphs</p> <p>Providing supporting facts and details</p> <p>Writing prediction paragraphs</p> <p>KWL Colonies</p> <p>Making predictions</p> <p>Define - What is a colony?</p> <p>Analyzing visuals, primary, and secondary sources</p> <p>Comparing maps</p>	<p>Roanoke - The Lost Colony Activity</p> <p>Written Response: <i>What made the economies of the northern, southern, and middle colonies different?</i></p> <p>Colonies Journal Entries (Guided</p>	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.G</p> <p>CC.8.5.6-8.J</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.I</p>
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	<p>early colonial settlements in America?</p> <ul style="list-style-type: none"> - How did Jamestown become the first successfully established English colony in North America? - What incentives brought settlers to the New World? - What made the economies of the northern, southern, and middle colonies different? - How can we describe the experiences of slaves coming to the colonies? 	<p>NV Social Studies Lessons</p> <p>Maps of colonies (primary, secondary)</p> <p>Unit Reading - <i>Colonial Settlement Chapter 3: Colonial America</i></p> <p>Maps - Colonization around the world</p> <p>Newsela Biographies</p> <p>Slavery in the Colonies - NV Lessons</p>	<p>Using evidence from text, charts, and graphs to support analysis</p> <p>Compare and contrast economic climate, physical features, and economic activity</p> <p>Mayflower Journal Entry</p> <p>New England Colonies Journal Entry</p> <p>Middle Colonies Journal Entry</p> <p>Southern Colonies Journal Entry</p> <p>Persuasive Writing - Move to the colonies</p> <p>Slavery in the Colonies</p>	<p>reading, persuasive, biography)</p> <p>Slavery in the Colonies Assignments (NV Lessons on Google Classroom)</p> <p>Final Exam</p>	
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