

SS 7th Grade Curriculum Guide 2017-18

UNIT	SUGGESTED LENGTH OF TIME (FLEXIBLE!!!) Incorporate and integrate Financial Literacy, government and economy types with best fit	CONCEPTS (Many of these concepts can be introduced but should remain ongoing through the remainder of the school year.) Incorporate and integrate Financial Literacy, government and economy types with best fit	SKILLS	LESSON IDEAS	RESOURCES AND LINKS
Human Geography (all)	10 DAYS	<ul style="list-style-type: none"> ● Diversity of Geography ● What defines Culture? ● Integration of Governments and Economies ● Change ● Needs/Wants ● Ethnicity 	<ul style="list-style-type: none"> ● Distinguish difference between countries/continents ● Know Oceans ● Basic/Intermediate Directions ● Using a map key ● 5 Themes of Geography ● Why do people move <ul style="list-style-type: none"> ○ Push/Pull factors ○ Culture 		
Renaissance and Protestant Reformation (Brittany/Science)	20 DAYS (Borrow from Ex)	<ul style="list-style-type: none"> ● Religion ● Art ● Conflict ● Innovation ● Change ● Social Systems ● Values and Beliefs 	<ul style="list-style-type: none"> ● Primary Source Analysis <ul style="list-style-type: none"> ○ Pictures (Painting/Sculptures) ○ Decipher Historical Text for Evidence (Ex: 95 Theses, Da Vinci's notebook) ● Begin Argumentative Writing <ul style="list-style-type: none"> ○ Re-state question + opinion ● Begin Cause and Effect Analysis <ul style="list-style-type: none"> ○ Catholic Church ○ Pope vs. King ● 		

<p>Exploration and Global</p>	<p>20 DAYS (Borrow from Ren/Ref) (Veteran's Day)</p>	<ul style="list-style-type: none"> ● Exchange ● Colonization ● Conquest ● Assimilation ● Technology ● Invasion ● Trade 	<ul style="list-style-type: none"> ● Re-iterate map skills including charting exploration routes, land and water identification, map key ● Create a timeline of events ● Argue point of view <ul style="list-style-type: none"> ○ Debate Columbus as a hero/villain? ○ Empathy towards situation of conflict (Ex: native populations, slavery) 		
<p>Revolutions</p> <ul style="list-style-type: none"> ● Social <ul style="list-style-type: none"> ○ Scientific <p>Brittany/Science</p> <hr/> <p>Susan /ELA</p> <ul style="list-style-type: none"> ○ Enlighten ● Political <ul style="list-style-type: none"> ○ American ○ French ○ Haitian ○ Russian 	<p>40 DAYS (End of 1st Semester)</p> <p>Administer Benchmark</p>	<ul style="list-style-type: none"> ● Government ● Revolution ● Ideology ● Perspective ● Citizenship ● Individual Rights ● Protest 	<ul style="list-style-type: none"> ● Primary Source Analysis (Heavy emphasis on analytical skill) <ul style="list-style-type: none"> ○ Historical Documents ○ Drawings – Paintings ○ Poetry/Song ● Argue point of view <ul style="list-style-type: none"> ○ Galileo vs. church ○ Estates General ○ Bolsheviks ○ Colonists vs. Loyalists 		
<p>Industrial Revolution</p>	<p>15 DAYS</p>	<ul style="list-style-type: none"> ● Rural ● Urban ● Standard of Living ● Resources ● Supply/Demand ● Population Distribution ● Regulation 	<ul style="list-style-type: none"> ● Creation of Charts/Graphs ● Comparison/Contrast of Economy Types ● Note Taking Skills – Main idea and supporting details (Ex: relationship between Factory owner vs. worker) 		

Imperialism Beginning of Ghandi	10 DAYS	<ul style="list-style-type: none"> ● Scarcity ● Competition ● Imperialism ● Empire ● Racism ● Ethnicity 	<ul style="list-style-type: none"> ● Define economy types and know difference of each ● Determine correct map based on task (Ex: natural resources map, political map) ● Continue Primary Source Analysis with emphasis on political cartoons and propoganda techniques (Ex: tea ads, Pears Soap, human zoos) 		
World War I Erin/Math	10 DAYS	<ul style="list-style-type: none"> ● Nationalism ● Militarism ● Alliances 	<ul style="list-style-type: none"> ● Sequential timeline of events ● Writing – Topic Sentence + argument (Ex: What are three causes for the start of WW-I start?) ● Analyze mood, tone, audience of primary sources ● Define how technological warfare re-defined the atrocity of war 		
Rise of Dictators/Global Depression	5 DAYS	<ul style="list-style-type: none"> ● Treaty ● Control ● Leadership ● Depression ● Political Systems 	<ul style="list-style-type: none"> ● Analysis of primary sources (Ex: political party platforms) ● Debate a political view point (Dictator vs. leader of a Democracy) ● Argue the positive and negative effects of government types (Ex. Totalitarian, oligarchy, democracy, dictatorship) 		
World War II <ul style="list-style-type: none"> ● Holocaust ● Independence Movements 	20 DAYS	<ul style="list-style-type: none"> ● Peaceful Revolution ● Non-violent protest ● Genocide ● Prejudice ● Independence 	<ul style="list-style-type: none"> ● Writing – Argumentative paragraph with two pieced of evidence and supporting detail using primary resources (Ex: How did the Treaty of Versailles yield the start 		

<ul style="list-style-type: none"> ○ Gandhi ○ Arab/Israeli Conflict ○ Africa 		<ul style="list-style-type: none"> ● Cultural Conflict 	<ul style="list-style-type: none"> of WW-II?) ● Map Work – Global Ramifications of WW-II, identify specific political boundaries before/after major conflict 		
Cold War/Spread of Communism	7 DAYS	<ul style="list-style-type: none"> ● National Identity ● Communism 	<ul style="list-style-type: none"> ● Map Work – synthesize map for information ● Writing/Speaking – Compare cause and effect 		
Globalization	8 DAYS	<ul style="list-style-type: none"> ● Terrorism ● Cooperation 	<ul style="list-style-type: none"> ● Chart change over time of specific events in Asia, Australia, Africa ● Identify Economy Types and the shift in multiple countries/continents ● Compare World Organizations (OPEC, NAFTA, WHO, EU) 		
REVIEW + TEST PREP + TEST + END OF SCHOOL	10 DAYS	SEE ABOVE	SEE ABOVE		

DISCLAIMER: All are suggestions that utilize skill through content. Economics and government types should be integrated throughout your units. Timing and pacing is suggestive, but designed to administer benchmark after 1st semester and theoretically cover curriculum in a timely fashion.