

<b>Unit Title:</b> <b>Unit 1: Geography of the Eastern Hemisphere</b>	<b>Duration:</b> <b>2 weeks- 1<sup>st</sup> marking period</b>
<b>Unit Overview:</b> <p>In this unit students review the fundamental themes of geography to explore the Eastern Hemisphere. Throughout the unit students connect back to sixth grade by comparing the geography of the Eastern and Western Hemispheres. They continue to explore different ways the Eastern Hemisphere can be divided into regions including both physical and cultural regions.</p>	
<b>GLCE/HSCE Addressed:</b> <i>GL.1, GL.2, GL.3, G2.1, G3.1, G4.3, G5.2</i> <p>7 – <i>GL.1.1:</i> Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>7 – <i>GL.1.2:</i> Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).</p> <p>7 – <i>GL.2.1:</i> Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – <i>GL.2.3:</i> Use observations from satellite imagery, photographs and films as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – <i>GL.2.4:</i> Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.</p> <p>7 – <i>GL.2.5:</i> Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.</p> <p>7 – <i>GL.3.1:</i> Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p>	

- 7 – G1.3.2:** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – G2.1.1:** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G2.1.2:** Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.
- 7 – G2.2.1:** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – G3.1.1:** Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Norway and France, Nairobi and Kilimanjaro, Mumbai and New Delhi).
- 7 – G4.3.1:** Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).
- 7 – G4.3.2:** Describe patterns of settlement by using historical and modern maps.
- 7 – G5.2.1:** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Geographers use the fundamental themes of geography (location, place, human environment interaction, movement, and region) to describe and study the earth.</li> <li>• Geographers use maps to show places and regions at different scales.</li> <li>• Maps help people to make decisions, ask further questions, and navigate through the world.</li> <li>• Maps can display a variety of information and can be used for a variety of purposes.</li> <li>• Geographers use modern technology such as satellite imagery, GPS, and GIS to answer geographic questions.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can the fundamental themes of geography be used to describe the Eastern Hemisphere?</li> <li>• What are the significant physical and human characteristics of the Eastern Hemisphere?</li> <li>• How is the geography of the Eastern Hemisphere different from the geography of the Western Hemisphere? How is it alike?</li> <li>• How have humans used, adapted to, and modified different environments in the Eastern Hemisphere?</li> </ul>
<p><b>What should students know/understand?</b></p> <ul style="list-style-type: none"> <li>• The location of major landforms, bodies of water and vegetation in the Eastern Hemisphere</li> <li>• Primary climate regions of the Eastern Hemisphere</li> <li>• Human Characteristics of the Eastern Hemisphere</li> <li>• Population Patterns of the Eastern Hemisphere</li> <li>• Human/Environment Interaction in the Eastern Hemisphere</li> </ul>	<p><b>What should students be able to do?</b></p> <ul style="list-style-type: none"> <li>• Use a variety of geographic resources and technology</li> <li>• Draw an accurate sketch map from memory of the Eastern Hemisphere showing major regions and landforms</li> <li>• Use the fundamental themes of geography to describe earth</li> <li>• Construct and analyze graphs using eastern hemisphere data sets</li> <li>• Make generalizations about populations and settlement patterns</li> </ul>
<p><b>Vocabulary</b> <i>(not an exhaustive list):</i>  location, place, movement, region, human-environment interaction, renewable resources, non-renewable resources, subsistence farming, standard of living, urbanization</p>	

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<p><b>Formative Assessments - Possibilities Include:</b> geo-journal entries, geography themes concept map/web, quiz on geography themes, mental maps</p>	<p><b>Summative Assessment – Possibilities Include:</b> compare/contrast essay, eastern hemisphere map test</p>
<p><b>Project Ideas – Possibilities Include:</b> Create a current event log that includes at least one event from the Eastern Hemisphere related to each of the geography themes.</p>	<p><b>Resources/Technology Integration – Possibilities Include:</b> <i>World Wonders With Google Earth</i> -. Students can explore a variety of amazing landmarks around the world and create placemarks with linked photos.</p> <p><b>For further resources and lesson ideas see:</b> <a href="http://www.micitizenshipcurriculum.org/">http://www.micitizenshipcurriculum.org/</a></p>

<b>Unit Title:</b> <b>Unit 2: Africa: People, Places and Issues</b>	<b>Duration:</b> <b>6 weeks - 1<sup>st</sup> &amp; 2<sup>nd</sup> marking periods</b>
<b>Unit Overview:</b> <p>This unit provides an overview of African history and geography with a specific focus on colonialism and how it impacted the people and cultures of Africa. Students study the colonial legacy and its effects on current political systems and economies. Students examine cultural diversity in Africa and compare several African countries with regard to foreign debt, mono-economies, reliance on foreign goods, and the links between these issues and colonialism. Students also research environmental issues in Africa including deforestation, soil erosion, toxic waste, trade, decline of fisheries, and wildlife management.</p>	
<b>GLCE/HSCE Addressed:</b> <i>G1.3, G2.1, G2.2, G4.1, G4.4, G5.1, C1.1, C4.3, E3.1, E3.3, P3.1, P4.2</i> <p>7 – <i>G1.3.3:</i> Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>7 – <i>G2.1.1:</i> Describe the landform features and the climate of the region under study.</p> <p>7 – <i>G2.2.1:</i> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – <i>G4.1.1:</i> Identify and explain examples of cultural diffusion (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa).</p> <p>7 – <i>G4.1.2:</i> Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.</p> <p>7 – <i>G4.4.1:</i> Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p>	

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- 7 – G5.1.1:** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water).
- 7 – G5.1.2** Describe how variations in technology affect human modifications of the landscape.
- 7 – C1.1.1:** Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – C4.3.2:** Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).
- 7 – C4.3.3:** Explain why governments belong to different types of international and regional organizations.
- 7 – E3.1.1:** Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
- 7 – E3.3.1:** Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production?
- 7 – P3.1.1:** Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- 7 – P4.2.2:** Engage in activities intended to contribute to solving a national or international problem.
- 7 – P4.2.3:** Participate in projects to help or inform others (e.g., service learning projects).

<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• The African continent has many types of climate and vegetation; differences in elevation create much of this variety.</li> <li>• Over 50 countries are located on the continent of Africa. Each of these countries has many ethnic groups, languages, religions, and customs.</li> <li>• The colonial legacy of the African continent has affected the current social, political, and economic status of African nations.</li> <li>• Geographic diversity has made the allocation of resources throughout the planet widespread; therefore trade is important to all countries.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What issues affect the social, political, and economic well-being of persons living in sub-Saharan Africa?</li> <li>• In what ways are the countries and cultures of Africa alike and different?</li> <li>• What are some important connections between the past and the present in Africa?</li> <li>• How might ethnic group differences affect who controls resources and power in a society?</li> <li>• In what ways are the countries of Africa connected to each other and to the world?</li> </ul>
<p><b>What should students know/understand?</b></p> <ul style="list-style-type: none"> <li>• The physical and political geography of the African continent</li> <li>• Environmental issues on the African continent</li> <li>• Overview of African history, focus on colonialism</li> <li>• Political systems and democratic movements</li> <li>• The African Union: history, goals, and projects</li> </ul>	<p><b>What should students be able to do?</b></p> <ul style="list-style-type: none"> <li>• Apply geographic inquiry skills to the continent of Africa</li> <li>• Identify major geographic features of the continent</li> <li>• Identify political boundaries of Africa</li> <li>• Analyze environmental issues including deforestation, soil erosion, toxic waste and wildlife management</li> <li>• Compare pre- and post- colonial political systems in Africa</li> <li>• Identify public policy issues related to global topics and issues</li> </ul>
<p><b>Vocabulary</b> <i>(not an exhaustive list):</i>          colonialism, conflict, international-cooperation, cultural diffusion, cultural diversity , foreign aid, interdependence, political system, international organizations, deforestation, legacy, desertification, drought, clan, autonomy, refugee, civil war, apartheid, enclave, exclave, entrepreneur, ethnic group, mono-economy</p>	

<p><b>Formative Assessments - Possibilities Include:</b> daily vocabulary quizzes, label a continent map from memory (major physical features), pass out the door questions, K-W-L charts</p>	<p><b>Summative Assessment – Possibilities Include:</b> selected and constructed response test items, document based questions, persuasive essay related to a public issue affecting Africa</p>
<p><b>Project Ideas – Possibilities Include:</b> Create an informational publication highlighting the challenges and accomplishments of modern day African nations.</p>	<p><b>Resources/Technology Integration – Possibilities Include:</b> Students may explore African music, folktales, masks, games and photo albums at: <a href="http://pbskids.org/africa/">http://pbskids.org/africa/</a></p> <p>Other helpful websites: <i>African Union</i>. 2 June 2009 &lt;<a href="http://www.africaunion.org/">http://www.africaunion.org/</a>&gt;.</p> <p><i>African Voices</i>. Smithsonian Website. 2 June 2009 &lt;<a href="http://www.mnh.si.edu/africanvoices/">http://www.mnh.si.edu/africanvoices/</a>&gt;.</p> <p><i>Africa’s Kingdoms and Empires Map</i>. Exploring Africa Website. 2 June 2009 &lt;<a href="http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/activity3.php">http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/activity3.php</a>&gt;.</p> <p><b>For further resources and lesson ideas see:</b> <a href="http://www.micitizenshipcurriculum.org/">http://www.micitizenshipcurriculum.org/</a></p>

<b>Unit Title:</b> <b>Unit 3: West Asia: People, Places and Issues</b>	<b>Duration:</b> <b>4 weeks- 3<sup>rd</sup> marking period</b>
<b>Unit Overview:</b> <p>In this unit, students explore the social, economic, political, and environmental issues of West Asia. Building on Unit 1, students use the geography themes to explore significant physical features of West Asia focusing on sub-regions of Southwest Asia, Central Asia, and the South Asian subcontinent. Students assess the impact of physical changes such as drought, earthquakes, and flooding and how people have adapted to these changes. Students also explore past and current conflicts, specifically in the Southwest Asian region.</p>	
<b>GLCE/HSCE Addressed:</b> <i>G2.1, G2.2, G4.4, G5.1, G5.2, C1.1, C3.6, C4.3, E3.1, E3.3</i> <p>7 – <i>G2.1.1:</i> Describe the landform features and the climate of the region under study.</p> <p>7 – <i>G2.2.1:</i> Describe the human characteristics of the region (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – <i>G4.4.1:</i> Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>7 – <i>G5.1.1:</i> Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water).</p> <p>7 – <i>G5.1.3:</i> Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China).</p> <p>7 – <i>G5.2.1:</i> Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.</p>	

<p>7 – <b>C1.1.1:</b> Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> <p>7 – <b>C3.6.1:</b> Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.</p> <p>7 – <b>C4.3.2:</b> Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).</p> <p>7 – <b>E3.1.1:</b> Explain the importance of trade on national economies.</p> <p>7 – <b>E3.3.1:</b> Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production?</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• West Asia is an extremely large region of varied geography.</li> <li>• West Asia is heavily populated but the population is not evenly distributed.</li> <li>• Some of the world’s oldest civilizations and several world religions originated in west Asia.</li> <li>• Disagreements over the use of natural resources and long-standing animosity based on warfare and military occupation all contribute to conflicts in west Asia.</li> <li>• Economies in west Asia differ from country to country although agriculture is the major economic activity.</li> <li>• Changes in the physical environment are caused by both natural events and human activity.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What social, economic, political, and environmental issues affect the people of West Asia?</li> <li>• In what ways are the sub-regions, countries, and cultures of West Asia alike and different?</li> <li>• What are some of the causes and effects of conflict in this region?</li> <li>• What are some important connections between the past and present of West Asia?</li> </ul>

<p><b>What should students know/understand?</b></p> <ul style="list-style-type: none"> <li>• Significant physical features of West Asia</li> <li>• The impact of physical changes on human settlement (drought, earthquakes, flooding)</li> <li>• The importance of this area in ancient history, esp. as the birthplace of world religions</li> <li>• Cultural characteristics of the region such as literature and architecture</li> <li>• The importance of trade to the national economies of West Asia</li> <li>• The political systems of West Asian nations</li> <li>• Common causes of conflict / specific conflicts in the region</li> <li>• Environmental issues in the region</li> </ul>	<p><b>What should students be able to do?</b></p> <ul style="list-style-type: none"> <li>• Use timelines, maps, and other resources to examine the history and geography of West Asia</li> <li>• Compare and contrast photographs of significant architectural structures in the region</li> <li>• Identify economic relationships by gathering data from a variety of countries in West Asia</li> <li>• Analyze the trade networks which connect this region with other regions of the world</li> <li>• Distinguish between the multiple forms of government found throughout West Asia</li> <li>• Make reasoned predictions and identify patterns related to current conflicts in the region</li> </ul>
<p><b>Vocabulary</b> (<i>not an exhaustive list</i>):          conflict, cooperation, culture, economic activities, economy, ethnic conflict, interdependence, religion, theocracy, political system          monarchy, monotheism, shah, subcontinent, hajj</p>	
<p><b>Formative Assessments</b> - <i>Possibilities Include:</i>          daily map / vocabulary quizzes, classroom discussion, geo-journal entries</p>	<p><b>Summative Assessment</b> – <i>Possibilities Include:</i>          selected and constructed response test items, document based questions, persuasive essay related to an environmental issue in West Asia</p>
<p><b>Project Ideas</b> – <i>Possibilities Include:</i>          Research a specific conflict in the region (the Arab/Israeli conflict, the Sri Lanka Civil War, the conflict over Kashmir, the Iraq War, the conflict in Afghanistan) Examine how the long-raging conflicts over land in the Southwest Asian Region are related to ethnicity and religion.</p>	<p><b>Resources/Technology Integration</b> – <i>Possibilities Include:</i>  <i>Teacher Resources on Asia</i>. Ask Asia Website. 2 June 2009  <a href="http://www.askasia.org/teachers/">http://www.askasia.org/teachers/</a>.   <b>For further resources and lesson ideas see:</b>  <a href="http://www.micitizenshipcurriculum/">http://www.micitizenshipcurriculum/</a></p>

<b>Unit Title:</b> <b>Unit 4: East Asia: People, Places, and Issues</b>	<b>Duration:</b> <b>4 weeks- 4th marking period</b>
<b>Unit Overview:</b> Students use the geography themes to explore significant physical features of East Asia. Using timelines, maps, and other resources, students acquire an overview of the history of this region. Emphasis is placed on the concept of cultural diffusion over time and in particular, the influence of China. Students explore information about the economies of a variety of countries in East Asia including China, Malaysia, Japan, North and South Korea, and Singapore as well as comparing the governments of the United States, China, Myanmar, and Japan and identify major differences. Students should also explore environmental issues in this region and the subsequent connections to history, economics, population growth, and political issues.	
<b>GLCE/HSCE Addressed:</b> <i>H1.4, G1.2, G2.1, G4.3, G4.4, G5.1, C1.1, C3.6, C4.3, E2.3, E3.1, E3.3</i>  <b>GLCE/HSCE:</b> 7 – <i>H1.4.2:</i> Describe and use themes of history to study patterns of change and continuity.  7 – <i>G1.2.6:</i> Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region.  7 – <i>G2.1.1:</i> Describe the landform features and the climate of the region under study.  7 – <i>G4.3.1</i> Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary.  7 – <i>G4.3.2:</i> Describe patterns of settlement by using historical and modern maps.  7 – <i>G4.4.1:</i> Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).	

- 7 – G5.1.1:** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water).
- 7 – G5.1.3:** Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China).
- 7 – C1.1.1:** Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – C3.6.1:** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 7 – C4.3.2:** Explain the challenges to governments and the cooperation needed to address international issues in East Asia (e.g., migration and human rights).
- 7 – E2.3.1:** Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).
- 7 – E3.1.1:** Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
- 7 – E3.1.4:** Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).
- 7 – E3.3.1:** Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production?

<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• An understanding of the geography of East Asia is crucial to understanding the history, civilization, and contemporary events in East Asia and the world.</li> <li>• Chinese civilization (written script, Confucian thought, and Buddhism that had come to China from India) spread northward to the Korean peninsula and then to the islands of Japan, and southward to what is today northern Vietnam.</li> <li>• There is a long history of economic interdependence between East Asia and the rest of the world.</li> <li>• Recurring natural hazards are among the most dramatic episodes that impact life in rural and urban areas of East Asia.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What social, economic, political and environmental issues affect the people in East Asia?</li> <li>• In what ways are the sub-regions, countries and cultures of East Asia alike and different?</li> <li>• How do the ideals of ancient China affect today’s societies of east Asia?</li> <li>• What common factors serve to unite people with different cultural and socio-economic backgrounds?</li> <li>• How does Globalization impact international relationships?</li> </ul>
<p><b>What should students know/understand?</b></p> <ul style="list-style-type: none"> <li>• The physical and political geography of East Asia</li> <li>• How population is distributed throughout East Asia</li> <li>• How the past has shaped East Asian culture</li> <li>• The primary economic activities of China</li> <li>• The characteristics of East Asian political systems</li> </ul>	<p><b>What should students be able to do?</b></p> <ul style="list-style-type: none"> <li>• Compare art and music from China, Japan, and the Koreas</li> <li>• Analyze the trade networks that connect East Asia to the rest of the world</li> <li>• Identify major differences between the US government and the governments of East Asian nations</li> <li>• Recognize environmental issues specific to the region</li> <li>• Explain the geo-political relationships between East Asian nations and the rest of the world</li> </ul>
<p><b>Vocabulary</b> (<i>not an exhaustive list</i>): monsoon, delta, dialect, famine, globalization, nation-state, trade network, population pattern</p>	
<p><b>Formative Assessments</b> - <i>Possibilities Include:</i> daily vocabulary quizzes, label a continent map from memory (major physical features), pass out the door questions, K-W-L charts</p>	<p><b>Summative Assessment</b> – <i>Possibilities Include:</i> selected and constructed response test items, document based questions</p>

**Project Ideas – Possibilities Include:**

Investigate an environmental issue related to East Asia and develop a plan of action for dealing with that issue. Present the plan to peers and interested adults.

**Resources/Technology Integration – Possibilities Include:**

*China Three Gorges Project*. 30 March 2008

<<http://www.ctgpc.com/>>.

*China's Three Gorges Dam*. 30 March 2008

<<http://www.cnn.com/SPECIALS/1999/china.50/asian.superpower/three.gorges/>>.

**For further resources and lesson ideas see:**

<http://www.micitizenshipcurriculum.org/>

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<b>Unit Title:</b> <b>Unit 5: Era I: The Beginnings of Human Society (Beginnings to 4000 B.C.E.)</b>	<b>Duration:</b> <b>4 weeks- 5<sup>th</sup> marking period</b>
<b>Unit Overview:</b> <p>This unit lays the foundation for the subsequent seventh grade world history units as well as the high school world history course. It begins with an introduction to historical inquiry in which students explore approaches used in the study of history relating to time and space, followed by an examination of the processes and goals of historical inquiry. Next, students look at cultural adaptations including technological advances and the development of language and investigate how these adaptations may have resulted in the migration of people to new regions of the world. Building on this knowledge they study the characteristics of early hunter-gatherer societies and then explore the causes of the Agricultural Revolution and the characteristics of early agrarian societies.</p>	
<b>GLCE/HSCE Addressed:</b> <i>H1.1, H1.2, H1.4, W1.1, W1.2, W2.1</i>  <b>GLCE/HSCE:</b> <p>7 – <i>H1.1.1:</i> Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>7 – <i>H1.1.2:</i> Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C. /A.D.; contemporary secular – B.C.E. /C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).</p> <p>7 – <i>H1.2.1:</i> Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>7 – <i>H1.2.5:</i> Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.</p> <p>7 – <i>H1.4.2:</i> Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – <i>W1.1.1:</i> Explain how and when human communities populated major regions of the Earth and adapted to a variety of environments.</p>	

- 7 – **WI.1.2:** Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
- 7 – **WI.2.1:** Explain the importance of the natural environment in the development of agricultural settlements in different locations.
- 7 – **WI.2.2:** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 7 – **W2.1.1:** Describe the importance of the development of human language, oral and written, and its relationship to the development of culture.

**Big Ideas:**

- Historians learn about the past by examining artifacts, reading primary and secondary sources, using historical maps, radiocarbon dating, DNA analysis and other sources.
- Eras, millennia, periods, decades, and centuries are used to organize time and to describe the common characteristics of events during that time period.
- The early migration of people throughout Earth's continents via land and water required people to adapt to new and unique environments.
- The Agricultural Revolution changed life for people by providing a stable food supply, possibility of trade, population growth, and division of labor and the development of settlements.

**Essential Questions:**

- Why study history?
- How do historians know?
- How did early humans adapt to a wide variety of environments?
- Why did people migrate and settle throughout the world?
- What were the major causes and consequences of the Agricultural revolution?

<p><b>What should students know/understand?</b></p> <ul style="list-style-type: none"> <li>• How historians organize and explain human activities over time</li> <li>• The methods and goals of historical inquiry</li> <li>• Factors related to migration</li> <li>• How language and culture are related</li> <li>• The locations of early hunter-gatherer societies</li> <li>• The importance of tools, weapons, language, and fire</li> </ul>	<p><b>What should students be able to do?</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast different calendar systems</li> <li>• Explain how historians use multiple sources to explore the past</li> <li>• Give examples of global, regional and inter-regional migrations</li> <li>• Summarize the lifestyles of the earliest people</li> </ul>
<p><b>Vocabulary</b> (<i>not an exhaustive list</i>): agrarian societies, Agricultural Revolution, archaeology, cause and effect, cultural adaptation, historical inquiry, hunter-gatherer societies, migration, turning point, artifact, Paleolithic, Neolithic, anthropology, sedentary agriculture, division of labor, civilization</p>	
<p><b>Formative Assessments</b> - <i>Possibilities Include:</i> 'Stop-and-Jot' content related questions at the end of each class period , geo-journal entry related to <i>perspective</i>, mind map the migratory routes of the earliest humans</p>	<p><b>Summative Assessment</b> – <i>Possibilities Include:</i> Essay Response: Was the Agricultural Revolution a major turning point in world history?, selected and constructed response test items</p>
<p><b>Project Ideas</b> – <i>Possibilities Include:</i> Create an illustrated timeline for the era</p>	<p><b>Resources/Technology Integration</b> – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> <li>• Walk through time... research the evolution of time keeping through the ages.</li> <li>• Examine worldwide scripts from prehistory to today at: <a href="http://www.ancientscripts.com/">http://www.ancientscripts.com/</a></li> </ul> <p><b>For further resources and lesson ideas see:</b> <a href="http://www.micitizenshipcurriculum.org/">http://www.micitizenshipcurriculum.org/</a></p>

<b>Unit Title:</b> <b>Unit 6: Era II: Early Civilizations and the Emergence of Pastoral Peoples: 4000 - 1000 B.C.E.</b>	<b>Duration:</b> <b>4 weeks- 6<sup>th</sup> marking period</b>
<b>Unit Overview:</b> <p>This unit explores the development of early civilizations and pastoral societies. Students examine the characteristics of a civilization and apply this knowledge to a brief study of four early river valley civilizations (Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). Concrete examples of cultural diffusion and the ways goods, ideas, and technology were exchanged are identified and reviewed. Finally, connections are made between history and geography as students explore ways in which the people of the various civilizations and pastoral societies adapted to and modified their respective environments.</p>	
<b>GLCE/HSCE Addressed:</b> <i>H1.2, H1.4, W1.2, W2.1, G6.1</i>  <p>7 – <b>H1.2.4:</b> Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – <b>H1.4.1:</b> Describe and use cultural institutions to study an era and a region (<i>political, economic, religion/ belief, science/technology, written language, education, family</i>).</p> <p>7 – <b>H1.4.3:</b> Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>7 – <b>W1.2.3:</b> Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile).</p> <p>7 – <b>W2.1.2:</b> Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations.</p> <p>7 – <b>W2.1.3:</b> Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>7 – <b>W2.1.4:</b> Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).</p>	

<p>7 – <b>W2.1.5:</b> Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.</p> <p>7 – <b>G6.1.2:</b> Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Many of the earliest civilizations shared common characteristics.</li> <li>• There is a close relationship between large river systems and permanent settlements.</li> <li>• Goods, ideas and technology were exchanged among groups of people through cultural diffusion.</li> <li>• Early societies adapted to and modified their respective environments to suit their needs.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a civilization?</li> <li>• What factors influenced the development of early civilizations and the growth of pastoral societies?</li> <li>• How were early civilizations alike and different and how did they differ from pastoral societies?</li> <li>• What types of inter-regional and regional interactions were evident during this era?</li> </ul>
<p><b>What should students know/understand?</b></p> <ul style="list-style-type: none"> <li>• How agriculture led to the emergence of agrarian civilizations</li> <li>• The characteristics of a civilization</li> <li>• The advantages and challenges of building a civilization in a river valley</li> <li>• How the geography of a region contributed to the development of certain societal characteristics</li> <li>• The characteristics of pastoral life</li> <li>• How early societies depended on, adapted to, and modified their environments</li> </ul>	<p><b>What should students be able to do?</b></p> <ul style="list-style-type: none"> <li>• Draw inferences from photographic evidence</li> <li>• Compare and contrast two early civilizations</li> <li>• Predict possible causes for the movement of pastoral groups during the second millennium BCE</li> <li>• Give examples of cultural diffusion</li> </ul>
<p><b>Vocabulary</b> (<i>not an exhaustive list</i>):          centralized government, civilization, cultural adaptation, pastoral, social hierarchy, social class, specialization, sustainable agriculture, Mesopotamia, nomad, seasonal harvest, cultivation, specialized crops</p>	

<p><b>Formative Assessments - Possibilities Include:</b> Venn diagram comparing 2 or more civilizations, concept map expressing the characteristics of a civilization</p>	<p><b>Summative Assessment – Possibilities Include:</b> stage a debate about which river valley civilization was a ‘better’ place to live, constructed and selected response test items</p>
<p><b>Project Ideas – Possibilities Include:</b> Investigate sustainable agriculture and determine why it is a historical and contemporary global issue. Compose a persuasive essay about one aspect of sustainable agriculture and develop a plan of action.</p>	<p><b>Resources/Technology Integration – Possibilities Include:</b> Use <i>Inspiration</i> software to create a diagram that shows how language, beliefs, technology, ideas and goods spread from one civilization to another.</p> <p><b>For further resources and lesson ideas see:</b> <a href="http://www.micitizenshipcurriculum.org/">http://www.micitizenshipcurriculum.org/</a></p>

<b>Unit Title:</b> <b>Unit 7: Era III: Classical Traditions and Major Empires: 1000 B.C.E – 300 C.E.</b>	<b>Duration:</b> <b>6 weeks- 6<sup>th</sup> &amp; 7<sup>th</sup> marking periods</b>
<b>Unit Overview:</b> <p>This unit explores the development of classical civilizations and the emergence of empires during the era from 1000 B.C.E. to 300 C.E. A focus is placed on the concept of empire and factors influencing the rise and fall of empires including Persia, India, China, Greece, Rome, Egypt, Kush, Axum, and Bantu. A global viewpoint is established as students explore trade networks and the diffusion of technology, ideas and goods. Students investigate the connections between civics and geography that influenced the growth of empires.</p>	
<b>GLCE/HSCE Addressed:</b> <i>H1.2, W3.1, C1.1</i> <p>7 – <i>H1.2.6:</i> Identify the role of the individual in history and the significance of one person’s ideas.</p> <p>7 – <i>W3.1.1:</i> Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</p> <p>7 – <i>W3.1.2:</i> Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7 – <i>W3.1.3:</i> Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 – <i>W3.1.4:</i> Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>7 – <i>W3.1.5:</i> Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p> <p>7 – <i>W3.1.6:</i> Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 – <i>W3.1.7:</i> Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).</p>	

<p><b>7 – W3.1.8:</b> Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</p> <p><b>7 – W3.1.9:</b> Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p><b>7 – W3.1.10:</b> Create a time line that illustrates the rise and fall of classical empires during the classical period. <i>See also 6 – W3.1.5.</i></p> <p><b>7 – CI.1.1:</b> Explain how the purposes served by government affect relationships between the individual, government, and society as a whole.</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Classical civilizations established political systems, legal codes, and a common written language.</li> <li>• An empire includes people from many civilizations and a large geographic region under the control of a single government.</li> <li>• Greek ideas about democracy and citizenship have become the foundation of freely-elected democracies that exist today.</li> <li>• Favorable geographic characteristics influenced the location of classical civilizations.</li> <li>• Extensive trade networks within empires were necessary for the coherence of the empire.</li> <li>• The Achievements of classical civilizations in art, architecture, and science have contributed to the world’s cultural heritage.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is an empire?</li> <li>• How did classical civilizations and empires during this era have a lasting impact on other places and times?</li> <li>• What factors led to the rise and fall of empires and civilizations during this era?</li> <li>• How did classical civilizations and empires during this era interact with each other and the environment?</li> </ul>
<p><b>What should students know/understand?</b></p> <ul style="list-style-type: none"> <li>• The characteristics of classical civilizations</li> <li>• The defining characteristics of an empire</li> <li>• The rise, maintenance and decline of classical civilizations</li> </ul>	<p><b>What should students be able to do?</b></p> <ul style="list-style-type: none"> <li>• Describe significant factors related to the development of large regional empires</li> <li>• Develop arguments about the role of government in society</li> </ul>

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<ul style="list-style-type: none"> <li>Major achievements of Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations</li> </ul>	<ul style="list-style-type: none"> <li>Locate major empires of this era on a map</li> <li>Explain how trade integrated cultures</li> </ul>
<p><b>Vocabulary</b> (<i>not an exhaustive list</i>): bureaucracy, classical civilization, cultural diffusion, cultural interaction, democracy, dynasty, empire, innovation, legal codes, migration, militarism , religion, republic, city-state</p>	
<p><b>Formative Assessments</b> - <i>Possibilities Include:</i> geo-journal writing activities, mind mapping</p>	<p><b>Summative Assessment</b> – <i>Possibilities Include:</i> Construct a timeline showing the relationships among the ancient civilizations of the Eastern Hemisphere. map test, write a “Day in the Life” from the perspective of someone living during this time period</p>
<p><b>Project Ideas</b> – <i>Possibilities Include:</i> Create a trivia style board game using facts from one or more of the civilizations studied.</p>	<p><b>Resources/Technology Integration</b> – <i>Possibilities Include:</i> Prepare a multi-media presentation based on one of the following topics across several empires: art, architecture, drama, technology, political life, daily life, philosophy, religion, trade</p> <p><b>For further resources and lesson ideas see:</b> <a href="http://www.micitizenshipcurriculum.org/">http://www.micitizenshipcurriculum.org/</a></p>

<b>Unit Title:</b> <b>Unit 8: Era III: World Religions</b>		<b>Duration:</b> <b>4 weeks- 8<sup>th</sup> marking period</b>
<b>Unit Overview:</b> This unit explores the characteristics of major world religions and belief systems that developed and expanded during Era III as well as how they influenced the region of Afro-Eurasia. Islam has been included even though this religion originated in the next era. After exploring the term ‘world religion’ students investigate factors that led some religions to develop into world religions. Students may then examine questions relating to world religions such as: How and where did these religions continue to spread? How did these religions change in subsequent eras? How and why did some of these religions come into conflict? In addition, connections can be made to the present through an exploration of current data relating to these religions as well as current issues relating to religious conflict.		
<b>GLCE/HSCE Addressed:</b> <i>H1.4, W3.2</i>		
7 – <i>H1.4.1:</i> Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).		
7 – <i>W3.2.1:</i> Identify and describe the beliefs of the five major world religions.		
7 – <i>W3.2.2:</i> Locate the geographical center of major religions and map the spread through the 3rd century C.E.		
7 – <i>W3.2.3:</i> Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.		
<b>Big Ideas:</b>	<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• We can examine the world’s five major religions to understand other people and their cultural beliefs.</li> <li>• The characteristics of world religions are diverse.</li> <li>• Religion impacts the way in which society / individuals see the world.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a religion?</li> <li>• How did major religions and belief systems originate and grow?</li> <li>• How has religion impacted people, regions, and history?</li> <li>• What are the primary beliefs and practices of major world religions?</li> </ul>	

<p><b>What should students know/understand?</b></p> <ul style="list-style-type: none"> <li>• The geographic center of Hinduism, Judaism, Buddhism, Christianity, and Islam</li> <li>• Specific ways that religion unified people’s perceptions of the world</li> <li>• The basic characteristics of Hinduism, Judaism, Buddhism, Christianity, and Islam</li> </ul>	<p><b>What should students be able to do?</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret primary sources from a variety of world religions</li> <li>• Compare and contrast different religions</li> <li>• Make connections between the past and present of the world religions studied</li> </ul>
<p><b>Vocabulary</b> (<i>not an exhaustive list</i>): morality, spirituality, transcendental, deity, doctrine, ethical system, polytheism, religious beliefs, world religion</p>	
<p><b>Formative Assessments</b> - <i>Possibilities Include:</i> ‘pop-quiz’ following each religion’s lesson, geo-journal entries, document based questions</p>	<p><b>Summative Assessment</b> – <i>Possibilities Include:</i> create a chart describing the identifying characteristics of each of the 6 religions studied (origins, beliefs, sacred texts, festivals/ holy days, sacred places, practices, places of worship), compare &amp; contrast essay</p>
<p><b>Project Ideas</b> – <i>Possibilities Include:</i> Create a scale model of a place of worship for one of the religions studied</p>	<p><b>Resources/Technology Integration</b> – <i>Possibilities Include:</i> Use of primary sources and connections to literature can be included through religious tales such as those featured in the <i>Traditional Religious Tales Series</i> by Anita Ganeri.  Use moviemaker software to create a 2-3 minute film describing the characteristics of one religion studied.  <b>For further resources and lesson ideas see:</b> <a href="http://www.micitizenshipcurriculum.org/">http://www.micitizenshipcurriculum.org/</a></p>