

7<sup>th</sup> Grade Social Studies Curriculum Map

February 2015

| Unit Title/<br>Length  | Essential<br>Questions/<br>Student<br>Objectives   | Assessments<br>(Pre,<br>Formative,<br>Summative)   | Standards  | Resources  |
|--|--|--|--|--|
| <p><b>Unit 1</b><br/>Geography/<br/>Domain<br/>specific<br/>vocabulary<br/>review</p> <p>2 Weeks</p> | <p>1) Students will identify and label major continents, bodies of water, and geographic features on a map.</p> <p>2) How does geography influence the way people live?</p> <p>3) Students will define and effectively use common terms found in the study of ancient civilizations.</p> | <p>Pre-Assessment: Map Quiz (7 continents, 5 oceans, Prime Meridian, Equator, Tropics of Capricorn and Cancer)</p> <p>Vocabulary Pretest</p> <p>Formative: Section review p. 37 1-6</p> <p>Map worksheet activity (1)</p> <p>Using the vocabulary terms, create a pictographic dictionary that demonstrates understandin</p> | <p><b>SS-7-G-U-1</b><br/>Students will understand that the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-G-S-1</b><br/>Students will demonstrate an understanding of patterns on the Earth’s surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):</p> <p>a) locate, in absolute or relative terms, landforms and bodies of water</p> <p>b) locate and interpret patterns on Earth’s surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D.</p> <p><b>SS-07-4.1.1</b><br/>Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in early civilizations prior to 1500 A.D.<br/><i>DOK 3</i></p> <p><b>SS-07-4.1.2</b><br/>Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.</p> | <p>A History of the World (text) p. 28-37</p> <p>Content Vocabulary list</p> <p>Video: How the Earth Was Made</p> <p><a href="https://www.youtube.com/watch?v=Xu-1MN-klw">https://www.youtube.com/watch?v=Xu-1MN-klw</a></p> <p>Worksheet 1</p> <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/18.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/18.pdf</a></p> |

|  |   |   |  |   |
|--|---|---|--|---|
|  |   | g of common content vocabulary  |  |   |
|  |   | Summative: Vocabulary Test<br>Map Test  |  |   |
| <p><b>Unit 2</b><br/>Early Humans and the Agricultural Revolution (Paleolithic and Neolithic peoples)</p> <p>A History of the World Chapter 3</p> <p>1.5 Weeks</p> | <p>1) How do people adapt to their environment?<br/>2) Students will understand and demonstrate knowledge of how fire, technology, language, and farming developed and assisted early people in developing civilizations.<br/>3) Students will understand and discuss the elements necessary for civilization to develop.</p> | <p>Pre-assessment: Word association game: stone age, technology, agriculture, cavemen, Ice Age, civilization</p> <p>Formative: Guided reading worksheet Sec. 1, Guided reading worksheet Sec. 2, Section review p. 61, 1-5; p. 69 1-6.</p> <p>Summative: Chapter Quiz</p> | <p><b>SS-7-CS-U-1</b><br/>Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p> <p><b>SS-07-2.1.1</b><br/>Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.<br/><i>DOK 2</i></p> <p><b>SS-7-CS-U-2</b><br/>Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.</p> <p><b>SS-7-E-U-1</b><br/>Students will understand that the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made.</p> <p><b>SS-7-E-S-1</b><br/>Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet,</p> | <p>Whiteboard (word association game)</p> <p>Worksheets:<br/>Sec. 1<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/0.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/0.pdf</a></p> <p>Sec. 2<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/91/99.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/91/99.pdf</a></p> |

resource materials) to investigate world civilizations prior to 1500 A.D.:

a) explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)

**SS-7-E-U-3**

Students will understand that individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions about the use of resources in the production, distribution and consumption of goods and services.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

c) describe how goods and services were exchanged in world civilizations prior to 1500 A.D.

**SS-7-E-S-2**

Students will investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services

**SS-07-3.4.1**

Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-3.4.2**

Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.

**SS-7-G-S-2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**b)** describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

**SS-07-4.3.1**

Students will describe patterns of human

settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

*DOK 2*

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-7-G-U-4**

Students will understand that people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**c)** evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**a)** explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

**b)** describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

**SS-07-4.2.2**

Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

*DOK 2*

**SS-07-4.4.2**

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-HP-U-5**

Students will understand that each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks,

artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**a)** explain how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**SS-07-5.3.1**

Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.

*DOK 2*

All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:

**SS-7-HP-U-1**

Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-U-2**

Students will understand that world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events

**SS-7-HP-U-3**

Students will understand that geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.

**SS-7-HP-U-4**

Students will understand that advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**a)** explain how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race,



|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <p>region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.<br/> <i>DOK 3</i><br/> <b>SS-07-5.1.2</b><br/> Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.<br/> <i>DOK 3</i><br/> <b>SS-07-5.3.1</b><br/> Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.<br/> <i>DOK 2</i></p>   |   |
| <p><b>Unit 3</b><br/> River Valley Civilizations</p> <p>Mesopotamia, Egypt, India, China</p> <p>A History of the World Chapters 4, 5, 9, 10</p> <p>6 Weeks</p> | <ol style="list-style-type: none"> <li>1) How does geography influence the way people live?</li> <li>2) Why does conflict develop?</li> <li>3) What makes a culture unique?</li> <li>4) Why do civilizations rise and fall?</li> <li>5) How do religions develop?</li> <li>6) How do new ideas change the way people live?</li> <li>7) How do governments</li> </ol> | <p>Pre-assessment:<br/> KWL chart:<br/> Mesopotamia, Egypt, China, India</p> <p>Formative:<br/> <u>Mesopotamia</u><br/> Sec. 1 and Sec. 2 guided reading worksheets;<br/> Sec. review p. 83 1-6, p. 93 1-5.<br/> <u>Egypt</u><br/> Sec. 1, 2, 3, 4 guided reading worksheets<br/> Sec. 1, 2, 3, 4 review questions<br/> p. 107 1-7, p.</p> | <p><b>SS-7-GC-U-1</b><br/> Students will understand that forms of government in world civilizations prior to 1500 A.D. had similarities and differences in their purposes and sources of power.</p> <p><b>SS-7-GC-S-1</b><br/> Students will demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:<br/> a) explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D.. and make connections to how government influences culture, society and the economy<br/> b) compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-GC-S-3</b><br/> Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research,</p> | <p>Projector:<br/> Powerpoint<br/> Notes:<br/> Mesopotamia, Egypt, India, China (teacher created resource)</p> <p>Worksheets:<br/> Mesopotamia Sec. 1<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/30.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/30.p</a><br/> df<br/> Sec. 2<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/29.p">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/29.p</a></p> |

|  |   |  |  |   |
|--|---|--|--|---|
|  | <p>change?</p> <p>8) Students will be able to determine and discuss similarities and differences between the 4 river valley civilizations.</p> <p>9) Students will understand how the 4 river valley civilizations developed independently, and the circumstances that led to their development .</p> | <p>119 1-6, p. 127 1-6, p. 133 1-5</p> <p><u>India</u><br/>Sec. 1, 2, 3<br/>Guided reading worksheets (in place of powerpoint notes for this chapter)<br/>Sec. 1, 2, 3<br/>review questions p. 256 1-6, p. 264 1-6, p. 1-5</p> <p><u>China</u><br/>Sec. 1, 2, 3<br/>Guided reading worksheets (in place of powerpoint notes for this chapter)<br/>Sec. 1, 2, 3<br/>review questions p. 285 1-6, p. 291 2-6, p. 299 1-5, 7</p> <p>Summative: Chapter quizzes: Mesopotamia</p> | <p>explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p> <p><b>SS-07-1.1.1</b><br/>Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.<br/><i>DOK 2</i><br/><b>SS-7-GC-U-3</b><br/>Students will understand that individual rights in world civilizations prior to 1500 A.D. varied under different forms of government.<br/><b>SS-7-GC-S-3</b><br/>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.<br/><b>SS-7-CS-U-1</b><br/>Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.<br/><b>SS-7-CS-S-1</b><br/>Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives<br/><b>SS-7-CS-S-5</b><br/>Students will compare examples of cultural</p> | <p><a href="#">df</a></p> <p>The World's Literature: Epic of Gilgamesh (p. 84-85) Design a movie poster<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/32.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/92/32.pdf</a><br/><a href="#">df</a></p> <p>Egypt<br/>Introductory activity video: Engineering an Empire; Guiding worksheet (teacher created resource)<br/><a href="https://www.youtube.com/watch?v=44F6G5Ehsls">https://www.youtube.com/watch?v=44F6G5Ehsls</a></p> <p>Sec. 1<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/26.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private</a></p> <p>Sec. 2<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private">http://connecte.d.mcgraw-hill.com/media/repository/private</a></p> |
|--|---|--|--|---|

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>, Egypt, India and China (to be done together as one chapter)</p> <p>Unit 3 Test</p> | <p>elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today</p> <p><b>SS-07-2.1.1</b></p> <p>Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.</p> <p><i>DOK 2</i></p> <p><b>SS-7-CS-U-2</b></p> <p>Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.</p> <p><b>SS-7-CS-S-2</b></p> <p>Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.</p> <p><b>SS-07-2.2.1</b></p> <p>Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</p> <p><b>SS-7-CS-U-3</b></p> <p>Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.</p> <p><b>SS-07-2.3.1</b></p> | <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/24.pdf">e_data/DOC/5000093/90/24.pdf</a></p> <p>Sec. 3</p> <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/22.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/22.pdf</a></p> <p>Sec. 4</p> <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/20.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/20.pdf</a></p> <p>India</p> <p>Sec. 1</p> <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/39.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/39.pdf</a></p> <p>Sec. 2</p> <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/37.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/37.pdf</a></p> <p>Indian religions chart: Hinduism, Buddhism, Jainism (teacher</p> |
|--|--|---|--|--|

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-2.3.2**

Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-CS-S-3**

Students will explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.

**SS-7-CS-S-4**

Students will describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D.

**SS-7-CS-U-4**

Students will understand that culture affects how people in a society behave in relation to groups and their environment.

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

*DOK 2*

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using

created resource)

Sec. 3

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000093/90/35.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/35.pdf)

China

Sec. 1

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/98/12.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/98/12.pdf)

Sec. 2

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/98/7.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/98/7.pdf)

Sec. 3

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/98/0.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/98/0.pdf)

Economics and History activity:  
The Silk Road

<http://connecte.d.mcgraw->

information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-7-E-U-1**

Students will understand that the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**a)** explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-2**

Students will understand that the study of economics includes a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) that apply to individuals, societies and governments in world civilizations prior to 1500 A.D.

**SS-7-E-S-1**

[hill.com/media/repository/private\\_data/DOC/5000089/98/3.pdf](http://hill.com/media/repository/private_data/DOC/5000089/98/3.pdf)

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D:

**b)** compare economic systems and explain the concept of supply and demand in world civilizations prior to 1500 A.D.

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-3**

Students will understand that individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions about the use of resources in the production, distribution and consumption of goods and services.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**c)** describe how goods and services were exchanged in world civilizations prior to 1500 A.D.

**SS-7-E-S-2**

Students will investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new

knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services

**SS-07-3.4.1**

Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-3.4.2**

Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-G-U-1**

Students will understand that the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.

**SS-7-G-S-1**

Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

**a)** locate, in absolute or relative terms, landforms and bodies of water

**b)** locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D.

**SS-07-4.1.1**

Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations

on Earth's surface in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-4.1.2**

Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

**SS-7-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.

**SS-07-4.3.1**

Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

*DOK 2*

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-7-G-S-2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to



1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**b)** describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

**SS-7-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.

**SS-07-4.3.1**

Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

*DOK 2*

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-7-G-S-2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines,

Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**b)** describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

**SS-7-G-U-4**

Students will understand that people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.2.2**

Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

*DOK 2*

**SS-07-4.4.1**

Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

*DOK 2*

**SS-07-4.4.2**

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**c)** evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**a)** explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

**b)** describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

**SS-7-HP-U-5**

Students will understand that each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major

Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**b)** describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations

**e)** explain how the movement of goods affected settlement patterns in and relations

between early civilizations, empires, nations and states (e.g., Asia, Africa, and the Americas)

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**SS-07-5.3.3**

Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.

*DOK 3*

All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:

**SS-7-HP-U-1**

Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-U-2**

Students will understand that world civilizations prior to 1500 A.D. can be examined in order to develop chronological

understanding, recognize cause-effect relationships, and interpret historical events

**SS-7-HP-U-3**

Students will understand that geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.

**SS-7-HP-U-4**

Students will understand that advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**b)** describe the contributions made by world civilizations prior to 1500 A.D. (e.g.,

|                                 |   |                                |  |   |
|---------------------------------|---|--------------------------------|--|---|
|                                 |   |                                | <p>Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations</p> <p><b>e)</b> explain how the movement of goods affected settlement patterns in and relations between early civilizations, empires, nations and states (e.g., Asia, Africa, and the Americas)</p> <p><b>SS-07-5.3.3</b><br/>Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.<br/><i>DOK 3</i></p> <p><b>SS-07-5.1.1</b><br/>Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.<br/><i>DOK 3</i></p> <p><b>SS-07-5.1.2</b><br/>Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.<br/><i>DOK 3</i></p> <p><b>SS-07-5.3.3</b><br/>Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.<br/><i>DOK 3</i></p> |   |
| <b>Unit 4</b><br>The Israelites | 1) How do religions develop?<br>2) What are the | Pre-assessment:<br>Concept Map | <b>SS-7-GC-U-1</b><br>Students will understand that forms of government in world civilizations prior to 1500   | Projector:<br>powerpoint<br>(teacher created) |

|   |  |   |  |   |
|---|--|---|--|---|
| <p>History of the World<br/>Chapter 6<br/>1.5 Weeks</p> | <p>characteristics of a leader?<br/>3) How does religion shape society?<br/>4) Why does conflict develop?<br/>5) Students will understand the connections the Israelites have to both the Egyptians and Romans.<br/>6) Students will understand that this time period is the basis for the ongoing conflict in Israel today.</p> | <p>(group activity)<br/><br/>Formative:<br/>Sec. 1, 2, 3, 4<br/>Guided reading worksheets<br/>Sec. 1, 2, 3, 4 review questions p. 147 1-6, p. 153 1-5, p. 159 1-6, p. 167 1-4.<br/><br/>Summative:<br/>Chapter quiz<br/>Build-a-hero activity</p> | <p>A.D. had similarities and differences in their purposes and sources of power.<br/><b>SS-7-GC-S-1</b><br/>Students will demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:<br/><b>a)</b> explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D.. and make connections to how government influences culture, society and the economy<br/><b>b)</b> compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.<br/><b>SS-7-GC-S-3</b><br/>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.<br/><b>SS-07-1.1.1</b><br/>Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.<br/><i>DOK 2</i><br/><b>SS-7-GC-U-3</b><br/>Students will understand that individual rights in world civilizations prior to 1500 A.D. varied under different forms of government.<br/><b>SS-7-GC-S-2</b><br/>Students will compare rights and responsibilities of individuals in world civilizations prior to 1500 C.E. to the rights and responsibilities of U.S. citizens today</p> | <p>resource)<br/>Sec. 1<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/74.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/74.pdf</a><br/>Sec. 2<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/72.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/72.pdf</a><br/>Sec. 3<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/70.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/70.pdf</a><br/>Using Primary Resources:<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/69.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/69.pdf</a><br/>Sec. 4<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/67.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/67.pdf</a></p> |
|---|--|---|--|---|



**SS-7-GC-S-3**

Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.

**SS-7-CS-U-1**

Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

**SS-7-CS-S-1**

Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

[df](#)

Closing video:  
The Israeli-Palestinian Conflict Explained  
Why history matters!

*DOK 2*

**SS-7-CS-U-2**

Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.

**SS-7-CS-S-2**

Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.

**SS-07-2.2.1**

Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.

**SS-7-CS-U-3**

Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

**SS-7-CS-S-3**

Students will explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.

**SS-7-CS-S-4**

Students will describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D.

**SS-07-2.3.1**

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-2.3.2**

Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-CS-U-4**

Students will understand that culture affects how people in a society behave in relation to groups and their environment.

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

*DOK 2*

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-7-G-U-1**

Students will understand that the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.

**SS-7-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.

**SS-07-4.1.1**

Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-4.1.2**

Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

**SS-7-G-S-1**

Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

**a)** locate, in absolute or relative terms, landforms and bodies of water

**b)** locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D.

**SS-7-G-S-2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**b)** describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

**SS-07-4.3.1**

Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

*DOK 2*

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-7-G-U-3**

Students will understand that regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.4.3**

Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**d)** analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D.

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**c)** analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development

**SS-7-G-U-4**

Students will understand that people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**c)** evaluate how availability of technology, resources and knowledge caused places and

regions to evolve and change

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**a)** explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

**b)** describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

**SS-07-4.2.2**

Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

*DOK 2*

**SS-07-4.4.2**

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-HP-U-5**

Students will understand that each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:**



**SS-7-HP-U-1**

Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-U-2**

Students will understand that world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events

**SS-7-HP-U-3**

Students will understand that geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.

**SS-7-HP-U-4**

Students will understand that advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

- a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance
- b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.
- c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic

|   |  |                               |   |   |
|---|--|-------------------------------|---|---|
|   |  |                               | <p>group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-HP-S-1</b><br/> Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):</p> <p><b>a)</b> investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance</p> <p><b>b)</b> examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.</p> <p><b>c)</b> analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.</p> <p><b>SS-07-5.1.1</b><br/> Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.<br/> <i>DOK 3</i></p> <p><b>SS-07-5.1.2</b><br/> Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.<br/> <i>DOK 3</i></p> |   |
| <p><b>Unit 5</b><br/> The Greco-Roman World</p> | <p>1) How does geography influence</p> | <p>Pre-assessment: Greece</p> | <p><b>SS-7-GC-U-1</b><br/> Students will understand that forms of government in world civilizations prior to 1500</p>   | <p>Projector: powerpoint notes (each chapter;</p> |

|  |   |  |   |  |
|--|---|--|---|--|
| <p>6 Weeks</p> <p>A History of the World Chapters 7, 8, 11, 12</p> | <p>the way people live?</p> <p>2) Why do people form governments?</p> <p>3) Why does conflict develop?</p> <p>4) How do governments change?</p> <p>5) What makes a culture unique?</p> <p>6) How do new ideas change the way people live?</p> <p>7) What are the characteristics of a leader?</p> <p>8) Why do civilizations rise and fall?</p> <p>9) Students will understand how Greek and Roman civilizations made lasting contributions to the world.</p> | <p>pretest, Rome pretest (prior to each section)</p> <p>Formative: Guided reading worksheets (each section), section review questions.</p> <p><u>Greece</u><br/>Ch 7: Sec. 1, 2, 3, 4 guided reading worksheets. Sec. review questions p. 182 1-6, p. 189 1-5, p. 197 1-5, p. 205 1-6</p> <p>Ch. 8: Sec. 1, 2, 3, 4 guided reading worksheets. Sec. review questions p. 219 1-5, p. 227 1-4, p. 235 1-5, p. 241 1-6</p> <p><u>Rome</u><br/>Ch. 11: Sec. 1, 2, 3, 4 guided reading worksheets<br/>Sec. review</p> | <p>A.D. had similarities and differences in their purposes and sources of power.</p> <p><b>SS-7-GC-S-1</b><br/>Students will demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:</p> <p><b>a)</b> explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D.. and make connections to how government influences culture, society and the economy</p> <p><b>b)</b> compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-GC-S-3</b><br/>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p> <p><b>SS-07-1.1.1</b><br/>Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.</p> <p><i>DOK 2</i></p> <p><b>SS-7-GC-U-2</b><br/>Students will understand that the key ideals (e.g., citizenship, justice, equality, and rule of law) of a democratic form of government were practiced in some world civilizations prior to 1500 A.D.</p> <p><b>SS-7-GC-S-1</b><br/>Students will demonstrate an understanding (e.g., speak, draw, write, projects, present) of</p> | <p>teacher created resource).</p> <p>Greece<br/>Video activity: Engineering an Empire: Greece, guiding worksheet (teacher created resource)<br/><a href="https://www.youtube.com/watch?v=2WWuuPmGltM">https://www.youtube.com/watch?v=2WWuuPmGltM</a><br/>Ch. 7<br/>Sec.1<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/62.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/62.pdf</a><br/>Sec. 2<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/60.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/60.pdf</a><br/>Economics and History: Sparta and Athens:<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/61.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/61.pdf</a></p> |
|--|---|--|---|--|

|  |  |  |   |   |
|--|--|--|---|---|
|  |  | <p>questions p. 311 1-4, p. 319 1-5, p. 327 1-5, p. 333 1-4.</p> <p>Ch. 12: Sec. 1, 2, 3 guided reading worksheets.</p> <p>Sec. review questions p. 347 1-7, p. 357 1-5, p. 365 1-5.</p> <p>Summative: Chapter quizzes 7, 8, 11, 12</p> <p>Unit test</p> | <p>the nature of government:</p> <p><b>c)</b> analyze how some world civilizations prior to 1500 A.D.. (e.g. Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, freedom)</p> <p><b>SS-7-GC-S-3</b></p> <p>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p> <p><b>SS-07-1.1.2</b></p> <p>Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).</p> <p><i>DOK 3</i></p> <p><b>SS-7-GC-U-3</b></p> <p>Students will understand that individual rights in world civilizations prior to 1500 A.D. varied under different forms of government.</p> <p><b>SS-07-1.1.2</b></p> <p>Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).</p> <p><i>DOK 3</i></p> <p><b>SS-7-GC-S-2</b></p> <p>Students will compare rights and responsibilities of individuals in world civilizations prior to 1500 C.E. to the rights and responsibilities of U.S. citizens today</p> <p><b>SS-7-GC-S-3</b></p> <p>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations</p> | <p>Sec. 3<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/59.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/59.pdf</a></p> <p>Sec. 4<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/57.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/57.pdf</a></p> <p>Ch. 8</p> <p>Sec. 1<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/50.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/50.pdf</a></p> <p>Sec. 2<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/48.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/48.pdf</a></p> <p>Sec. 3<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/46.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/46.pdf</a></p> |
|--|--|--|---|---|

prior to 1500 A.D.

**SS-7-CS-U-1**

Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

**SS-7-CS-S-1**

Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

*DOK 2*

**SS-7-CS-U-2**

Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.

Geography and History: the Greek Migration  
[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000093/90/47.p](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/47.pdf)

[df](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/47.pdf)

Sec. 4

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000093/90/43.p](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/43.pdf)

[df](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000093/90/43.pdf)

Rome

Video activity: Engineering an Empire: Rome, guiding worksheet (teacher created resource)

<https://www.youtube.com/watch?v=C5obOUDyQ5s>

Ch. 11

Sec. 1

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/97/78.p](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/78.pdf)

[df](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/78.pdf)

Sec. 2

[http://connecte](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/78.pdf)

**SS-7-CS-S-2**

Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.

**SS-07-2.2.1**

Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.

**SS-7-CS-U-3**

Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

**SS-7-CS-S-3**

Students will explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.

**SS-7-CS-S-4**

Students will describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D.

**SS-07-2.3.1**

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-2.3.2**

[d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/97/76.pdf](http://d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/76.pdf)

Making Connections: Rights of Citizens  
[http://d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/97/77.pdf](http://d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/77.pdf)

Sec. 3  
[http://d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/97/75.pdf](http://d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/75.pdf)

Sec. 4  
[http://d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/97/72.pdf](http://d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/72.pdf)

Ch. 12  
Sec. 1  
[http://d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/97/72.pdf](http://d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/72.pdf)

Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-CS-U-4**

Students will understand that culture affects how people in a society behave in relation to groups and their environment.

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

*DOK 2*

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-7-E-U-1**

Students will understand that the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**a)** explain how scarcity requires

[000089/97/67.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/67.pdf)

World Literature:  
The Aeneid  
Sec. 2

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/97/64.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/64.pdf)

Video Activity:  
Fall of the Roman Empire;  
guiding worksheet  
(teacher created resource)

<https://www.youtube.com/watch?v=JDz-z92Qc4Q>

Economics of History: Rome's Decline

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000089/97/65.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/65.pdf)

Sec. 3

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000119/75/59.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/59.pdf)

individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-2**

Students will understand that the study of economics includes a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) that apply to individuals, societies and governments in world civilizations prior to 1500 A.D.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D:

**b)** compare economic systems and explain the concept of supply and demand in world civilizations prior to 1500 A.D.

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-3**

Students will understand that individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions

Geography and History: Cultural Diffusion of the Byzantine Empire

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/5000119/75/65.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/65.pdf)



about the use of resources in the production, distribution and consumption of goods and services.

**SS-07-3.4.1**

Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-3.4.2**

Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**c)** describe how goods and services were exchanged in world civilizations prior to 1500 A.D.

**SS-7-E-S-2**

Students will investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services

**SS-7-G-U-1**

Students will understand that the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and

mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.

**SS-7-G-S-1**

Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

**a)** locate, in absolute or relative terms, landforms and bodies of water

**b)** locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D.

**SS-07-4.1.1**

Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-4.1.2**

Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

**SS-7-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.

**SS-07-4.3.1**

Students will describe patterns of human

settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

*DOK 2*

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-7-G-S-2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**b)** describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

**SS-7-G-U-3**

Students will understand that regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D.

using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**d)** analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D.

**SS-7-G-S -3**  
Students will investigate interactions among human activities and the physical environment:

**c)** analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development

**SS-07-4.2.1**  
Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).  
*DOK 2*

**SS-07-4.4.3**  
Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.

**SS-7-G-U-4**  
Students will understand that people depended on, adapted to, or modified the

environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**c)** evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**a)** explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

**b)** describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.2.2**

Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as

technologies, resources and knowledge became available.

*DOK 2*

**SS-07-4.4.1**

Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

*DOK 2*

**SS-07-4.4.2**

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-G-U-3**

Students will understand that regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**d)** analyze current events to compare geographic perspectives of today with those of

world civilizations prior to 1500 A.D.

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**c)** analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development  
SS-07-4.2.1

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.4.3**

Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.

**SS-7-G-U-4**

Students will understand that people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**c)** evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**a)** explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

**b)** describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.2.2**

Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

*DOK 2*

**SS-07-4.4.1**

Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

*DOK 2*

**SS-07-4.4.2**

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g.,



exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-HP-U-5**

Students will understand that each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

- a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance
- b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.
- c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**c)** examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**SS-07-5.3.2**

Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

*DOK 3*

**All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:**

**SS-7-HP-U-1**

Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary

and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-U-2**

Students will understand that world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events

**SS-7-HP-U-3**

Students will understand that geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.

**SS-7-HP-U-4**

Students will understand that advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and

|  |  |   |  |  |
|--|--|---|--|--|
|  |  |   | <p>secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:</p> <p><b>c)</b> examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature</p> <p><b>SS-07-5.1.1</b><br/>Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.<br/><i>DOK 3</i></p> <p><b>SS-07-5.1.2</b><br/>Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.<br/><i>DOK 3</i></p> <p><b>SS-07-5.3.2</b><br/>Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.</p> |  |
| <p><b>Unit 6</b><br/>Christianity and Islam</p> <p>3 Weeks</p> <p>A History of the World</p> | <p>1) What are the characteristic of a leader?</p> <p>2) How do religions develop?</p> | <p>Pre-assessment: KWL chart (one for each chapter)</p> <p>Formative: Ch. 13:</p> | <p><b>SS-7-CS-U-1</b><br/>Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p>  | <p>Projector: powerpoint notes (teacher created resource)</p> <p>Ch. 13 Primary Resource</p> |

|                           |  |  |  |   |
|---------------------------|--|--|--|---|
| <p>Chapters 13 and 14</p> | <p>3) How do new ideas change the way people live?<br/> 4) How does religion shape society?<br/> 5) Students will connect Christianity to its Jewish origins.<br/> 6) Students will understand why Christianity spread in the Roman empire, and the role Constantine played in this event.<br/> 7) Students will understand the causes and effects of the Schism of the Church.<br/> 8) Students will connect Islam to its Jewish and Christian roots.</p> | <p>Primary Resource activity, Geography and History activity, Economics of History activity<br/> Sec. review questions p. 379 1-7, p. 385 1-6, p. 391 1-7<br/> Ch. 14: Guided reading worksheets Sec. 1, 2, 3 p. 403 1-4, p. 410 1-7, p. 415 1-6.<br/> Examining History: Inside Islam video and activity chart<br/> Summative: Chapter quiz (each chapter)<br/> Unit Test</p> | <p><b>SS-7-CS-S-1</b><br/> Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives<br/> <b>SS-7-CS-S-5</b><br/> Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today<br/> <b>SS-07-2.1.1</b><br/> Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.<br/> <i>DOK 2</i><br/> <b>SS-7-CS-U-2</b><br/> Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.<br/> <b>SS-7-CS-S-2</b><br/> Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.<br/> <b>SS-07-2.2.1</b><br/> Students will compare how cultures (early</p> | <p>activity: Jesus and the Jewish Religion<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/58.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/58.pdf</a><br/> Geography and History activity:<br/> The Early Church<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/57.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000089/97/57.pdf</a><br/> Economics of History:<br/> Monasteries<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/76.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/76.pdf</a><br/> Ch. 14<br/> Sec. 1<br/> <a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/53.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/53.pdf</a></p> |
|---------------------------|--|--|--|---|

|  |  |  |   |  |
|--|--|--|---|--|
|  | <p>9) Students will understand that with the creation and spread of Islam it also created an empire.</p> <p>10) Students will understand that a split among Islamic ideology changed the Arab Empire.</p> <p>11) Students will know what contributions Muslims have made to math, science, and the arts.</p> |  | <p>civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</p> <p><b>SS-7-CS-U-3</b><br/>Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.</p> <p><b>SS-7-CS-S-3</b><br/>Students will explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-CS-S-4</b><br/>Students will describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D.</p> <p><b>SS-07-2.3.1</b><br/>Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.<br/><i>DOK 2</i></p> <p><b>SS-07-2.3.2</b><br/>Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.<br/><i>DOK 2</i></p> <p><b>SS-7-CS-U-4</b><br/>Students will understand that culture affects how people in a society behave in relation to groups and their environment.</p> | <p>Geography and History activity: Crossroad of the World<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000119/75/54.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000119/75/54.pdf</a><br/>Sec. 2<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000119/75/51.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000119/75/51.pdf</a><br/>Sec. 3<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000119/75/49.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000119/75/49.pdf</a><br/>Examining History: Inside Islam video and activity chart<br/><a href="https://www.youtube.com/watch?v=nnPY1LQUZjI">https://www.youtube.com/watch?v=nnPY1LQUZjI</a></p> |
|--|--|--|---|--|

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

*DOK 2*

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-7-E-U-1**

Students will understand that the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made.

**SS-7-E-U-2**

Students will understand that the study of economics includes a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) that apply to individuals, societies and governments in world civilizations prior to 1500 A.D.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D:

**b)** compare economic systems and explain the concept of supply and demand in world civilizations prior to 1500 A.D.

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-3**

Students will understand that individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions about the use of resources in the production, distribution and consumption of goods and services.

**SS-07-3.4.1**

Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-3.4.2**

Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**c)** describe how goods and services were exchanged in world civilizations prior to 1500 A.D.

**SS-7-E-S-2**

Students will investigate the production and distribution of goods and services in world



civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services

**SS-7-G-U-1**

Students will understand that the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.

**SS-7-G-S-1**

Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

**a)** locate, in absolute or relative terms, landforms and bodies of water

**b)** locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D.

**SS-07-4.1.1**

Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-4.1.2**

Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

**SS-7-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.

**SS-7-G-S-2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**b)** describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

**SS-07-4.3.1**

Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

*DOK 2*

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war,

disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-7-G-U-3**

Students will understand that regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**d)** analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D.

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**c)** analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of

water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.4.3**

Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.

**SS-7-G-U-4**

Students will understand that people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**c)** evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**a)** explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

**b)** describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

**SS-07-4.2.1**

Students will describe how regions in early

civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.2.2**

Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

*DOK 2*

**SS-07-4.4.1**

Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

*DOK 2*

**SS-07-4.4.2**

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-HP-U-5**

Students will understand that each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**b)** describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations

**e)** explain how the movement of goods affected settlement patterns in and relations between early civilizations, empires, nations and states (e.g., Asia, Africa, and the Americas)

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different

individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:**

**SS-7-HP-U-1**

Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-U-2**

Students will understand that world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events

**SS-7-HP-U-3**

Students will understand that geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.

**SS-7-HP-U-4**

Students will understand that advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

- a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance
- b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.
- c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

- b)** describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations
- e)** explain how the movement of goods affected settlement patterns in and relations between early civilizations, empires, nations and states (e.g., Asia, Africa, and the Americas)

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions



|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | <p>and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.</p> <p><i>DOK 3</i></p> <p><b>SS-07-5.1.2</b></p> <p>Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p><i>DOK 3</i></p>  |   |
| <p><b>Unit 7</b><br/>Africa and the Americas</p> <p>3 Weeks</p> <p>History of the World<br/>Chapters 15 and 16</p> | <ol style="list-style-type: none"> <li>1) Why do people trade?</li> <li>2) How does religion shape society?</li> <li>3) How do religions develop?</li> <li>4) How does geography affect the way people live?</li> <li>5) What makes a culture unique?</li> <li>6) Students will understand the influence trade had on the African continent.</li> <li>7) Students</li> </ol> | <p>Pre-assessment: Word association (Ch. 15), Anticipation guide (Ch. 16)</p> <p>Formative: <u>Africa</u><br/>Guided reading worksheets Sec. 1, 2, 3. Sec. review questions p. 429 1-5, p. 435 1-6, p. 441 1-5.</p> <p><u>Americas</u><br/>Guided reading worksheets Sec. 1, 2, Sec. review questions p. 458 1-6, p.</p> | <p><b>SS-7-GC-U-1</b><br/>Students will understand that forms of government in world civilizations prior to 1500 A.D. had similarities and differences in their purposes and sources of power.</p> <p><b>SS-7-GC-S-1</b><br/>Students will demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:</p> <p><b>a)</b> explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D.. and make connections to how government influences culture, society and the economy</p> <p><b>b)</b> compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-GC-S-3</b><br/>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p> <p><b>SS-07-1.1.1</b></p> | <p>Projector: powerpoint (teacher created resource). Used with guided reading worksheets for Africa, used as notes for the Americas.</p> <p>Africa<br/>Sec. 1<br/><a href="http://connecte d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/43.pdf">http://connecte d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/43.pdf</a></p> <p>Sec. 2<br/><a href="http://connecte d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/41.pdf">http://connecte d.mcgraw-hill.com/media/repository/private_data/DOC/5000119/75/41.pdf</a></p> <p>Sec. 3</p> |

|  |  |   |   |  |
|--|--|---|---|--|
|  | <p>will understand how the spread of Islam affected the African continent.</p> <p>8) Students will understand the impact trade has on the spread of ideas.</p> <p>9) Students will understand the effect geography played on settlement in the Americas.</p> <p>10) Students will understand why civilizations in the Americas were so diverse (Maya, Aztecs, Inca, and North American peoples).</p> | <p>467 1-5.</p> <p>Summative Chapter quiz (each chapter).</p> | <p>Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.</p> <p><i>DOK 2</i></p> <p><b>SS-7-GC-U-3</b></p> <p>Students will understand that individual rights in world civilizations prior to 1500 A.D. varied under different forms of government.</p> <p><b>SS-7-GC-U-1</b></p> <p>Students will understand that forms of government in world civilizations prior to 1500 A.D. had similarities and differences in their purposes and sources of power.</p> <p><b>SS-7-GC-S-1</b></p> <p>Students will demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:</p> <p><b>a)</b> explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D.. and make connections to how government influences culture, society and the economy</p> <p><b>b)</b> compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-GC-S-3</b></p> <p>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p> <p><b>SS-07-1.1.1</b></p> <p>Students will compare purposes and sources of power in the most common forms of</p> | <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000119/75/39.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000119/75/39.pdf</a></p> <p>Americas</p> <p>Sec. 1</p> <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000181/13/82.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000181/13/82.pdf</a></p> <p>Geography and History activity: Migration</p> <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000089/97/92.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000089/97/92.pdf</a></p> <p>Sec. 2</p> <p><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000089/97/85.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000089/97/85.pdf</a></p> |
|--|--|---|---|--|

government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-GC-U-3**

Students will understand that individual rights in world civilizations prior to 1500 A.D. varied under different forms of government.

**SS-7-CS-U-1**

Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

**SS-7-CS-S-1**

Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

*DOK 2*

**SS-7-CS-U-2**

Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.

**SS-7-CS-S-2**

Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.

**SS-07-2.2.1**

Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.

**SS-7-CS-U-3**

Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

**SS-7-CS-S-3**

Students will explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.

**SS-7-CS-S-4**

Students will describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500

A.D.

**SS-07-2.3.1**

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-2.3.2**

Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-CS-U-4**

Students will understand that culture affects how people in a society behave in relation to groups and their environment.

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

*DOK 2*

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-7-E-U-1**

Students will understand that the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**a)** explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-2**

Students will understand that the study of economics includes a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) that apply to individuals, societies and governments in world civilizations prior to 1500 A.D.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**b)** compare economic systems and explain the concept of supply and demand in world civilizations prior to 1500 A.D.

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500

A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-3**

Students will understand that individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions about the use of resources in the production, distribution and consumption of goods and services.

**SS-07-3.4.1**

Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-3.4.2**

Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**c)** describe how goods and services were exchanged in world civilizations prior to 1500 A.D.

**SS-7-E-S-2**

Students will investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new

knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services

**SS-7-G-U-1**

Students will understand that the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.

**SS-7-G-S-1**

Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

**a)** locate, in absolute or relative terms, landforms and bodies of water

**b)** locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D.

**SS-07-4.1.1**

Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-4.1.2**

Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

**SS-7-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human



characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.

**SS-7-G-S-2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**b)** describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

**SS-07-4.3.1**

Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

*DOK 2*

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-7-G-U-3**

Students will understand that regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**d)** analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D.

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**c)** analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.4.3**

Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.

**SS-7-G-U-4**

Students will understand that people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**c)** evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**a)** explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

**b)** describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of

water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.2.2**

Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

*DOK 2*

**SS-07-4.4.1**

Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

*DOK 2*

**SS-07-4.4.2**

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-HP-U-5**

Students will understand that each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines,

maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**b)** explain how the movement of goods affected settlement patterns in and relations between early civilizations, empires, nations

and states (e.g., Asia, Africa, and the Americas)

**All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:**

**SS-7-HP-U-1**

Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-U-2**

Students will understand that world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events

**SS-7-HP-U-3**

Students will understand that geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.

**SS-7-HP-U-4**

Students will understand that advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and

|   |   |  |   |  |
|---|---|--|---|--|
|   |   |  | <p>draw inferences about their importance</p> <p><b>b)</b> examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.</p> <p><b>c)</b> analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-HP-S-2</b></p> <p>Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:</p> <p><b>b)</b> explain how the movement of goods affected settlement patterns in and relations between early civilizations, empires, nations and states (e.g., Asia, Africa, and the Americas)</p> <p><b>SS-07-5.1.1</b></p> <p>Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.</p> <p><i>DOK 3</i></p> <p><b>SS-07-5.1.2</b></p> <p>Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p><i>DOK 3</i></p> |  |
| <p><b>Unit 8</b></p> <p>The Middle Ages and the</p> | <p>1) Why does conflict develop?</p> <p>2) What are</p> | <p>Pre-assessment:</p> <p>Middle Ages:</p> <p>Cloze activity</p> | <p><b>SS-7-GC-U-1</b></p> <p>Students will understand that forms of government in world civilizations prior to 1500 A.D. had similarities and differences in their</p>  | <p>Projector:</p> <p>powerpoint notes (teacher created resource)</p> |

|  |  |   |  |  |
|--|--|---|--|--|
| <p>Renaissance</p> <p>5 Weeks</p> <p>A History of the World Chapters 19 and 20</p> | <p>the characteristic that define a culture?</p> <p>3) How do governments change?</p> <p>4) What is the role of religion in government?</p> <p>5) Why do people make economic choices?</p> <p>6) How do new ideas change the way people live?</p> <p>7) How do religions develop?</p> <p>8) Students will understand how the geography of Europe shaped different cultures.</p> <p>9) Students will understand the importance of the</p> | <p>Renaissance: 4 square game</p> <p>Formative: Middle Ages Guided reading worksheets Sec. 1, 2, 3, 4, 5<br/>Sec. review questions p. 547 1-7, p. 555 1-6, p. 1-6, p. 569 1-5, p. 575 1-5.</p> <p>Renaissance: p. 588 1-6, p. 595 1-6, p. 1-6, p. 611 1-4</p> <p>Summative: Chapter test; Renaissance essay</p> | <p>purposes and sources of power.</p> <p><b>SS-7-GC-S-1</b><br/>Students will demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:</p> <p><b>a)</b> explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D.. and make connections to how government influences culture, society and the economy</p> <p><b>b)</b> compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-GC-S-3</b><br/>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p> <p><b>SS-07-1.1.1</b><br/>Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.<br/><i>DOK 2</i></p> <p><b>SS-7-GC-U-3</b><br/>Students will understand that individual rights in world civilizations prior to 1500 A.D. varied under different forms of government.</p> <p><b>SS-7-GC-S-2</b><br/>Students will compare rights and responsibilities of individuals in world civilizations prior to 1500 C.E. to the rights and responsibilities of U.S. citizens today</p> <p><b>SS-7-GC-S-3</b></p> | <p>Middle Ages<br/>Cloze<br/>preassessment<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/43.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/43.pdf</a><br/>Sec. 1<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/56.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/56.pdf</a><br/>Geography and History activity:<br/>How Christianity united Europe<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/58.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/58.pdf</a><br/>Sec. 2<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/55.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/55.pdf</a><br/>Sec. 3<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/55.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/55.pdf</a></p> |
|--|--|---|--|--|



|  |  |  |  |   |
|--|--|--|--|---|
|  | <p>Catholic Church in Medieval Europe and how its conflicts altered history.</p> <p>10) Students will discuss the various effects that war and disease had on Medieval Europe.</p> <p>11) Students will understand what the Renaissance is, how it changed Europe, and the new ideas that it brought to the world.</p> <p>12) Students will understand and discuss how differences in religion caused conflict in Europe and the Americas.</p> |  | <p>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p> <p><b>SS-7-CS-U-1</b><br/>Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p> <p><b>SS-7-CS-S-1</b><br/>Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives</p> <p><b>SS-7-CS-S-5</b><br/>Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today</p> <p><b>SS-07-2.1.1</b><br/>Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.</p> <p><i>DOK 2</i></p> | <p><a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/52.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/52.pdf</a><br/>Primary Resource activity: The First Crusade</p> <p><a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/51.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/51.pdf</a><br/>Sec. 4</p> <p><a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/49.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/49.pdf</a><br/>Sec. 5</p> <p><a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/47.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/47.pdf</a><br/>Economics and History activity: Famine and Plague</p> <p><a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/48.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/48.pdf</a></p> |
|--|--|--|--|---|

|  |  |   |  |
|--|--|---|--|
|  |  | <p><b>SS-7-CS-U-2</b><br/>Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.</p> <p><b>SS-7-CS-S-2</b><br/>Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.</p> <p><b>SS-07-2.2.1</b><br/>Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</p> <p><b>SS-7-CS-U-3</b><br/>Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.</p> <p><b>SS-7-CS-S-3</b><br/>Students will explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-CS-S-4</b><br/>Students will describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D.</p> <p><b>SS-07-2.3.1</b></p> | <p>df</p> <p>Renaissance<br/>Sec. 1<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/40.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/40.pdf</a></p> <p>History and Economics<br/>activity: Guilds in the Middle Ages<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/42.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/42.pdf</a></p> <p>Sec. 2<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/36.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/36.pdf</a></p> <p>Literature<br/>Activity:<br/>Shakespeare's Henry V (A History of the World p. 596-597)</p> <p>Sec. 3<br/><a href="http://connecte.d.mcgraw-">http://connecte.d.mcgraw-</a></p> |
|--|--|---|--|

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-2.3.2**

Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-CS-U-4**

Students will understand that culture affects how people in a society behave in relation to groups and their environment.

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

*DOK 2*

**SS-7-E-U-1**

Students will understand that the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made.

**SS-7-E-S-1**

Students will demonstrate an understanding of

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/50000118/95/34.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/34.pdf)

Sec. 4

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/50000118/95/33.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/33.pdf)

the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**a)** explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-2**

Students will understand that the study of economics includes a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) that apply to individuals, societies and governments in world civilizations prior to 1500 A.D.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**b)** compare economic systems and explain the concept of supply and demand in world civilizations prior to 1500 A.D.

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human

resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-3**

Students will understand that individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions about the use of resources in the production, distribution and consumption of goods and services.

**SS-07-3.4.1**

Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-3.4.2**

Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**c)** describe how goods and services were exchanged in world civilizations prior to 1500 A.D.

**SS-7-E-S-2**

Students will investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the

production, distribution and consumption of goods and services

**SS-7-G-U-1**

Students will understand that the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.

**SS-7-G-S-1**

Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

**a)** locate, in absolute or relative terms, landforms and bodies of water

**b)** locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D.

**SS-07-4.1.1**

Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-4.1.2**

Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

**SS-7-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic,

political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.

**SS-7-G-S-2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**b)** describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

**SS-07-4.3.1**

Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

*DOK 2*

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-7-G-U-3**

Students will understand that regions help us to see Earth as an integrated system of places

and features organized by such principles as landform types, political units, economic patterns and cultural groups.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**d)** analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D.

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**c)** analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.4.3**

Students will explain how the natural



resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.

**SS-7-G-U-4**

Students will understand that people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**c)** evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**a)** explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

**b)** describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g.,

exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.2.2**

Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

*DOK 2*

**SS-07-4.4.1**

Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

*DOK 2*

**SS-07-4.4.2**

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-HP-U-5**

Students will understand that each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe

(e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**f)** examine developments during the Middle Ages (e.g., feudalism, nation states, monarchies, religious institutions, limited government, trade) and describe resulting influences on modern societies

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**SS-07-5.3.4**

Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.

*DOK 3*

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**SS-07-5.3.1**

Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.

*DOK 2*

**SS-07-5.3.2**

Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

*DOK 3*

**SS-07-5.3.3**

Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian,

Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.

*DOK 3*

**SS-07-5.3.4**

Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.

*DOK 3*

**SS-07-5.3.5**

Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films,

|                         |                               |                 |   |                                |
|-------------------------|-------------------------------|-----------------|---|--------------------------------|
|                         |                               |                 | <p>magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:</p> <p><b>f)</b> examine developments during the Middle Ages (e.g., feudalism, nation states, monarchies, religious institutions, limited government, trade) and describe resulting influences on modern societies</p> <p><b>All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:</b></p> <p><b>SS-7-HP-U-1</b><br/>Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-HP-U-2</b><br/>Students will understand that world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events</p> <p><b>SS-7-HP-U-3</b><br/>Students will understand that geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.</p> <p><b>SS-7-HP-U-4</b><br/>Students will understand that advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.</p> |                                |
| <b>Unit 9</b><br>Age of | 1) How does technology change | Pre assessment: | <b>SS-7-GC-U-1</b><br>Students will understand that forms of  | Projector:<br>powerpoint notes |

|  |   |  |   |   |
|--|---|--|---|---|
| <p>Exploration and the Scientific Revolution and Enlightenment</p> <p>4 Weeks</p> <p>A History of the World Chapters 21 and 22</p> | <p>the way people live?</p> <p>2) Why do civilizations rise and fall?</p> <p>3) Why do people make economic choices?</p> <p>4) How do new ideas change the way people live?</p> <p>5) How do governments change?</p> <p>6) Students will know how and why Europeans began to explore the world.</p> <p>7) Students will know what places and goods were discovered through exploration and where colonies were created.</p> <p>8) Students will understand the importance of the Columbian Exchange and its economic importance to the world.</p> <p>9) Students will understand the knowledge created by the Scientific Revolution and its impact on the</p> | <p>Age of Exploration:<br/>Concept Map<br/>Scientific Revolution:<br/>Cloze activity</p> <p>Formative:<br/>Age of Exploration<br/>Guided Reading notes Sec. 1, 2, 3 Sec. review questions p. 623 1-5, p. 627 1-6, p. 635 1-5.<br/>Scientific Revolution<br/>Guided reading notes Sec. 1, 2 Sec. review questions p. 649 1-6, p. 657 1-5</p> <p>Summative:<br/>Chapter quizzes (each chapter), Unit Test, Take Home Essay</p> | <p>government in world civilizations prior to 1500 A.D. had similarities and differences in their purposes and sources of power.</p> <p><b>SS-7-GC-S-1</b><br/>Students will demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:<br/><b>a)</b> explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D.. and make connections to how government influences culture, society and the economy<br/><b>b)</b> compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.</p> <p><b>SS-7-GC-S-3</b><br/>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p> <p><b>SS-07-1.1.1</b><br/>Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.<br/><i>DOK 2</i></p> <p><b>SS-7-GC-U-3</b><br/>Students will understand that individual rights in world civilizations prior to 1500 A.D. varied under different forms of government.</p> <p><b>SS-7-GC-S-2</b><br/>Students will compare rights and responsibilities of individuals in world civilizations prior to 1500 C.E. to the rights</p> | <p>(teacher created resource)</p> <p>Age of Exploration<br/>Concept Map<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/17.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/17.pdf</a><br/>Sec. 1<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/28.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/28.pdf</a><br/>Geography and History activity: Europeans and the Known World<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/29.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/29.pdf</a><br/>Sec. 2<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/26.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/26.pdf</a></p> |
|--|---|--|---|---|

|  |  |  |   |  |
|--|--|--|---|--|
|  | <p>world.</p> <p>10) Students will understand how the Enlightenment changed ideas about human rights and government.</p> |  | <p>and responsibilities of U.S. citizens today</p> <p><b>SS-7-GC-S-3</b><br/>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p> <p><b>SS-7-CS-U-1</b><br/>Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p> <p><b>SS-7-CS-S-1</b><br/>Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives</p> <p><b>SS-7-CS-S-5</b><br/>Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today</p> <p><b>SS-07-2.1.1</b><br/>Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in</p> | <p>Primary Resource activity: Cortes<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/24.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/24.pdf</a><br/>Sec. 3<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/21.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/21.pdf</a><br/>History and Economics activity: Columbian Exchange<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/23.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/95/23.pdf</a><br/>Scientific Revolution Cloze activity<br/><a href="http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/53/8.pdf">http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/53/8.pdf</a><br/>f<br/>Sec. 1</p> |
|--|--|--|---|--|



unique perspectives.

*DOK 2*

**SS-7-CS-U-2**

Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.

**SS-7-CS-S-2**

Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.

**SS-07-2.2.1**

Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.

**SS-7-CS-U-3**

Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

**SS-7-CS-S-3**

Students will explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.

**SS-7-CS-S-4**

Students will describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/50000118/53/13.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/53/13.pdf)

Sec. 2

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/50000118/53/12.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/53/12.pdf)

Primary

Resource activity:

Enlightenment Thinkers

[http://connecte.d.mcgraw-hill.com/media/repository/private\\_data/DOC/50000118/53/11.pdf](http://connecte.d.mcgraw-hill.com/media/repository/private_data/DOC/50000118/53/11.pdf)

A.D.

**SS-07-2.3.1**

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-2.3.2**

Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-CS-U-4**

Students will understand that culture affects how people in a society behave in relation to groups and their environment.

**SS-07-2.1.1**

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

*DOK 2*

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

**SS-7-E-U-1**

Students will understand that the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**a)** explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-2**

Students will understand that the study of economics includes a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) that apply to individuals, societies and governments in world civilizations prior to 1500 A.D.

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**b)** compare economic systems and explain the concept of supply and demand in world civilizations prior to 1500 A.D.

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500

A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

*DOK 2*

**SS-7-E-U-3**

Students will understand that individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions about the use of resources in the production, distribution and consumption of goods and services.

**SS-07-3.4.1**

Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-07-3.4.2**

Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-E-S-1**

Students will demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

**c)** describe how goods and services were exchanged in world civilizations prior to 1500 A.D.

**SS-7-E-S-2**

Students will investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new

knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services

**SS-7-G-U-1**

Students will understand that the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.

**SS-7-G-S-1**

Students will demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

**a)** locate, in absolute or relative terms, landforms and bodies of water

**b)** locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D.

**SS-07-4.1.1**

Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-4.1.2**

Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

**SS-7-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human

characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.

**SS-7-G-S-2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**b)** describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

**SS-07-4.3.1**

Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

*DOK 2*

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-7-G-U-3**

Students will understand that regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**a)** explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

**d)** analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D.

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**c)** analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.4.3**

Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.

**SS-7-G-U-4**

Students will understand that people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

**SS-7-G-S -2**

Students will investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

**c)** evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

**SS-7-G-S -3**

Students will investigate interactions among human activities and the physical environment:

**a)** explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

**b)** describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical



characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

*DOK 2*

**SS-07-4.2.2**

Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

*DOK 2*

**SS-07-4.4.1**

Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

*DOK 2*

**SS-07-4.4.2**

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

*DOK 2*

**SS-7-HP-U-5**

Students will understand that each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary

and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**g)** describe how the Age of Exploration (world civilizations prior to 1500 A.D.) caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and developed new technologies

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**SS-07-5.3.1**

Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.

*DOK 2*

**SS-07-5.3.2**

Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

*DOK 3*

**SS-07-5.3.3**

Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.

*DOK 3*

**SS-07-5.3.4**

Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.

*DOK 3*

**SS-07-5.3.5**

Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact.

**All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:**

**SS-7-HP-U-1**

Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-U-2**

Students will understand that world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events

**SS-7-HP-U-3**

Students will understand that geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.

**SS-7-HP-U-4**

Students will understand that advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.

**SS-7-HP-S-1**

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

**a)** investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

**b)** examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

**c)** analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

**g)** describe how the Age of Exploration (world civilizations prior to 1500 A.D.) caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and developed new technologies

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

*DOK 3*

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

*DOK 3*

**SS-07-5.3.5**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact. |  |
|--|--|--|--|--|