

HUDSONVILLE MIDDLE SCHOOL COURSE FRAMEWORK



COURSE/SUBJECT

7th Grade Social Studies

<p>UNIT PACING Names of units and approximate pacing</p>	<p>UNIT LEARNING TARGETS By the end of the unit, students will be able to...</p>	<p>STANDARD Which standards (i.e. common core, MMC, etc.) does this address?</p>
<p>Unit 1 ~ Historical Habits of Mind</p> <p>2 weeks</p>	<p>I can...</p> <p>explain how historians use a variety of sources to study the past.</p> <p>read and comprehend an historical passage to identify the facts.</p> <p>identify the point of view and context in primary and secondary sources.</p> <p>compare and evaluate differing historical perspectives based on evidence.</p> <p>use methods of inquiry to identify cause and effect relationships.</p> <p>compare and contrast calendar systems from the past and explain their historical significance.</p> <p>define and apply the term “cultural institution.”</p>	<p><u>H1 - The World in Temporal Terms: Historical Habits of Mind</u></p> <p>H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. 7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence. 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. 7</p> <p>H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.</p>

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
Unit 2 ~ Era 1: Beginnings of Human Society 2 weeks	I can... explain how and when communities populated major regions of the world and adapted to a variety of environments. explain what archaeologists have learned about Paleolithic and Neolithic societies. describe how hunter-gatherers became farmers. explain how the natural environment impacted the development of agricultural settlements. explain the impact of the Agricultural Revolution. explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.	<i>W1 - WHG Era 1 - The Beginnings of Human Society</i> 7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments. 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies. 7 – W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals). 7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). (G) 7 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements) 7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
Unit 3 ~ Early River Civilizations and the Agricultural Revolution 3 weeks	I can... describe the importance and development of oral and written language and its relationship to the development of culture. describe how the invention of agriculture led to the beginnings of agrarian civilizations. describe how cultural diffusion resulted in the spread of ideas and technology from one region to another. compare and contrast the environment, economic systems and social institutions of early river civilizations. use maps to locate major river civilizations. describe and analyze how the environment supported permanent settlements and development of early civilizations along major rivers. examine early civilizations to describe common characteristics.	<u>W2 - WHG Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples</u> 7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture • verbal vocalizations • standardization of physical (rock, bird) and abstract (love, fear) words • pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions) 7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). (G) 7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). (G, C, E) 7 – W2.1.4 Examine early civilizations to describe their common features (e.g., ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). 7 – W2.1.5 Define the concept of cultural diffusion and how it resulted in the spread of idea

<p style="text-align: center;">UNIT PACING</p> <p style="text-align: center;">Names of units and approximate pacing</p>	<p style="text-align: center;">UNIT LEARNING TARGETS</p> <p style="text-align: center;">By the end of the unit, students will be able to...</p>	<p style="text-align: center;">STANDARD</p> <p style="text-align: center;">Which standards (i.e. common core, MMC, etc.) does this address?</p>
<p>Unit 4 ~ History of the Middle East including Judaism, Christianity, and Islam</p> <p>3 weeks</p>	<p>I can...</p> <p>compare and contrast the characteristics of a city-state, civilization, and empire.</p> <p>describe the major achievements of civilizations in the Middle East.</p> <p>use maps to locate and describe trade networks in the Middle East.</p> <p>describe how trade integrated cultures and influenced the economy within Assyria and Persia.</p> <p>describe the significance of legal codes, belief systems, written languages, and communication in the development of empires in the Middle East.</p> <p>Identify and explain the beliefs of Judaism, Christianity, and Islam.</p> <p>Locate the geographical center of of Judaism, Christianity, and Islam through the 3rd century CE.</p>	<p><u>WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D</u></p> <p>7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)</p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)</p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). (G, E)(C)</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.2.1 Identify and describe the beliefs of the six major world religions.</p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (G)</p>

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
<p>Unit 5 ~ History of Africa</p> <p>3 weeks</p>	<p>I can...</p> <p>describe the major achievements of ancient African civilizations.</p> <p>use maps to locate and describe trade networks among empires in Africa.</p> <p>describe how trade integrated cultures and influenced the economy within Egypt and Nubia/Kush.</p> <p>describe the role of state authority, military power, taxation, and slavery in building and maintaining the Egyptian empire.</p> <p>describe the significance of legal codes, belief systems, written languages, and communication in the development of Egypt.</p> <p>create a timeline that illustrates the rise and fall of the Egyptian empire.</p> <p>explain the role of economics in shaping the development of civilizations in Africa.</p> <p>describe the diverse characteristics of early African societies.</p>	<p><u>WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D</u></p> <p>7– W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)</p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). (G, E)</p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> <p>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)</p> <p>7 – W4.3.1 Africa to 1500-- Describe the diverse characteristics of early African societies by:</p> <ul style="list-style-type: none"> • Comparing and contrasting at least two of the major states/ civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) • Using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language.

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
<p>Unit 6 ~ History of the Indus River Valley including Hinduism and Buddhism</p> <p>3 weeks</p>	<p>I can...</p> <p>describe the major achievements of empires in the ancient Indus River Valley.</p> <p>use maps to locate and describe trade networks in the ancient Indus River Valley.</p> <p>explain the role of economics in shaping the development of empires in the ancient Indus River Valley.</p> <p>describe the role of state authority, military power, taxation, and slavery in building and maintaining the Mauryan empire.</p> <p>describe the significance of legal codes, belief systems, written languages, and communication in the development of empires in the ancient Indus River Valley.</p> <p>identify and describe the beliefs of Hinduism.</p> <p>identify and describe the beliefs of Buddhism.</p> <p>locate the geographical center of Hinduism and Buddhism and map their spread through the 3rd century CE.</p>	<p><u>WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D</u></p> <p><i>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)</i></p> <p><i>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)</i></p> <p><i>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)</i></p> <p><i>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)</i></p> <p><i>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</i></p> <p><i>7 – W3.2.1 Identify and describe the beliefs of the six major world religions.</i></p> <p><i>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (G)</i></p>

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
<p>Unit 7 ~ History of China including Confucianism</p> <p>3 weeks</p>	<p>I can...</p> <p>describe the major achievements of civilizations in ancient China.</p> <p>use maps to locate, describe and explain the importance of interregional trading systems i.e. the Silk Road.</p> <p>explain the role of economics in shaping the development of civilizations in ancient China.</p> <p>describe the role of state authority, military power, taxation, and forced labor in building and maintaining the Han empire.</p> <p>describe the significance of legal codes, belief systems, written languages, and communication in the development of empires in ancient China.</p> <p>identify and describe the core beliefs of Confucianism.</p> <p>identify major Chinese dynasties and describe ways they responded to internal and external challenges.</p>	<p><u>WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D</u></p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)</p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)</p> <p>7 – W4.1.3 Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including • land-based routes across the Sahara, Eurasia and Europe • water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (G)</p> <p>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)</p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.2.1 Identify and describe the beliefs of the six major world religions.</p> <p>7 – W4.3.3 China to 1500 -- Identify major Chinese dynasties and describe ways they responded to internal and external challenges by investigating the Tang and Sung Dynasties, Mongol rule, and restoration of Chinese rule under the Ming.</p>

<p style="text-align: center;">UNIT PACING</p> <p style="text-align: center;">Names of units and approximate pacing</p>	<p style="text-align: center;">UNIT LEARNING TARGETS</p> <p style="text-align: center;">By the end of the unit, students will be able to...</p>	<p style="text-align: center;">STANDARD</p> <p style="text-align: center;">Which standards (i.e. common core, MMC, etc.) does this address?</p>
<p>Unit 8 ~ The History of Europe including ancient Greece and Rome and the unification of Eurasia under the Mongols</p> <p>6 weeks</p>	<p>I can...</p> <p>describe the characteristics that classical civilizations share. use modern.</p> <p>use historic and modern maps to locate major empires of the era and describe their geographic characteristics .</p> <p>compare and contrast the characteristics of a city-state, civilization, and empire.</p> <p>assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>describe how trade integrated cultures and influenced the economy between Greece and Phoenicia.</p> <p>describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining the Greek city-states and Roman empire.</p> <p>describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>create a time line that illustrates the rise and fall of classical empires during the classical period.</p> <p>explain the role of economics in shaping the development of classical civilizations and empires</p>	<p><u>WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D</u></p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)</p> <p>7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (C)</p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). (G, E)</p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> <p>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)</p>

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
	<p>I can...</p> <p>use historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.</p> <p>use historical and modern maps and other evidence to explain the causes and consequences of the Plague.</p>	<p>7 – W4.1.1 Crisis in the Classical World -- Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p> <p>7– W4.2.2 Unification of Eurasia under the Mongols -- Using historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.</p> <p>7 – W4.2.3 The Plague --Use historical and modern maps and other evidence to explain the causes and consequences of the Plague.</p> <p>7 – W4.3.4 Western Europe to 1500 -- Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.</p>
Unit ~ 9 Americas to the 1500s	<p>I can...</p> <p>describe the diverse characteristics of early civilizations in the Americas.</p>	<p>7 – W4.3.2 The Americas to 1500 -- Describe the diverse characteristics of early civilizations in the Americas by comparing and contrasting American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.</p>