

Weeks	Curriculum Units <i>(Current event link to current events/news)</i>	Essential Questions	Lesson Sequence	Vocabulary/Key Concepts
3 weeks	Unit 1: Geography of the Eastern Hemisphere	1. What are the significant physical and human characteristics of the Eastern Hemisphere? 2. How is the geography of the Eastern Hemisphere different from the geography of the Western Hemisphere? How is it alike? 3. How have humans used, adapted to, and modified different environments in the Eastern Hemisphere?	1. Exploring Maps of the Eastern Hemisphere 2. Landforms, Bodies of Water and Vegetation of the Eastern Hemisphere 3. Climate Regions of the Eastern Hemisphere 4. Human Characteristics of the Eastern Hemisphere 5. Population Patterns of the Eastern Hemisphere 6. Human Environment Interaction in the Western Hemisphere 7. Putting it All Together: Geography of Planet Earth	climate, fundamental theories of geography, geographic tools and technologies, human characteristics, human-environment interaction, physical characteristics, population patterns, region
7 weeks	Unit 2: An Introduction to World History	1. Why is it important to trust maps and "history" as accounts? 2. How do historians know and create accounts about the past? 3. Why might historians have different and sometimes conflicting versions of the same event?	1. What are Maps? 2. What Can a Map Tell Us? 3. What Does History Mean? 4. How Do Historians Create Accounts of Past Events 5. What Process Do Historians Use to Investigate the Past? 6. Tools to Organize and Analyze the Past-Establishing Significance 7. Tools to Organize and Analyze the Past - Using Social Institutions 8. Tools to Organize and Analyze the Past - Using Temporal Frames 9. Tools to Organize and Analyze the Past - Using Spatial Scales 10. History as a Discipline 11. Challenging the Power the Authority of the History Textbook	close-reading, contextualizing, corroborating, event, evidence, framing, geographic history, historical argument, historical problems, history perspective, primary sources, representations/accounts, secondary sources, significance, social institutions, sourcing, spatial scales, temporal frames (time)
4 weeks	Unit 3: Beginnings of Human Societies	1. How do we learn about humans and human societies in pre-historic times, before there was writing? 2. How and why did humanity spread across the earth? 3. How did the natural environment shape the ways people lived in the Paleolithic Era? 4. How and why did many humans begin to shift from full-time foraging to living in settled villages?	1. Introducing Framing Strategies 2. The Study of Prehistory 3. Anthropology and Early Humans 4. The Peopling of the Earth 5. The Paleolithic Age 6. The Agricultural Revolution 7. Neolithic Settlements, Surplus, Specialization, and Social Institutions 8. Global Patterns of Early Human Settlement	adaptation, agriculture, domestication, evidence, evolution, foraging, meta cognition, migration, Neolithic Era, Paleolithic Era, settlement, social institutions, specialization, world history
3 weeks	Unit 4: Early Civilizations & the Emergence of...	1. How did geography shape the way in which people lived in various world zones during Era 2? 2. How and why did civilizations develop during Era 2? 3. What were problems and solutions emerged from living in civilizations during Era 2? 4. What role did cultural diffusion play during Era 2?	1. What are Civilizations? 2. The Early River Valley Civilizations 3. What Were Early Civilizations Like? 4. How did Intensification Lead to the Development of Writing, Laws, and Centralized Governments in Early Civilizations? 5. Who Were the Neolithic Pastoralists and How Did They Live? 6. The Technology of Era 2... Spinning the Wheels of the Bronze Age 7. Interaction in Era 2 - Conflict and Cooperation 8. The Human Story Outside of Afroeurasia - Historical Patterns in Different World Zones	cities, civilization, conflict and cooperation, cultural diffusion, evidence, geographic luck, intensification, neolithic pastoralists, power and authority, river valley civilizations, social hierarchy, specialization, technology, world zones, writing
4 weeks	Unit 5: The Rise of Classical Empires and... (Era 3)	1. Why did some civilizations develop into large-scale empires while others did not? 2. How and why did changes in social institutions change how people lived in large-scale empires? 3. How did empires change exchanges between peoples across large expanses of territory? 4. How did the emergence of world religions both influence and reflect the rise of empires?	1. Unit Overview: From Early Civilizations to Empires 2. What is the recipe for empire? A comparative analysis of Era 3 empires 3. How did empires wield power and authority? 4. Social Hierarchy and Slavery in the age of Empires 5. The Emergence and Spread of World Religions 6. From Religious Tolerance to Book Burning - Leadership in the Empires 7. A Connections and Contacts in Era 3: Exchanging ideas, technologies, and goods in the age of empire 8. Empire... what it is, and what it is not: Using non-examples to refine the concept	hierarchy, collective learning, cultural diffusion, democracy, empire / empires, leadership, institutions, monarchy, non-examples, philosophy, power and authority, religious tolerance, republic, right to rule/divine right, inherited power, rise and fall of empires, Silk Roads, slavery, social hierarchy/class, social inequality, society, specialization of labor, trade networks, world religions
4 weeks	Unit 6: Interactions, the Fall of Empires & Other...	1. How did the interaction between empires affect their growth and development? 2. What were the most significant factors that unified empires to stay in power and why did these empires eventually fall? 3. What other positions of human societies and organizations were in place during this era and why did they not become empires or parts of empires?	1. The Han Dynasty: The rise of a Chinese Empire, 206 BCE to 220 CE 2. The Glory of Rome - The Roman Empire at its Height 3. The Kushan Empire: A Nomadic Empire at the Crossroads 4. The Mayans - A different global pattern 5. The Golden Age of the Gupta: Why and to what extent was it "Golden"? 6. Why do empires collapse? - A comparative case study of the decline and fall of Era 3... 7. Turning Points and Other Stories: The World at the End of the Age of Empire	causes and consequences, city-state, civil service, civilization, Confucianism, cultural diffusion, dynasty, empire, environmental circumstances/geographic luck, fall or decline of empires, Golden Age, historical significance, immigration, patriarchy, social hierarchy, class system, trade networks, turning point
3 weeks	Unit 7: Era III: World Religions	1. Why did the Civil Rights Movement intensify after World War II? 2. How did individuals and groups use political, legal, and social means to strive for freedom and equality? 3. How successful was the Civil Rights movement?	1. The Prelude to Brown: Life Under Plessy 2. The Influence of World War II, Cold War, and Television 3. Brown v. Board of Education 4. The Civil Rights Movement: Leadership and Organizations 5. Coming to a Head - White Resistance 6. Legalizing Civil Rights 7. Comparing Ideals - The Declaration of Independence and Civil Rights Movement	civil disobedience, civil rights, equality, federalism, ideology, individual freedom, protest movements, resistance, segregation, suffrage

ASSESSMENTS:

Formative: responding to essential questions, short articles, and in-class debates

Summative: Common Assessment given at the end of each unit (combination of multiple choice, infographics, short answer, and essay based on reading passage or focus question).

Seventh Grade Social Studies Lesson Plans

Victor M. Corman



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