

Grade Seven

Tecumseh School District
Social Studies Curriculum Map

Quarter 1

| Standard | Learning Targets | Vocabulary |
|---|------------------|---|
| History.7 Historical Thinking and Skills 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values | | evaluating norms values |
| Geography 7 Spatial Thinking Skills 12. Maps and other geographic representations can be used to trace the development of human settlement over time | | geography |
| Geography 7 Human Systems 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world | | transportation communication technology cultural diffusion |
| Geography 7 Human Systems 13. Geographic factors promote or impede the movement of people, products, and ideas | | |
| Geography 7 Human Systems 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions | | |
| History 7 Historical Thinking and Skills Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values | | |
| Geography.7 Human Systems 15. Improvements in transporation, communication and technology have facilitated cultural diffusion among peoples around the world | | |
| Geography.7 Spatial Thinking Skills 12. Maps and other geographic representations can be used to trace the development of human settlement over time | | |
| Geography.7 Human Systems 13. Geographic factors promote or impede the movement of people, products, and ideas | | |
| Geography.7 Human Systems 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions | | |

| Standard | Learning Targets | Vocabulary |
|---|------------------|--|
| <p>Roles and Systems of Government 17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments</p> | | <p>democracy Republic monarchy theocracy</p> |
| <p>Government.7 Civic Participation and Skills 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues</p> | | <p>perspectives</p> |
| <p>Economics.7 Economic Decision Making and Skills 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A Cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> | | <p>analyze</p> |
| <p>Economics.7 Markets 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies</p> | | <p>market exchanges specialization barter monetary economies</p> |
| <p>Economics.7 Scarcity 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence</p> | | <p>distribution resources regions specialization trade interdependence</p> |
| <p>Roles and Systems of Government 17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments</p> | | |
| <p>Government.7 Civic Participation and Skills 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues</p> | | |
| <p>Economics.7 Economic Decision Making and Skills 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits</p> | | |
| <p>Economics.7 Markets 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies</p> | | |

| Standard | Learning Targets | Vocabulary |
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| <p>Economics.7 Scarcity 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence</p> | <p>Expectations for Learning: Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values</p> | |
| <p>WHST.6 - 8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> | <p>Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present</p> | |
| <p>WHST.6 – 8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> | <p>Describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy</p> | |
| <p>WHST.6 – 8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p> | <p>Explain how they influenced the structure and function of modern democratic governments</p> | |
| <p>WHST.6 – 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> | <p>Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations</p> | |
| <p>WHST.6 – 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> | <p>Describe how geographic factors can promote or impede movement of people, products and ideas</p> | |
| <p>WHST.6 – 8.9 Draw evidence from information texts to support analysis reflection and research</p> | | |
| <p>WHST.6 – 8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> | | |
| <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | | |

| Standard | Learning Targets | Vocabulary |
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| RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning | | |
| RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others | | |
| RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each mediums' portrayal of the subject | | |
| RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | | |

Quarter 2

| Standard | Learning Targets | Vocabulary |
|--|---|---|
| <p>History.7 Feudalism and Transitions 3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks</p> | <p>Expectations for Learning: Describe how Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems</p> <p>Describe how the dominance of Mongols in Asia led to the destruction of the Byzantine Empire by the Turks</p> | <p>Germanic Empire feudal system manorial system Mongol Asia Byzantine Empire Turks</p> |
| <p>Geography.7 Spatial Thinking Skills 12. Maps and other geographic representations can be used to trace the development of human settlement over time</p> | | |
| <p>Geography.7 Human Systems 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world</p> | | <p>cultural diffusion</p> |
| <p>Geography.7 Human Systems 13. Geographic factors promote or impede the movement of people, products and ideas</p> | | |
| <p>Geography.7 Human Systems 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions</p> | | |
| <p>History.7 Feudalism and Transitions Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist</p> | <p>Explain how the Mongol influence led to unified states in China and Korea and how their failure to conquer Japan allowed a feudal system to persist</p> | <p>unified states feudal system</p> |
| <p>Geography.7 Human Systems 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world</p> | | |
| <p>Geography.7 Human Systems 13. Geographic factors promote or impede the movement of people, products and ideas</p> | | |
| <p>Geography.7 Human Systems 14. Trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions</p> | <p>Explain how the growth of cities and empires fostered the growth of markets</p> <p>Describe how market exchanges encourage specialization and the transition from barter to monetary economies</p> | |

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| <p>History.7 Feudalism and Transitions</p> <p>5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of Muslim conquests, Crusades and trade, influencing the European Renaissance</p> | <p>Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe</p> <p>Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</p> | <p>Islamic civilization Mediterranean Europe Muslim conquests Crusades trade</p> |
| <p>Geography.7 Spatial Thinking Skills</p> <p>12. Maps and other geographic representations can be used to trace the development of human settlement over time</p> | | |
| <p>Geography.7 Human Systems</p> <p>15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p> | | |
| <p>Geography.7 Human Systems</p> <p>13. Geographic factors promote or impede the movement of people, products, and ideas</p> | | |
| <p>Geography.7 Human Systems</p> <p>14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions</p> | | |
| <p>Government.7 civic Participation and Skills</p> <p>16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues</p> | | |
| <p>Roles and Systems of Government</p> <p>18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states</p> | | |
| <p>Economics.7 Economic Decision Making and Skills</p> <p>19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> | | |
| <p>Economics.7 Markets</p> <p>21. The growth of cities and empires fostered the growth of markets. market exchanges encourage specialization and the transition from barter to monetary economies.</p> | | |
| <p>Economics.7 Scarcity</p> <p>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence</p> | | |
| <p>Government.7 Civic Participation and Skills</p> <p>16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues</p> | | |

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| <p>Roles and Systems of Government 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states</p> | | |
| <p>Economics.7 Economic Decision Making and Skills 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits</p> | | |
| <p>Economics.7 Markets 21. The growth of cities and empires fostered the growth of markets. Market exchanges encourage specialization and the transition from barter to monetary economies.</p> | | |
| <p>Economics.7 Scarcity 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> | | |
| <p>Government.7 Civic Participation and Skills 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues</p> | | |
| <p>Roles and Systems of Government 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states</p> | | |
| <p>Economics.7 Markets 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p> | | |
| <p>Economics.7 Scarcity 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> | | |
| <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> | | |
| <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> | | |

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| <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> | | |
| <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. d. Use precise language and domain-specific vocabulary to inform about or explain the topic</p> | | |
| <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. e. Establish and maintain a formal style and objective tone</p> | | |
| <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p> | | |
| <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> | | |
| <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> | | |
| <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning</p> | | |
| <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others</p> | | |
| <p>WHST.6-8.1 Write arguments focused on discipline-specific content. a. Introduce claim (s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> | | |
| <p>WHST.6-8.1 Write arguments focused on discipline-specific content b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> | | |
| <p>WHST.6-8.1 Write arguments focused on discipline-specific content c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> | | |

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| WHST.6-8.1 Write arguments focused on discipline-specific content d. Establish and maintain a formal style | | |
| WHST.6-8.1 Write arguments focused on discipline-specific content e. Provide a concluding statement or section that follows from and supports the argument presented | | |
| WHST.6-8.4 Produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | | |
| WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | | |
| WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research | | |
| WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | |
| RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | | |

Quarter 3

| Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|---|---|-------|--------------|--------|----------------------------------|
| History.7 Feudalism and Transitions 6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes | Analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes | | | | Renaissance |
| Geography.7 Spatial Thinking Skills 12. Maps and other geographic representations can be used to trace the development of human settlement over time | | | | | |
| Geography.7 Human Systems 13. Geographic factors promote or impede the movement of people, products and ideas. | | | | | |
| Geography.7 Human Systems 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions. | Explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions | | | | |
| History.7 Feudalism and Transitions 7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church. | Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic church | | | | Reformation Protestant faiths |
| Geography.7 Spatial Thinking Skills 12. Maps and other geographic representations can be used to trace the development of human settlement over time | | | | | |
| Geography.7 Human Systems 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world | | | | | |
| Geography.7 Human Systems 13. Geographic factors promote or impede the movement of people, products and ideas | | | | | |

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| Geography.7 Human Systems 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions. | | | | | |
| Government.7 Civic Participation and Skills 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues | | | | | |
| Economics.7 Economic Decision Making and Skills 19. Individuals, governments and business must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits. | | | | | |
| Economics.7 Markets 21. The growth of cities and empires fostered the growth of markets. Market exchanges encourage specialization and the transition from barter to monetary economies. | | | | | |
| Economics.7 Scarcity 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence. | | | | | |
| WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences | | | | | |
| WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research | | | | | |
| RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | | | | | |

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| RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | | | | | |
| RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others | | | | | |
| RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | | | | | |
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Quarter 4

| Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|--|------------------|-------|--------------|--------|--|
| History.7 First Global Age 8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal, and China) grew as commercial and cultural centers along trade routes | | | | | commercial cultural centers trade routes |
| Geography.7 Human Systems 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world. | | | | | transportation communication technology diffusion |
| Geography.7 Spatial Thinking Skills 12. Maps and other geographic representations can be used to trace the development of human settlement over time | | | | | human settlement |
| Geography.7 Human Systems 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions | | | | | religions |
| Geography.7 Human Systems 13. Geographic factors promote or impede the movement of people, products, and ideas | | | | | promote impede |
| History.7 First Global Age 9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. | | | | | trans-Saharan |
| Geography.7 Human Systems 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world | | | | | |

| Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|--|------------------|-------|--------------|--------|---|
| Geography.7 Spatial Thinking Skills 12. Maps and other geographic representations can be used to trace the development of human settlement over time | | | | | |
| Geography.7 Human Systems 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions | | | | | |
| Geography.7 Human Systems 13. Geographic factors promote or impede the movement of people, products and ideas | | | | | |
| History.7 First Global Age 10. European economic and cultural influence dramatically increased through explorations, conquests, and colonization | | | | | dramatically explorations conquests colonization |
| Geography.7 Human Systems 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world | | | | | |
| Geography.7 Human Systems 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions | | | | | |
| Geography.7 Spatial Thinking Skills 12. Maps and other geographic representations can be used to trace the development of human settlement over time | | | | | |
| Geography.7 Human Systems 13. Geographic factors promote or impede the movement of people, products and ideas | | | | | |
| History.7 First Global Age 11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today | | | | | Columbian Exchange fauna flora pathogens |

| Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|--|------------------|-------|--------------|--------|--|
| Geography.7 Human Systems 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world | | | | | |
| Geography.7 Human Systems 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions | | | | | |
| Geography.7 Spatial Thinking Skills 12. Maps and other geographic representations can be used to trace the development of human settlement over time | | | | | |
| Geography.7 Human Systems 13. Geographic factors promote or impede the movement of people, products and ideas | | | | | |
| Government.7 Civic Participation and Skills 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues | | | | | perspective contemporary |
| Economics.7 Markets 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies | | | | | fostered markets specialization transition barter economies |
| Economics.7 Economic Decision Making and Skills 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits | | | | | costs benefits potential costs |

| Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|--|---|-------|--------------|--------|-------------|
| Economics.7 Scarcity 20. the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence | | | | | variability |
| Government.7 Civic Participation and Skills 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues | Describe how empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes | | | | |
| Economics.7 Markets 21. The growth of cities and empires fostered the growth of markets. Market exchanges encourage specialization and the transition from barter to monetary economies. | Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions Describe how a cost-benefit analysis consist of determining the potential costs and benefits of an action | | | | |
| Economics.7 Economic Decision Making and Skills 19. Individuals, governments and businesses must analyze costs and benefits when making economic decision. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits | Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies | | | | |
| Economics.7 Scarcity 20. the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence. | | | | | |
| Government.7 Civic Participation and Skills 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues | Describe how European economic and cultural influence increased through explorations, conquests and colonization | | | | |
| Economics.7 Markets 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies | Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues | | | | |

| Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|---|---|-------|--------------|--------|------------|
| Economics.7 Economic Decision Making and Skills 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits | Discuss how the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence | | | | |
| Economics.7 Scarcity 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence. | | | | | |
| Government.7 Civic Participation and Skills 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues | Explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today | | | | |
| Economics.7 Markets 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies | Select examples of improvements in transportation, communication and technology and explain how they have facilitated cultural diffusion among peoples around the world | | | | |
| Economics.7 Economic Decision Making and Skills 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits | | | | | |
| Economics.7 Scarcity 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence. | | | | | |
| CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism | | | | | |

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|---|------------------|-------|--------------|--------|------------|
| RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | | | | | |
| RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | | | | | |
| RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone | | | | | |
| RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others | | | | | |
| RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | | | | | |
| RI.7.9 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | | | | | |
| RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range | | | | | |
| WHST.6 – 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently | | | | | |
| WHST.6 – 8.7 Conduct short research projects to answer a question (including a self-generated question). drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration | | | | | |

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|---|------------------|-------|--------------|--------|------------|
| WHST.6 – 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and following a standard format for citation. | | | | | |
| WHST.6 – 8.9 Draw evidence from informational texts to support analysis reflection, and research. | | | | | |
| WHST.6 – 8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | | |