

KMS7th Grade Social Studies Curriculum Map

*****Vocabulary is still a work in progress. Will be updated as the units are taught

Month	Unit/Topic of Study	Standards	Key Vocabulary	Test Taking and Reading Strategies and student engagement	Math Skills (decipher/use charts and graphs)	Writing in the content area	Assessments
Sept	<p>What is Social Studies?</p> <p>Ch. 2 Culture</p>	<p>CCSS.ELA-LITERACY.RH.6-8.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.10 CCSS.ELA-LITERACY.RH.6-8.8 CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.7.1.D CCSS.ELA-LITERACY.W.7.1.E CCSS.ELA-LITERACY.W.7.9 CCSS.ELA-LITERACY.W.7.10 7-H1.2.4 CCSS - WHST.6-8.4, 8, 10 6 and 7 - H1.2.1; H1.2.2; H1.2.3; H1.2.4 CCSS RH.6-8.1, 2, 4, 6, 8, 9, and 10; WHST.6-8.9, 10 6 and 7 - H1.2.1 CCSS - RH.6-8.4 and 5; WHST.6-8.10 6 and 7 - H1.2.1; H1.2.4 CCSS - RH.6-8.2, 4, and 10; WHST.6-8.7, 9, and 10 6 and 7 - H1.4.1 CCSS - RH.6-8.1, 4, and 10 6 and 7 - H1.1.1; H1.1.2 CCSS - RH.6-8.2, 4, and 10 6 and 7 H1.4.2; G1.2.2; G1.2.6; G1.3.3; G2.2.3 CCSS - RH.6-8.1, 4, and 7; WHST.6-8.10 7-H1; 7-H1.2.1 CCSS - RH.6-8.1, 2, 4, 5, 6, and 8; WHST.6-8.4, 9 and 10 7 - H1.2.1; H1.2.2; H1.2.3; H1.2.4; H1.2.5 CCSS - RH: 6-8.1, 2, 4, 5, 6, 8, 9; WHST: 6-8.1b, 4, 9, 10</p>	<p>Acculturation Cultural Diffusion Primary Source Secondary Source Birth Rate/ Death Rate Immigration Migration Immigrant Emigrant Push Factor, Pull Factor Disparities Urbanization Diversity Beliefs Traditions Customs Bias Developed Nations Developing Nations Import/ Export Social Status Social Class Population Population Density Population Distribution Elements of Culture Dictator Monarchy Oligarchy Democracy Republic</p>	<p>Students must Read critically and for comprehension.</p> <p>Students must Make connections between various sources of information.</p> <p>Students must Revise understanding based on new information and evidence.</p> <p>Kagan Strategies for Team Building and Content Building</p>	<p>Charts and Graphs embedded into Daily Focus.</p> <p>Creating Charts and Graphs embedded into the curriculum.</p>	<p>Read and Retells</p> <p>Annotation</p> <p>Introduction and Conclusion practice - "Say what the paper is about without saying what the paper is about," "Hook Sentence"</p> <p>Paragraph Setup. Main Points and Details.</p>	<p>Activities: - Primary/ Secondary Sources/ Interview, Calendar Systems, Timeline, Cloze, Poster Notes, Prezi, Graphic Organizers</p> <p>Formative: Interviews, Ch Test</p> <p>Summative: Test and Google Slide Project</p>
Oct	<p>Ch. 1/3 - Cultures</p> <p>Early History → Agricultural</p>	<p>CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.RH.6-8.6 CCSS.ELA-LITERACY.RH.6-8.7 CCSS.ELA-LITERACY.RH.6-8.8 CCSS.ELA-LITERACY.RH.6-8.9 CCSS.ELA-LITERACY.RH.6-8.10</p>	<p>Neolithic Paleolithic Neanderthal, Homoerectus Agriculture</p>	<p>COMMUNICATION - Using Reading, Writing, and Using Language to Gather and Communicate Info.</p>	<p>Charts and Graphs embedded into</p>	<p>**See September</p>	<p>Activities: Migration Push/Pull Poster History Notebook,</p>

	<p>Revolution</p>	<p>CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.7.1.D CCSS.ELA-LITERACY.W.7.1.E CCSS.ELA-LITERACY.W.7.3 CCSS.ELA-LITERACY.W.7.4 CCSS.ELA-LITERACY.W.7.10 CCSS.ELA-LITERACY.W.7.5 CCSS.ELA-LITERACY.W.7.6</p> <p>H1.1.1 H1.2.2 H1.2.3 H1.2.4 7 – H1.2.5 H1.4.1 H1.4.2 H1.4.3 7 – W1.1.1: 6 - W1.1.2: 7 - W1.1.2: 7 – W1.2.1: 6 – W1.2.3: 7 – W1.2.2: 7 – W1.2.3: 6 – W2.1.1: 7 – W2.1.1: 6 – W2.1.2: 7 – W2.1.2: 6 – W2.1.3: 7 – W2.1.3: 6 – W2.1.4: 7 – W2.1.4: 7 – W2.1.5: 6 – W3.1.1: 6 – W3.1.2: 7 – G1.1.1: 7 – G1.2.1: 6 - G1.2.4: 7 – G1.2.3: G1.2.6: G1.3.2: G1.3.3: G2.1.1: G2.2.1: G2.2.2: 6 – G3.2.2: 7 – G3.2.2: G4.1.1: G4.3.1: G4.3.2: G4.4.1: 6 – G5.1.3:</p>	<p>Surplus Irrigation Cash Crop Subsistence Farming Hunting/ Gathering Natural Resources Anthropology Archaeology Historian Barter Agri. Revolution Ice Age Stone Age Copper Age Bronze Age Iron Age</p>	<p>Students must paraphrase accurately and concisely.</p> <p>“In order for the student to Students must be able to draw reasonable conclusions and generalizations.</p> <p>Students must Collect and analyze data to identify solutions and make informed decisions.</p> <p>- Using Reading, Writing, and Using Language to Gather and Communicate Info. Students must Paraphrase accurately and concisely.</p> <p>- Organizational Skills, Study Practices and Attitudes Towards Work Students must Use appropriate strategies for organizing complex information.</p> <p>THINKING Students must Consider ideas from multiple perspectives.</p> <p>Kagan Strategies for Team Building and Content Building</p>	<p>Daily Focus.</p> <p>Creating Charts and Graphs embedded into curriculum.</p>		<p>Motel of Mysteries, Mammoth Bone, Otzi the Iceman, Ardi, Graphic Organizers, Hunting/ Gathering (Foraging), Agricultural Revolution - Primary/ Secondary Sources/ Interview, Calendar Systems, Timeline, Cloze, Poster Notes, Prezi, Graphic Organizers</p> <p>Formative: Create a Culture History Notebook, Create Biomes Poster</p> <p>Summative: Chapter Test, Hunter/ Gather → Ag. Revolution Project Planet Earth Project</p>
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<p>Nov</p>	<p>1. Continued Early History</p> <p>2. Ch 4 Mesopotamia, Babylonia, Assyria</p> <p>3. Ch 15 Ancient Egypt</p>	<p>*See October</p>	<p>Fertile Crescent Bazaar City-State Empire</p>	<p>*See October</p>	<p>Charts and Graphs embedded into Daily Focus.</p> <p>Creating Charts and Graphs embedded into curriculum.</p>	<p>**See September</p>	<p>*See October</p>
<p>Dec</p>	<p>European Colonization of Africa</p>	<p>CCSS.ELA-LITERACY.RH.6-8.10 CCSS.ELA-LITERACY.RH.6-8.8 CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.W.7.1.B CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.7.1.D CCSS.ELA-LITERACY.W.7.1.E CCSS.ELA-LITERACY.W.7.2 A-F CCSS.ELA-LITERACY.W.7.10 CCSS.ELA-LITERACY.W.7.4 CCSS.ELA-LITERACY.W.7.5 CCSS.ELA-LITERACY.W.7.6 7 – H1.2.3 7 – H1.2.5 7 – H1.2.6 7 – H1.4.1 7 – G1.1.1 7 – G1.2.6 7 – G1.3.1 7 – G1.3.2 7 – G1.3.3</p>	<p>Colonize Colony Conflict Resources Justification</p>	<p>Students must make connections between various forms of information</p> <p>Students must use appropriate forms of writing for different purposes and audiences.</p> <p>Students must make inferences and draw conclusions.</p> <p>Students must consider ideas from multiple perspectives.</p> <p>Kagan Strategies for Team Building and Content Building</p>	<p>Charts and Graphs embedded into Daily Focus.</p> <p>Creating Charts and Graphs embedded into curriculum.</p>	<p>**See September</p>	<p>Activities: Notes, Graphic Organizers, Posters</p> <p>Formative: Mad Scramble for Africa Book, Africa Geo/Land Use, Nat Resources Test</p> <p>Summative: Africa Country Cut-Up</p>
<p>Jan</p>	<p>1. Ch 10 Ancient China</p>	<p>CCSS.ELA-LITERACY.RH.6-8.10 CCSS.ELA-LITERACY.RH.6-8.8 CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.W.7.1.A CCSS.ELA-LITERACY.W.7.1.B CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.7.1.D CCSS.ELA-LITERACY.W.7.1.E CCSS.ELA-LITERACY.W.7.2 A-F CCSS.ELA-LITERACY.W.7.4 CCSS.ELA-LITERACY.W.7.5 CCSS.ELA-LITERACY.W.7.6 CCSS.ELA-LITERACY.W.7.7 CCSS.ELA-LITERACY.W.7.8 CCSS.ELA-LITERACY.W.7.10 7 – H1.2.6 7 – H1.4.1 7 – W1.1.1 7 – W1.2.1 7 – W2.1.3</p>	<p>Philosophy</p>	<p>Students must develop contrary or opposing arguments. Critical Thinking skills, creative-thinking skills.</p> <p>Students must be able to collect, record, and verify data.</p> <p>Students must be able to create references and citations, use footnotes and endnotes and construct a bibliography according to recognized conventions.</p>	<p>Charts and Graphs embedded into Daily Focus.</p> <p>Creating Charts and Graphs embedded into curriculum.</p>	<p>**See September</p>	<p>Activities: Notes, Graphic Organizers, Posters, Cloze, Pyramids, Annotation, Prezis, Maps</p> <p>Formative: Chapter Tests</p> <p>Summative: - Informational Poster on Ancient Egypt - Chinese Inventions Essay</p>

		<p>7 – W3.1.1 7 – W3.1.5 7 – G1.2.1 7 – G4.1.1 7 – G5.1.2</p>		<p>Students must be able to gather and organize relevant information to formulate an argument.</p> <p>Kagan Strategies for Team Building and Content Building</p>			
Feb	<p>1. Finish Ancient China 2. Ancient India</p>	<p>CCSS.ELA-LITERACY.RH.6-8.10 CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.7.1.D CCSS.ELA-LITERACY.W.7.1.E CCSS.ELA-LITERACY.W.7.7 CCSS.ELA-LITERACY.W.7.8 7 – H1.2.6 7 – H1.4.1 7 – W1.1.1 7 – W1.2.1 7 – W2.1.3 7 – W3.1.1 7 – W3.1.5 7 – G1.2.1 7 – G4.1.1 7 – G5.1.2</p>		<p>* See January</p>	<p>Charts and Graphs embedded into Daily Focus.</p> <p>Creating Charts and Graphs embedded into curriculum.</p>	<p>**See September</p>	<p>Activities: Maps, Prezis, Notes</p> <p>Formative: Country Research</p> <p>Summative: Research Brochure</p>
March	<p>1. Finish Ancient India 2. World Religions 3. Australia/ New Zealand Indigenous Peoples 3. Vikings/ Norse</p>	<p>CCSS.ELA-LITERACY.RH.6-8.10 CCSS.ELA-LITERACY.RH.6-8.8 CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.7.1.D CCSS.ELA-LITERACY.W.7.1.E CCSS.ELA-LITERACY.W.7.10 7 – W3.2.1 7 – W3.2.2 7 – W3.2.3 7 – W3.2.1 7 – W3.2.2 7 – W3.2.3</p>	<p>Hinduism Buddhism Dharma Ahimsa Reincarnation Aborigine Maori</p>	<p>Students must use memory techniques to develop long-term memory.</p> <p>Students must present information in a variety of formats and platforms.</p> <p>Students must locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.</p> <p>Students must use appropriate strategies for organizing complex information.</p> <p>Students must use appropriate strategies</p>	<p>Charts and Graphs embedded into Daily Focus.</p> <p>Creating Charts and Graphs embedded into curriculum.</p>	<p>**See September</p>	

				<p>for organizing complex information.</p> <p>Students must collect and analyze data to identify solutions and make informed decisions.</p> <p>Students must draw reasonable conclusions and generalizations.</p> <p>Students must practice flexible thinking - develop multiple opposing, contradictory and complementary arguments.</p> <p>Kagan Strategies for Team Building and Content Building</p>			
April	<p>1. Ch 7 Ancient Greece</p> <p>2. Timelines</p>	<p>CCSS.ELA-LITERACY.RH.6-8.10 CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.7.1.D CCSS.ELA-LITERACY.W.7.1.E CCSS.ELA-LITERACY.W.7.10 7 – H1.2.2 7 – H1.2.6 7 – W2.1.3 7 – W3.1.1 7 – W3.1.10 7 – G2.1.1 7 – G2.1.1</p>	<p>Philosophy Agora Helot Democracy Mercenary Republic Empire</p>	<p>Kagan Strategies for Team Building and Content Building</p>	<p>Charts and Graphs embedded into Daily Focus.</p> <p>Creating Charts and Graphs embedded into curriculum.</p>	<p>**See September</p>	<p>Activities: Annotated, Guided Reading, Cloze, Posters, Graphic Organizers</p> <p>Formative: Essay</p> <p>Summative: Greece Independent Project, Timeline, Test</p>
May	<p>1. Ancient Rome Ch 11/12</p> <p>2. Medieval Times Ch 19</p> <p>3. Renaissance Ch 20</p> <p>4. Native Americans</p>	<p>CCSS.ELA-LITERACY.RH.6-8.10 CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.7.1.D CCSS.ELA-LITERACY.W.7.1.E CCSS.ELA-LITERACY.W.7.4 CCSS.ELA-LITERACY.W.7.5 CCSS.ELA-LITERACY.W.7.6 CCSS.ELA-LITERACY.W.7.10 7 – H1.2.2</p>	<p>Aqueduct Mercenary Republic Empire Feudal System Renaissance Serf Peasant</p>	<p>Students must use and interpret a range of discipline-specific terms and symbols.</p> <p>Students must Structure information in summaries, essays and</p>	<p>Charts and Graphs embedded into Daily Focus.</p> <p>Creating Charts</p>	<p>**See September</p>	<p>Activities: Annotated, Guided Reading, Cloze, Posters, Graphic Organizers</p> <p>Formative: Chapter Tests,</p>

		<p>7 – H1.2.3 7 – H1.2.6 7 – H1.4.2 7 – H1.4.3 7 – W1.1.1 7 – W1.2.1 7 – W2.1.3 7 – W3.1.1 7 – W3.1.2 7 – W3.1.3 7 – G1.2.1 7 – G2.1.1 7 – G2.2.1 7 – G4.4.1 7 – E1.1.1 6- W1.1.1 6 – W1.1.2</p>	<p>Medieval Times Manorialism Manor Peasant</p>	<p>reports. Communication Skills Students must seek a range of perspectives from multiple and varied sources. Media Literacy Skills Students must keep an organized and logical system of information files/notebooks. Organization Skills Kagan Strategies for Team Building and Content Building</p>	<p>and Graphs embedded into curriculum.</p>		<p>Family Shields, PowerPoint/ Prezi, Compare/ Contrast Summative: Research Essay</p>
<p>June</p>	<p>Maya, Aztec, Inca Cultures</p>	<p>CCSS.ELA-LITERACY.RH.6-8.10 CCSS.ELA-LITERACY.RH.6-8.4 CCSS.ELA-LITERACY.W.7.1.B CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.7.1.D CCSS.ELA-LITERACY.W.7.1.E CCSS.ELA-LITERACY.W.7.10 6- W1.1.1 6 – W1.1.2 6 – W3.1.1 6 – W3.1.2 6 – W3.1.3 6 – G1.2.1 6 – G1.3.1 6 – G2.1.1 6 – G2.2.1 6 – W1.2.2 6 – W2.1.3 6 – W2.1.4 7 – G1.1.1 7 – G3.2.1</p>		<p>Kagan Strategies for Team Building and Content Building</p>	<p>Charts and Graphs embedded into Daily Focus. Creating Charts and Graphs embedded into curriculum.</p>	<p>**See September</p>	<p>Activities: Annotated, Guided Reading, Cloze, Posters, Graphic Organizers, Essay, Notes Formative: Test Summative: Technological Presentation (Prezi/ Powerpoint)</p>