

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
September	<p>What is Social Studies? IB Unit</p> <p>Ch. 3 Population, Migration, Economics/ Political Systems</p>	<p><b>Activities:</b> - Primary/ Secondary Sources/ Interview, Calendar Systems, Timeline, Cloze, Poster Notes, Prezi, Graphic Organizers</p> <p><b>Formative:</b> Interviews, Ch Test</p> <p><b>Summative:</b></p>	<p><a href="#">CCSS.ELA-LITERACY.RH.6-8.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.8</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.C</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.D</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.E</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.9</a></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>*See Below</p>	<p><b>Curriculum Objectives:</b></p> <p><b>Lesson 3</b> - 7-H1.2.4  <b>CCSS</b> - WHST.6-8.4, 8, 10  <b>Lesson 4</b> - 6 and 7 - H1.2.1; H1.2.2; H1.2.3; H1.2.4  <b>CCSS</b> RH.6-8.1, 2, 4, 6, 8, 9, and 10; WHST.6-8.9, 10  <b>Lesson 5</b> - 6 and 7 - H1.2.1  <b>CCSS</b> - RH.6-8.4 and 5; WHST.6-8.10  <b>Lesson 6</b> - 6 and 7 - H1.2.1; H1.2.4  <b>CCSS</b> - RH.6-8.2, 4, and 10; WHST.6-8.7, 9, and 10  <b>Lesson 7</b> - 6 and 7 - H1.4.1  <b>CCSS</b> - RH.6-8.1, 4, and 10  <b>Lesson 8</b> - 6 and 7 - H1.1.1; H1.1.2  <b>CCSS</b> - RH.6-8.2, 4, and 10  <b>Lesson 9</b> - 6 and 7 H1.4.2; G1.2.2; G1.2.6; G1.3.3; G2.2.3  <b>CCSS</b> - RH.6-8.1, 4, and 7; WHST.6-8.10  <b>Lesson 10</b> - 7-H1; 7-H1.2.1  <b>CCSS</b> - RH.6-8.1, 2, 4, 5, 6, and 8; WHST.6-8.4, 9 and 10  <b>Lesson 11</b> - 7 - H1.2.1; H1.2.2; H1.2.3; H1.2.4; H1.2.5  <b>CCSS</b> - RH: 6-8.1, 2, 4, 5, 6, 8, 9; WHST: 6-8.1b, 4, 9, 10</p> <p><b>IB Criterion/Strands:</b>  <b>CRITERION A: Knowing and Understanding</b>  i. use a range of terminology in context  <b>CRITERION D: Thinking Critically</b></p>

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<p><b>October</b></p>	<p>Ch. 4 - Cultures</p> <p>Early History IB Unit → Mesopotamia, Babylonia, Assyria</p>	<p><b>Activities:</b> Migration Push/Pull Poster History Notebook, 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><b>Formative:</b> Create a Culture History Notebook, Create Biomes Poster</p> <p><b>Summative:</b> Chapter Test, Hunter/ Gather → Ag. Revolution Project Planet Earth Project (GRASPS)</p>	<p><a href="#">CCSS.ELA-LITERACY.W.7.1.0</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.6</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.7</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.8</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.9</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a></p>	<p><b>COMMUNICATION - Using Reading, Writing, and Using Language to Gather and Communication info.</b> Students must paraphrase accurately and concisely.</p> <p><b>THINKING - Critical Thinking Skills</b> “In order for the student to Students must be able to draw reasonable conclusions and generalizations.</p> <p><b>RESEARCH SKILLS - Information Lit Skills</b> Students must Collect and analyse data to identify solutions and make informed decisions.</p>	<p>i. analyze concepts, issues, models, visual representation and/or theories</p> <p>iii. analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations</p> <p><b>Curriculum Objectives:</b> Explain why and how historians use eras and periods as constructs to organize and <i>H1.1.1</i> explain human activities over time. Explain how historians use a variety of sources to explore the past <i>H1.2.2</i> 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. <i>H1.2.3</i> Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. <i>H1.2.4</i> Compare and evaluate competing historical perspectives about the past based on proof. <i>7 – H1.2.5:</i> Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. <i>H1.4.1</i> Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). <i>H1.4.2:</i> Describe and use themes of history to study patterns of change and continuity. <i>H1.4.3</i> Use historical perspective to analyze global issues faced by humans long ago and today. <i>7 – W1.1.1:</i> Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, and Asia) and adapted to a variety of environments.</p>

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			<p><a href="#">CCSS.ELA-LITERACY.W.7.1.C</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.D</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.E</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.3</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.0</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.5</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.6</a></p>	<p><b>COMMUNICATION</b>  <b>- Using Reading, Writing, and Using Language to Gather and Communication info.</b>          Students must Paraphrase accurately and concisely.</p> <p><b>SELF-MANAGEMENT</b>  <b>- Organizational Skills, Study Practices and Attitudes Towards Work</b>          Students must Use appropriate strategies for organizing complex information.</p> <p><b>THINKING</b>  <b>- Critical Thinking Skills</b>          Students must Consider ideas from multiple perspectives.</p> <p>*See Below</p>	<p>6 - <i>W1.1.2:</i> Examine the lives of hunting and gathering people during the earliest eras of human societies (tools and weapons, language, fire).</p> <p>7 - <i>W1.1.2:</i> Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.</p> <p>7 – <i>W1.2.1:</i> 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 growing season).]</p> <p>6 – <i>W1.2.3:</i> Explain the impact of the Agricultural Revolution (stable food supply, surplus,</p> <p>7 – <i>W1.2.2:</i> population growth, trade, division of labor, development of settlements).</p> <p>7 – <i>W1.2.3:</i> Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yellow., Indus River Valley, Tigris/Euphrates, and Nile).</p> <p>6 – <i>W2.1.1:</i> Explain how the environment favored hunter gatherer, pastoral, and small scale agriculture ways of life in different parts of the world</p> <p>7 – <i>W2.1.1:</i> Describe the importance of the development of human language, oral and written, and its relationship to the development of culture</p> <ul style="list-style-type: none"> <li>· Verbal vocalizations</li> <li>· Standardization of physical (rock, bird) and abstract (love, fear) words</li> <li>· Pictographs to abstract writing (governmental administration, laws, codes, history and artistic expression).</li> </ul> <p>6 – <i>W2.1.2:</i> Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).</p> <p>7 – <i>W2.1.2:</i> 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, Yellow River[4], Nile River, Indus River).</p> <p>6 – <i>W2.1.3:</i> Use multiple sources of evidence to</p>
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					<p>describe how the culture of early people reflected the geography and natural resources available.[5]</p> <p>7 – W2.1.3: Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>6 – W2.1.4: Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).</p> <p>7 – W2.1.4: Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).</p> <p>7 – W2.1.5: Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.</p> <p>6 – W3.1.1: Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.[6]</p> <p>6 – W3.1.2: Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).</p> <p>7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>7 – G1.2.1: Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>6 - G1.2.4: Use observations from air photos, photographs (print and CD), film (VCR and DVD),</p> <p>7 – G1.2.3: as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 and 7 Apply the skills of geographic inquiry (asking geographic questions, acquiring</p>
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					<p><i>G1.2.6:</i> geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p><i>6 and 7</i> Explain the locations and distributions of physical and human characteristics of Earth <i>G1.3.2:</i> by using knowledge of spatial patterns.</p> <p><i>6 and 7</i> Explain the different ways in which places are connected and how those</p> <p><i>G1.3.3:</i> connections demonstrate interdependence and accessibility.</p> <p><i>6 and 7</i> Describe the landform features and the climate of the region (within the Western or</p> <p><i>G2.1.1:</i> Eastern Hemispheres) under study. [7]</p> <p><i>6 and 7</i> Describe the human characteristics of the region under study (including languages,</p> <p><i>G2.2.1:</i> religion, economic system, governmental system, cultural traditions).</p> <p><i>6 and 7</i> Explain that communities are affected positively or negatively by changes in</p> <p><i>G2.2.2:</i> technology.[8]</p> <p><i>6 – G3.2.2:</i> Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p><i>7 – G3.2.2:</i> Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology.[9]</p> <p><i>6 and 7</i></p> <p><i>G4.1.1:</i> Identify and explain examples of cultural diffusion within the world.[10]</p> <p><i>6 and 7</i> Identify places in the world that have</p>
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					<p>been modified to be suitable for settlement by</p> <p><i>G4.3.1:</i> describing the modifications that were necessary (e.g., Nile River irrigation).[11]</p> <p><i>6 and 7</i> Describe patterns of settlement by using historical and modern maps.<sup>[12]</sup></p> <p><i>G4.3.2:</i></p> <p><i>6 and 7</i> Identify and explain factors that contribute to conflict and cooperation between and</p> <p><i>G4.4.1:</i> among cultural groups (e.g., natural resources, power, culture, wealth).[13]</p> <p><i>6 – G5.1.3:</i> Identify the ways in which human-induced changes in the physical environment in one place can causes changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p><b>IB Criterion/Strands</b></p> <p><b>Criterion A</b></p> <p>i. use a range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.</p> <p><b>Criterion B</b></p> <p>iii. Use methods to collect and record relevant information</p> <p><b>Criterion C</b></p> <p>i. communicate information and ideas in a way that is appropriate for the audience and purpose</p> <p>ii. structure information and ideas according to the task instructions</p> <p><b>Criterion D</b></p> <p>iv. Recognize different perspectives and explain their implications</p>
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<b>November</b>	Con't Early History <b>IB Unit</b> → Mesopotamia, Babylonia, Assyria	<b>Activities:</b> See October  <b>Formative:</b> See October <b>Summative:</b> See October	See October	See October *See Below	Curriculum Objectives: See October  IB Criterion/Strands: See October
<b>Month</b>	<b>IB Unit/Topic</b>	<b>Assessments and Activities</b>	<b>CCR and CCW</b>	<b>Approaches to Learning</b>	<b>Curriculum Standards and IB Criterion and Strands</b>
<b>December</b>	European Colonization of Africa ( <b>IB Unit</b> )	<b>Activities:</b> Notes, Graphic Organizers, Posters  <b>Formative:</b> Mad Scramble for Africa Book, Africa Geo/ Land Use, Nat Resources Test  <b>Summative:</b> Africa Country Cut-Up	<a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.8</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a>  <a href="#">CCSS.ELA-LITERACY.W.7.1.B</a>  <a href="#">CCSS.ELA-LITERACY.W.7.1.C</a>  <a href="#">CCSS.ELA-LITERACY.W.7.1.D</a>  <a href="#">CCSS.ELA-LITERACY.W.7.1.E</a>  <a href="#">CCSS.ELA-LITERACY.W.7.2</a> A-F	Students must make connections between various forms of information ( <b>Research/Information Literacy</b> ). <b>Information Literacy Skills.</b>  Students must use appropriate forms of writing for different purposes and audiences. <b>(Communication) Communication Skills</b>  Students must make inferences and draw conclusions. <b>(Communication) Communication Skills</b> Students must consider ideas from multiple perspectives. <b>(Thinking/ Critical Thinking) Critical Thinking Skills</b>  *See Below	<b>Curriculum Objectives:</b> 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. 7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas. 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales. 7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere. 7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. 7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns. 7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.  <b>IB Criterion/Strands:</b>

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			<a href="#">CCSS.ELA-LITERACY.W.7.1.0</a>  <a href="#">CCSS.ELA-LITERACY.W.7.4</a>  <a href="#">CCSS.ELA-LITERACY.W.7.5</a>  <a href="#">CCSS.ELA-LITERACY.W.7.6</a>		<p><b>A. Knowing and Understanding (ii)</b></p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p><b>C. Communicating (ii)</b></p> <p>ii. structure information and ideas in a way that is appropriate to the specified format</p> <p><b>D. Thinking Critically (ii.)</b></p> <p>ii. synthesize information to make valid arguments :</p>
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
January	Ancient Egypt  Ancient China (IB Unit)	<p><b>Activities:</b> Notes, Graphic Organizers, Posters, Cloze, Pyramids, Annotation, Prezis, Maps</p> <p><b>Formative:</b> Chapter Tests</p> <p><b>Summative:</b> - Informational Poster on Ancient Egypt - Chinese Inventions Essay</p>	<a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.8</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a>  <a href="#">CCSS.ELA-LITERACY.W.7.1.A</a>  <a href="#">CCSS.ELA-LITERACY.W.7.1.B</a>	<p>Students must develop contrary or opposing arguments. (Thinking) <b>Cluster</b> - Critical Thinking skills creative-thinking skills. Transfer Skills</p> <p>Students must be able to collect, record, and verify data. (Research/ Information Literacy). Information Literacy Skills.</p> <p>Students must be able to create references and citation, use footnotes and endnotes and construct a bibliography according to recognized</p>	<p><b>Curriculum Objectives:</b></p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.</p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments</p> <p>7 – W1.2.1 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)</p> <p>7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations</p>



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<b>February</b>	- Finish Ancient China  - Ancient India	<b>Activities:</b> Maps, Prezis, Notes  <b>Formative:</b> Country Research  <b>Summative:</b> Research Brochure	<a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a>  <a href="#">CCSS.ELA-LITERACY.W.7.1.C</a>  <a href="#">CCSS.ELA-LITERACY.W.7.1.D</a>  <a href="#">CCSS.ELA-LITERACY.W.7.1.E</a>  <a href="#">CCSS.ELA-LITERACY.W.7.7</a>  <a href="#">CCSS.ELA-LITERACY.W.7.8</a>	<b>See January</b> *See Below	<b>Curriculum Objectives:</b> See January  <b>IB Criterion/Strands:</b> See January
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
<b>March</b>	- Finish India  - Religion Unit (IB)	<b>Activities:</b> Annotate, Guided Reading, Prezis, Research, Notes  <b>Formative:</b> Chapter Test, Religion Review Book  <b>Summative:</b> Compare/ Contrast	<a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.8</a>	Students must use memory techniques to develop long-term memory. (Research/Information Literacy)  Students must present information	<b>Curriculum Objectives:</b> 7 – W3.2.1 Identify and describe the beliefs of the five major world religions.  7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.  7 – W3.2.3 Identify and describe the ways that religions unified

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			<p><a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.C</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.D</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.E</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.0</a></p>	<p>in a variety of formats and platforms. (Research/ Information Literacy)</p> <p>Students must locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media. (Research/ Media Literacy).</p> <p>Students must use appropriate strategies for organizing complex information. (Self-Management/ Organization)</p> <p>Students must use appropriate strategies for organizing complex information. (Self-Management/ Organization)</p> <p>Students must collect and analyze data to identify solutions and make informed decisions. (Research/ Information Literacy)</p>	<p>people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6, p. 73)</p> <p><b>IB Criterion/Strands:</b></p> <p><b>Criterion B</b></p> <p>iii. Use methods to collect and record relevant information</p> <p><b>Criterion D</b></p> <p>i. Analyze concepts, issues, models, visual representation and/or theories</p> <p>ii. Summarize information to make valid, well-supported arguments</p> <p>iv. Recognize different perspectives and explain their implications.</p>
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				<p>Students must draw reasonable conclusions and generalizations. (Thinking/ Critical Thinking)</p> <p>Students must practice flexible thinking - develop multiple opposing, contradictory and complementary arguments. (Thinking/ Creative Thinking).</p>	
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
April	<p>- Ancient Greece</p> <p>- Timelines</p>	<p><b>Activities:</b> Annotated, Guided Reading, Cloze, Posters, Graphic Organizers</p> <p><b>Formative:</b> Essay</p> <p><b>Summative:</b> Greece Independent Project, Timeline, Test</p>	<p><a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.C</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.D</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.E</a></p> <p><a href="#">CCSS.ELA-</a></p>	*See Below	<p><b>Curriculum Objectives:</b></p> <p>7 – 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>7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.</p> <p>7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries). 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</p>

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Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
			<a href="#">LITERACY.W.7.10</a>		<p>geographic characteristics and the development of early empires. 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire. 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>7 – W3.1.10 Create a timeline that illustrates the rise and fall of classical empires during the classical period.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study</p> <p><b>IB Criterion/Strands:</b></p>
<b>May</b>	<p>Ancient Rome (IB)</p> <p>Medieval Times</p> <p>Renaissance</p> <p>Native Americans (IB)</p>	<p><b>Activities:</b> Annotated, Guided Reading, Cloze, Posters, Graphic Organizers</p> <p><b>Formative:</b> Chapter Tests, Family Shields, PowerPoint/ Prezi, Compare/ Contrast</p> <p><b>Summative:</b> Research Essay</p>	<p><a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.C</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.D</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.</a></p>	<p>Students must use and interpret a range of discipline-specific terms and symbols. (Communication)</p> <p>Communication Skills.</p> <p>Students must Structure information in summaries, essays and reports. (Communication)</p> <p>Communication Skills</p> <p>Students must seek a range of perspectives from multiple and varied sources.</p>	<p><b>Curriculum Objectives:</b></p> <p>7 – 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>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today</p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of</p>

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			<p><a href="#">7.1.E</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.5</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.6</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.10</a></p>	<p>(Research/ Media Literacy) Media Literacy Skills</p> <p>Students must keep an organized and logical system of information files/notebooks. (Self-management/ Organization) Organization Skills</p> <p>*See Below</p>	<p>environments.</p> <p>7 – W1.2.1 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).</p> <p>7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (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.</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p> <p>7 – E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).</p> <p>6- W1.1.1 Describe the early migrations of people among Earth’s continents (including the Beringa Land Bridge).</p> <p>6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons,</p>
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					<p>language, fire).</p> <p><b>IB Criterion/Strands:</b>  <b>A. Knowing and Understanding (i and ii )</b></p> <p>i. use terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p><b>B. Investigating (I and iii)</b></p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>iii. use research methods to collect and record relevant information</p>
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
June	Maya, Aztec, Inca Cultures	<p><b>Activities:</b> Annotated, Guided Reading, Cloze, Posters, Graphic Organizers, Essay, Notes</p> <p><b>Formative:</b> Test</p> <p><b>Summative:</b> Technological Presentation (Prezi/ Powerpoint)</p>	<p><a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.B</a></p> <p><a href="#">CCSS.ELA-</a></p>	*See Below	<p><b>Curriculum Objectives:</b>  <b>IB Criterion/Strands:</b></p> <p>6- W1.1.1 Describe the early migrations of people among Earth’s continents (including the Beringa Land Bridge).</p> <p>6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).</p> <p>6 – W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.</p>

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			<p><a href="#">LITERACY.W.7.1.C</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.D</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.E</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.Q</a></p>	<p>6 – W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).</p> <p>6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.</p> <p>6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – W1.2.2 Describe 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 growing season).</p> <p>6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).</p> <p>6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).</p> <p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including</p>
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					global, interregional, regional, and local scales.  7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
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## Approaches to Learning

### Unit 1: What is Social Studies?

• Give and receive meaningful feedback
• Use a variety of speaking techniques to communicate with a variety of audiences
• Use appropriate forms of writing for different purposes and audiences
• Interpret and use effectively modes of non-verbal communication
• Collaborate with peers and experts using a variety of digital environments and media
• Share ideas with multiple audiences using a variety of digital environments and media
• Read critically and for comprehension

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• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Write for different purposes
•
• Paraphrase accurately and concisely
• Preview and skim texts to build understanding
• Take effective notes in class
• Make effective summary notes for studying
• Use a variety of organizers for academic writing tasks
• Organize and depict information logically

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- Structure information in summaries, essays and reports

Collaborative Skills

- Take responsibility for one's own actions

- Give and receive meaningful feedback

Organizational Skills, Study Practices and Attitudes Towards Work

- Plan short- and long-term assignments; meet deadlines

- Create plans to prepare for summative assessments (examinations and performances)

- Keep and use a weekly planner for assignments

- Bring necessary equipment and supplies to class

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• Keep an organized and logical system of information files/notebooks
• Use appropriate strategies for organizing complex information

Affective Skills

— Practice managing self-talk			
— Practice positive thinking			
• Resilience			
— Practice dealing with disappointment and unmet expectations			
— Practice dealing with change			

REFLECTION SKILLS

• Develop new skills, techniques and strategies for effective learning			
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• Identify strengths and weaknesses of personal learning strategies (self-assessment)			
• Demonstrate flexibility in the selection and use of learning strategies			
• Consider content			
— What did I learn about today?			
— What don't I yet understand?			
— What questions do I have now?			
• Consider ATL skills development			
— What can I already do?			
— How can I share my skills to help peers who need more practice?			
— What will I work on next?			
• Consider personal learning strategies			
— What can I do to become a more efficient and effective learner?			

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— What factors are important for helping me learn well?

INFORMATION KITERACY SKILLS

<b>Finding, interpreting, judging and creating information</b>			
• Collect, record and verify data			
•			
• Make connections between various sources of information			
•			
• Use memory techniques to develop long-term memory			
• Present information in a variety of formats and platforms			
• Understand and use technology systems			
• Use critical-literacy skills to analyse and interpret media communications			

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• Identify primary and secondary sources				
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MEDIA LITERACY SKILLS

<b>Interacting with media to use and create ideas and information</b>				
• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)				

CRITICAL THINKING SKILLS

<b>Analysing and evaluating issues and ideas</b>				
• Gather and organize relevant information to formulate an argument				
• Recognize unstated assumptions and bias				
• Interpret data				
• Evaluate evidence and arguments				

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• Draw reasonable conclusions and generalizations				
• Revise understanding based on new information and evidence				
• Consider ideas from multiple perspectives				
• Identify obstacles and challenges				

CREATIVE THINKING SKILLS

<b>Generating novel ideas and considering new perspectives</b>				
• Consider multiple alternatives, including those that might be unlikely or impossible				
• Make unexpected or unusual connections between objects and/or ideas				
• Create original works and ideas; use existing works and ideas in new ways				
• Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments				

TRANSFER SKILLS



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<b>Using skills and knowledge in multiple contexts</b>			
• Use effective learning strategies in subject groups and disciplines			
• Inquire in different contexts to gain a different perspective			
• Make connections between subject groups and disciplines			
• Change the context of an inquiry to gain different perspectives			

**Unit 2: Earth’s Human Geography – (Pop., Migration, Econ. Systems, Political Systems)**

• Use intercultural understanding to interpret communication
• Use a variety of media to communicate with a range of audiences
• Interpret and use effectively modes of non-verbal communication
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension

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• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Write for different purposes
• Paraphrase accurately and concisely
• Preview and skim texts to build understanding
• Take effective notes in class
• Make effective summary notes for studying
• Use a variety of organizers for academic writing tasks
• Organize and depict information logically

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- Structure information in summaries, essays and reports

#### Collaborative Skills

- Take responsibility for one's own actions

- Give and receive meaningful feedback

#### Organizational Skills, Study Practices and Attitudes Towards Work

- Plan short- and long-term assignments; meet deadlines

- Plan strategies and take action to achieve personal and academic goals

- Bring necessary equipment and supplies to class

#### Affective Skills

- Self-motivation

- Practice analysing and attributing causes for failure

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— Practice positive thinking	■	■	■
• Resilience			
— Practice “bouncing back” after adversity, mistakes and failures	■	■	■
— Practice “failing well”	■	■	■
— Practice dealing with disappointment and unmet expectations	■	■	■

#### REFLECTION SKILLS

• Develop new skills, techniques and strategies for effective learning	■	■	■
• Consider content			
— What did I learn about today?	■	■	■
— What don't I yet understand?	■	■	■
— What questions do I have now?	■	■	■
• Consider ATL skills development			

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— What can I already do?			
— How can I share my skills to help peers who need more practice?			
— What will I work on next?			
• Consider personal learning strategies			
— What can I do to become a more efficient and effective learner?			
— How can I become more flexible in my choice of learning strategies?			
— What factors are important for helping me learn well?			

INFORMATION LITERACY SKILLS

<b>Finding, interpreting, judging and creating information</b>			
• Access information to be informed and inform others			
• Make connections between various sources of information			

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• Use memory techniques to develop long-term memory				
• Present information in a variety of formats and platforms				
• Understand and use technology systems				

CRITICAL THINKING SKILLS

<b>Analysing and evaluating issues and ideas</b>				
• Recognize unstated assumptions and bias				
• Interpret data				
• Draw reasonable conclusions and generalizations				

CREATIVE THINKING SKILLS

<b>Generating novel ideas and considering new perspectives</b>				
• Generate metaphors and analogies				

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TRANSFER SKILLS

<b>Using skills and knowledge in multiple contexts</b>			
• Use effective learning strategies in subject groups and disciplines			
• Inquire in different contexts to gain a different perspective			
• Make connections between subject groups and disciplines			
• Change the context of an inquiry to gain different perspectives			

**Unit 3:** Cultures of the World – (Understanding Culture, Culture and Society, Cultural Change)

<b>Exchanging thoughts, messages and information effectively through interaction</b>			
• Give and receive meaningful feedback			
• Use intercultural understanding to interpret communication			
• Use a variety of speaking techniques to communicate with a variety of audiences			

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• Use appropriate forms of writing for different purposes and audiences			
• Use a variety of media to communicate with a range of audiences			
• Interpret and use effectively modes of non-verbal communication			
• Negotiate ideas and knowledge with peers and teachers			
• Participate in, and contribute to, digital social media networks			
• Collaborate with peers and experts using a variety of digital environments and media			
• Share ideas with multiple audiences using a variety of digital environments and media			
<b>Reading, writing and using language to gather and communicate information</b>			
• Read critically and for comprehension			
• Read a variety of sources for information and for pleasure			
• Make inferences and draw conclusions			



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• Use and interpret a range of discipline-specific terms and symbols			
• Write for different purposes			
• Understand and use mathematical notation			
• Paraphrase accurately and concisely			
• Preview and skim texts to build understanding			
• Take effective notes in class			
• Make effective summary notes for studying			
• Use a variety of organizers for academic writing tasks			
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
• Organize and depict information logically			
• Structure information in summaries, essays and reports			

Collaborative Skills

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• Use social media networks appropriately to build and develop relationships
• Practice empathy
• Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one's own actions
• Manage and resolve conflict, and work collaboratively in teams
• Build consensus
• Make fair and equitable decisions
• Listen actively to other perspectives and ideas
• Negotiate effectively
• Encourage others to contribute
• Exercise leadership and take on a variety of roles within groups

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- Give and receive meaningful feedback
- Advocate for one's own rights and needs

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively

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Affective Skills

• Mindfulness			
— Practice focus and concentration			
— Practice strategies to develop mental focus			
— Practice strategies to overcome distractions			
— Practice being aware of body–mind connections			
• Perseverance			
— Demonstrate persistence and perseverance			
— Practice delaying gratification			
• Emotional management			
— Practice strategies to overcome impulsiveness and anger			
— Practice strategies to prevent and eliminate bullying			

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— Practice strategies to reduce stress and anxiety			
• Self-motivation			
— Practice analysing and attributing causes for failure			
— Practice managing self-talk			
— Practice positive thinking			
• Resilience			
— Practice “bouncing back” after adversity, mistakes and failures			
— Practice “failing well”			
— Practice dealing with disappointment and unmet expectations			
— Practice dealing with change			

Reflection Skills

• Develop new skills, techniques and strategies for effective learning			
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• Identify strengths and weaknesses of personal learning strategies (self-assessment)			
• Demonstrate flexibility in the selection and use of learning strategies			
• Try new ATL skills and evaluate their effectiveness			
• Consider content			
— What did I learn about today?			
— What don't I yet understand?			
— What questions do I have now?			
• Consider ATL skills development			
— What can I already do?			
— How can I share my skills to help peers who need more practice?			
— What will I work on next?			
• Consider personal learning strategies			

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— What can I do to become a more efficient and effective learner?			
— How can I become more flexible in my choice of learning strategies?			
— What factors are important for helping me learn well?			
• Focus on the process of creating by imitating the work of others			
• Consider ethical, cultural and environmental implications			
• Keep a journal to record reflections			

Information Literacy Skills

<b>Finding, interpreting, judging and creating information</b>			
• Collect, record and verify data			
• Access information to be informed and inform others			
• Make connections between various sources of information			

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• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information			
• Use memory techniques to develop long-term memory			
• Present information in a variety of formats and platforms			
• Collect and analyse data to identify solutions and make informed decisions			
• Process data and report results			
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			
• Understand and use technology systems			
• Use critical-literacy skills to analyse and interpret media communications			
• Understand and implement intellectual property rights			
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions			
• Identify primary and secondary sources			



Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

Media Literacy Skills

<b>Interacting with media to use and create ideas and information</b>		
• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)		
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)		
• Make informed choices about personal viewing experiences		
• Understand the impact of media representations and modes of presentation		
• Seek a range of perspectives from multiple and varied sources		
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats		
• Compare, contrast and draw connections among (multi)media resources		

Critical Literacy Skills

<b>Analysing and evaluating issues and ideas</b>
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Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Practice observing carefully in order to recognize problems			
• Gather and organize relevant information to formulate an argument			
• Recognize unstated assumptions and bias			
• Interpret data			
• Evaluate evidence and arguments			
• Recognize and evaluate propositions			
• Draw reasonable conclusions and generalizations			
• Test generalizations and conclusions			
• Revise understanding based on new information and evidence			
• Evaluate and manage risk			
• Formulate factual, topical, conceptual and debatable questions			
• Consider ideas from multiple perspectives			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Develop contrary or opposing arguments			
• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding			
• Propose and evaluate a variety of solutions			
• Identify obstacles and challenges			
• Use models and simulations to explore complex systems and issues			
• Identify trends and forecast possibilities			
• Troubleshoot systems and applications			

Creative Thinking Skills

<b>Generating novel ideas and considering new perspectives</b>			
• Use brainstorming and visual diagrams to generate new ideas and inquiries			
• Consider multiple alternatives, including those that might be unlikely or impossible			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Create novel solutions to authentic problems			
• Make unexpected or unusual connections between objects and/or ideas			
• Design improvements to existing machines, media and technologies			
• Design new machines, media and technologies			
• Make guesses, ask “what if” questions and generate testable hypotheses			
• Apply existing knowledge to generate new ideas, products or processes			
• Create original works and ideas; use existing works and ideas in new ways			
• Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments			
• Practice visible thinking strategies and techniques			
• Generate metaphors and analogies			

Transfer

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

<b>Using skills and knowledge in multiple contexts</b>		
• Use effective learning strategies in subject groups and disciplines		
• Apply skills and knowledge in unfamiliar situations		
• Inquire in different contexts to gain a different perspective		
• Compare conceptual understanding across multiple subject groups and disciplines		
• Make connections between subject groups and disciplines		
• Combine knowledge, understanding and skills to create products or solutions		
• Transfer current knowledge to learning of new technologies		
• Change the context of an inquiry to gain different perspectives		

**Unit 4: Early History** (Neolithic, Paleolithic Stone Age, Bronze Age, Agri. Revolution, Technology), First Civilizations – SEE UNIT 1 ATL's

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

<b>Exchanging thoughts, messages and information effectively through interaction</b>			
• Give and receive meaningful feedback			
• Use intercultural understanding to interpret communication			
• Use a variety of speaking techniques to communicate with a variety of audiences			
• Use appropriate forms of writing for different purposes and audiences			
• Use a variety of media to communicate with a range of audiences			
• Interpret and use effectively modes of non-verbal communication			
• Negotiate ideas and knowledge with peers and teachers			
• Participate in, and contribute to, digital social media networks			
• Collaborate with peers and experts using a variety of digital environments and media			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Share ideas with multiple audiences using a variety of digital environments and media			
<b>Reading, writing and using language to gather and communicate information</b>			
• Read critically and for comprehension			
• Read a variety of sources for information and for pleasure			
• Make inferences and draw conclusions			
• Use and interpret a range of discipline-specific terms and symbols			
• Write for different purposes			
• Understand and use mathematical notation			
• Paraphrase accurately and concisely			
• Preview and skim texts to build understanding			
• Take effective notes in class			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Make effective summary notes for studying			
• Use a variety of organizers for academic writing tasks			
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
• Organize and depict information logically			
• Structure information in summaries, essays and reports			

#### Collaborative Skills

• Use social media networks appropriately to build and develop relationships
• Practice empathy
• Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one's own actions



Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Manage and resolve conflict, and work collaboratively in teams
• Build consensus
• Make fair and equitable decisions
• Listen actively to other perspectives and ideas
• Negotiate effectively
• Encourage others to contribute
• Exercise leadership and take on a variety of roles within groups
• Give and receive meaningful feedback
• Advocate for one's own rights and needs

• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)




Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks
• Use appropriate strategies for organizing complex information
• Select and use technology effectively and productively

Affective Skills

• Mindfulness	
— Practice focus and concentration	
— Practice strategies to develop mental focus	
— Practice strategies to overcome distractions	

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

— Practice being aware of body–mind connections				
• Perseverance				
— Demonstrate persistence and perseverance				
— Practice delaying gratification				
• Emotional management				
— Practice strategies to overcome impulsiveness and anger				
— Practice strategies to prevent and eliminate bullying				
— Practice strategies to reduce stress and anxiety				
• Self-motivation				
— Practice analysing and attributing causes for failure				
— Practice managing self-talk				
— Practice positive thinking				

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Resilience			
— Practice “bouncing back” after adversity, mistakes and failures			
— Practice “failing well”			
— Practice dealing with disappointment and unmet expectations			
— Practice dealing with change			

Reflection Skills

• Develop new skills, techniques and strategies for effective learning			
• Identify strengths and weaknesses of personal learning strategies (self-assessment)			
• Demonstrate flexibility in the selection and use of learning strategies			
• Try new ATL skills and evaluate their effectiveness			
• Consider content			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

— What did I learn about today?			
— What don't I yet understand?			
— What questions do I have now?			
• Consider ATL skills development			
— What can I already do?			
— How can I share my skills to help peers who need more practice?			
— What will I work on next?			
• Consider personal learning strategies			
— What can I do to become a more efficient and effective learner?			
— How can I become more flexible in my choice of learning strategies?			
— What factors are important for helping me learn well?			
• Focus on the process of creating by imitating the work of others			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Consider ethical, cultural and environmental implications			
• Keep a journal to record reflections			

Information Literacy Skills

<b>Finding, interpreting, judging and creating information</b>			
• Collect, record and verify data			
• Access information to be informed and inform others			
• Make connections between various sources of information			
• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information			
• Use memory techniques to develop long-term memory			
• Present information in a variety of formats and platforms			
• Collect and analyse data to identify solutions and make informed decisions			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Process data and report results			
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			
• Understand and use technology systems			
• Use critical-literacy skills to analyse and interpret media communications			
• Understand and implement intellectual property rights			
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions			
• Identify primary and secondary sources			

Media Literacy Skills

<b>Interacting with media to use and create ideas and information</b>			
• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Demonstrate awareness of media interpretations of events and ideas (including digital social media)			
• Make informed choices about personal viewing experiences			
• Understand the impact of media representations and modes of presentation			
• Seek a range of perspectives from multiple and varied sources			
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats			
• Compare, contrast and draw connections among (multi)media resources			

Critical Literacy Skills

<b>Analysing and evaluating issues and ideas</b>			
• Practice observing carefully in order to recognize problems			
• Gather and organize relevant information to formulate an argument			



Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Recognize unstated assumptions and bias			
• Interpret data			
• Evaluate evidence and arguments			
• Recognize and evaluate propositions			
• Draw reasonable conclusions and generalizations			
• Test generalizations and conclusions			
• Revise understanding based on new information and evidence			
• Evaluate and manage risk			
• Formulate factual, topical, conceptual and debatable questions			
• Consider ideas from multiple perspectives			
• Develop contrary or opposing arguments			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding			
• Propose and evaluate a variety of solutions			
• Identify obstacles and challenges			
• Use models and simulations to explore complex systems and issues			
• Identify trends and forecast possibilities			
• Troubleshoot systems and applications			

Creative Thinking Skills

<b>Generating novel ideas and considering new perspectives</b>			
• Use brainstorming and visual diagrams to generate new ideas and inquiries			
• Consider multiple alternatives, including those that might be unlikely or impossible			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Create novel solutions to authentic problems			
• Make unexpected or unusual connections between objects and/or ideas			
• Design improvements to existing machines, media and technologies			
• Design new machines, media and technologies			
• Make guesses, ask “what if” questions and generate testable hypotheses			
• Apply existing knowledge to generate new ideas, products or processes			
• Create original works and ideas; use existing works and ideas in new ways			
• Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments			
• Practice visible thinking strategies and techniques			
• Generate metaphors and analogies			

Transfer

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

<b>Using skills and knowledge in multiple contexts</b>		
• Use effective learning strategies in subject groups and disciplines		
• Apply skills and knowledge in unfamiliar situations		
• Inquire in different contexts to gain a different perspective		
• Compare conceptual understanding across multiple subject groups and disciplines		
• Make connections between subject groups and disciplines		
• Combine knowledge, understanding and skills to create products or solutions		
• Transfer current knowledge to learning of new technologies		
• Change the context of an inquiry to gain different perspectives		

Unit 5: Africa

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

<b>Exchanging thoughts, messages and information effectively through interaction</b>			
• Give and receive meaningful feedback			
• Use appropriate forms of writing for different purposes and audiences			
<b>Reading, writing and using language to gather and communicate information</b>			
• Read critically and for comprehension			
• Make inferences and draw conclusions			
• Paraphrase accurately and concisely			
• Preview and skim texts to build understanding			
• Take effective notes in class			
• Organize and depict information logically			
• Structure information in summaries, essays and reports			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

Collaborative Skills

• Help others to succeed

• Plan short- and long-term assignments; meet deadlines

Affective Skills

• Mindfulness			
— Practice focus and concentration		green	red
— Practice strategies to develop mental focus		light blue	green
— Practice strategies to overcome distractions		light blue	green
— Practice being aware of body–mind connections		light blue	red

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Perseverance			
— Demonstrate persistence and perseverance			
— Practice delaying gratification			
• Resilience			
— Practice “bouncing back” after adversity, mistakes and failures			
— Practice “failing well”			
— Practice dealing with disappointment and unmet expectations			
— Practice dealing with change			

Reflection Skills

• Consider content			
— What did I learn about today?			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

— What don't I yet understand?			
— What questions do I have now?			

Information Literacy Skills

<b>Finding, interpreting, judging and creating information</b>			
• Collect, record and verify data			
• Collect and analyse data to identify solutions and make informed decisions			

Critical Literacy Skills

• Gather and organize relevant information to formulate an argument			
• Interpret data			
• Draw reasonable conclusions and generalizations			

Creative Thinking Skills



Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Use brainstorming and visual diagrams to generate new ideas and inquiries				
• Consider multiple alternatives, including those that might be unlikely or impossible				
• Make guesses, ask “what if” questions and generate testable hypotheses				
• Create original works and ideas; use existing works and ideas in new ways				
• Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments				

Transfer

• Combine knowledge, understanding and skills to create products or solutions				
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**Unit 6:** Interacting with our Environment – Natural Resources, Land Use, People’s Effect of the Enviro.

**Exchanging thoughts, messages and information effectively through interaction**

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Give and receive meaningful feedback			
• Share ideas with multiple audiences using a variety of digital environments and media			
<b>Reading, writing and using language to gather and communicate information</b>			
• Read critically and for comprehension			
• Make inferences and draw conclusions			
• Paraphrase accurately and concisely			
• Preview and skim texts to build understanding			
• Take effective notes in class			
• Make effective summary notes for studying			
• Structure information in summaries, essays and reports			

Collaborative Skills

• Make fair and equitable decisions
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Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

- Listen actively to other perspectives and ideas

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class

Reflection Skills

- |   |       |       |
|---|-------|-------|
| • Develop new skills, techniques and strategies for effective learning                | Green | Red   |
| • Identify strengths and weaknesses of personal learning strategies (self-assessment) | Green | Red   |
| • Demonstrate flexibility in the selection and use of learning strategies             | Blue  | Green |
| • Consider content  |       |       |
| — What did I learn about today?   | Green | Red   |
| — What don't I yet understand?  | Green | Red   |

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

— What questions do I have now?

Information Literacy Skills

<b>Finding, interpreting, judging and creating information</b>			
• Collect, record and verify data			
• Present information in a variety of formats and platforms			
• Process data and report results			
• Identify primary and secondary sources			

Critical Literacy Skills

<b>Analysing and evaluating issues and ideas</b>			
• Practice observing carefully in order to recognize problems			
• Gather and organize relevant information to formulate an argument			



Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

**Unit 7) Classic Eastern Civilizations Greece**

<b>Exchanging thoughts, messages and information effectively through interaction</b>			
• Give and receive meaningful feedback			
<b>Reading, writing and using language to gather and communicate information</b>			
• Read critically and for comprehension			
• Make inferences and draw conclusions			
• Write for different purposes			
• Paraphrase accurately and concisely			
• Preview and skim texts to build understanding			
• Take effective notes in class			
• Make effective summary notes for studying			
• Organize and depict information logically			

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

- Structure information in summaries, essays and reports

#### Collaborative Skills

- Help others to succeed

- Take responsibility for one's own actions

- Plan short- and long-term assignments; meet deadlines

- Create plans to prepare for summative assessments (examinations and performances)

- Bring necessary equipment and supplies to class

- Keep an organized and logical system of information files/notebooks

- Use appropriate strategies for organizing complex information

#### Reflection Skills

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Consider content		
— What did I learn about today?	■	■
— What don't I yet understand?	■	■
— What questions do I have now?	■	■
• Consider personal learning strategies		
— What can I do to become a more efficient and effective learner?	■	■
— How can I become more flexible in my choice of learning strategies?	■	■
— What factors are important for helping me learn well?	■	■

Information Literacy Skills

<b>Finding, interpreting, judging and creating information</b>		
• Use memory techniques to develop long-term memory	■	■

Critical Literacy Skills



Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

<b>Analysing and evaluating issues and ideas</b>			
• Evaluate evidence and arguments	Light Blue	Green	Green
• Draw reasonable conclusions and generalizations	Green	Green	Red
• Revise understanding based on new information and evidence	Light Blue	Green	Red

**Unit 8) Religion**

<b>Exchanging thoughts, messages and information effectively through interaction</b>			
• Give and receive meaningful feedback	Green	Green	Red
• Use intercultural understanding to interpret communication	Green	Green	Red
<b>Reading, writing and using language to gather and communicate information</b>			
• Read critically and for comprehension	Light Blue	Green	Green

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Make inferences and draw conclusions			
• Use and interpret a range of discipline-specific terms and symbols			
• Paraphrase accurately and concisely			
• Preview and skim texts to build understanding			
• Take effective notes in class			
• Make effective summary notes for studying			
• Use a variety of organizers for academic writing tasks			
• Organize and depict information logically			
• Structure information in summaries, essays and reports			

#### Collaborative Skills

• Bring necessary equipment and supplies to class
• Use appropriate strategies for organizing complex information

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

Reflection Skills

• Consider content		
— What did I learn about today?	■	■
— What don't I yet understand?	■	■
— What questions do I have now?	■	■

Information Literacy Skills

<b>Finding, interpreting, judging and creating information</b>		
• Use memory techniques to develop long-term memory	■	■

Critical Literacy Skills

<b>Analysing and evaluating issues and ideas</b>		
• Interpret data	■	■

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Draw reasonable conclusions and generalizations				
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Unit 9) Classic Western Civilizations (**Early Canadians**, Native Americans, Aztec, Maya, Inca)

<b>Exchanging thoughts, messages and information effectively through interaction</b>				
• Give and receive meaningful feedback				
• Use intercultural understanding to interpret communication				
<b>Reading, writing and using language to gather and communicate information</b>				
• Read critically and for comprehension				
• Make inferences and draw conclusions				
• Use and interpret a range of discipline-specific terms and symbols				
• Paraphrase accurately and concisely				
• Preview and skim texts to build understanding				

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Take effective notes in class			
• Make effective summary notes for studying			
• Use a variety of organizers for academic writing tasks			
• Organize and depict information logically			
• Structure information in summaries, essays and reports			

Collaborative Skills

• Delegate and share responsibility for decision-making
• Take responsibility for one's own actions
• Listen actively to other perspectives and ideas

Information Literacy Skills

**Finding, interpreting, judging and creating information**

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Collect, record and verify data				
• Access information to be informed and inform others				
• Present information in a variety of formats and platforms				
• Understand and use technology systems				
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions				

Media Literacy Skills

<b>Interacting with media to use and create ideas and information</b>				
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats				

Critical Literacy Skills

<b>Analysing and evaluating issues and ideas</b>				
• Draw reasonable conclusions and generalizations				

Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Revise understanding based on new information and evidence			
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Unit 10) Medieval Times and the Renaissance

<b>Reading, writing and using language to gather and communicate information</b>			
• Read critically and for comprehension			
• Paraphrase accurately and concisely			
• Preview and skim texts to build understanding			
• Make effective summary notes for studying			
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
• Organize and depict information logically			

Collaborative Skills

• Plan short- and long-term assignments; meet deadlines
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Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

- Bring necessary equipment and supplies to class
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively

Reflection Skills

- Demonstrate flexibility in the selection and use of learning strategies
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?

Information Literacy Skills

**Finding, interpreting, judging and creating information**






Course: Individuals and Society

Grade Level: 7

Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall

• Create original works and ideas; use existing works and ideas in new ways



Transfer

**Using skills and knowledge in multiple contexts**

• Combine knowledge, understanding and skills to create products or solutions

