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Month	IB Unit/Topic	Assessments and	CCR and	Approaches to	Curriculum Standards and IB Criterion and
		Activities	ccw	Learning	Strands
Month	What is Social Studies? IB Unit Ch. 3 Population, Migration, Economics/ Political Systems			• •	
			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. 7.1.E		CCSS - RH.6-8.1, 4, and 7; WHST.6-8.10 Lesson 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 Lesson 11 - 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 IB Criterion/Strands: CRITERION A: Knowing and Understanding i. use a range of terminology in context CRITERION D: Thinking Critically

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			CCSS.ELA- LITERACY.W.7.1 0		i. analyze concepts, issues, models, visual representation and/or theories iii. analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations
Month	IB Unit/Topic	Assessments and	CCR and	Approaches to	Curriculum Standards and IB Criterion and
		Activities	CCW	Learning	Strands
October	Ch. 4 - Cultures Early History IB Unit → Mesopotamia, Babylonia, Assyria	Activities: 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 Formative: Create a Culture History Notebook, Create Biomes Poster Summative: Chapter Test, Hunter/ Gather → Ag. Revolution Project Planet Earth Project (GRASPS)	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- 8.9 CCSS.ELA- LITERACY.RH.6- 8.9 CCSS.ELA- LITERACY.RH.6- 8.10 CCSS.ELA- LITERACY.RH.6- 8.10	COMMUNICATION - Using Reading, Writing, and Using Language to Gather and Communication info. Students must paraphrase accurately and concisely. THINKING - Critical Thinking Skills "In order for the student to Students must be able to draw reasonable conclusions and generalizations. RESEARCH SKILLS - Information Lit Skills Students must Collect and analyse data to identify solutions and make informed decisions.	Curriculum Objectives: Explain why and how historians use eras and periods as constructs to organize and H1.1.1 explain human activities over time. Explain how historians use a variety of sources to explore the past 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. H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof. 7 – H1.2.5: Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. 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). H1.4.2:Describe and use themes of history to study patterns of change and continuity. H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today. 7 – W1.1.1: 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.

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CCSS.ELA- LITERACY 7.1.C CCSS.ELA- LITERACY 7.1.D CCSS.ELA- LITERACY 7.1.E CCSS.ELA- LITERACY 7.4 CCSS.ELA- LITERACY 7.4 CCSS.ELA- LITERACY 7.5 CCSS.ELA- LITERACY 7.5 CCSS.ELA- LITERACY 7.5	W. Using Reading, Writing, and Using Language to Gather and Communication info. Students must Paraphrase accurately and concisely. SELF-MANAGEMENT - Organizational Skills, Study Practices and Attitudes Towards Work Students must Use appropriate strategies for organizing complex information. THINKING - Critical Thinking Skills Students must Consider ideas from multiple perspectives.	6 - W1.1.2: Examine the lives of hunting and gathering people during the earliest eras of human societies (tools and weapons, language, fire). 7 - W1.1.2: Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. 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 growing season).] 6 - W1.2.3: Explain the impact of the Agricultural Revolution (stable food supply, surplus, 7 - W1.2.2: population growth, trade, division of labor, development of settlements). 7 - W1.2.3: 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). 6 - W2.1.1: Explain how the environment favored hunter gatherer, pastoral, and small scale agriculture ways of life in different parts of the world 7 - W2.1.1: Describe the importance of the development of human language, oral and written, and its relationship to the development of culture Verbal vocalizations Standardization of physical (rock, bird) and abstract (love, fear) words Pictographs to abstract writing (governmental administration, laws, codes, history and artistic expression). 6 - W2.1.2: Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). 7 - W2.1.2: Use historical and modern maps and other
		specialized crops, cultivation, and development of villages and towns).

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describe how the culture of early people	reflected the geography
and natural resources available.[5]	
· · · · · · · · · · · · · · · · · · ·	ilizations to describe
their common features (ways of governing	- 11 -
economic and social structures, use of res	
division of labor and forms of communic	′
6 - W2.1.4: Use evidence to id	, .
characteristics of early civilizations and e	
(government, language, religion, social stand division of labor).	tructure, technology,
, and the second	pt of cultural diffusion
and how it resulted in the spread of ic	
from one region to another (e.g., plan	
wheel, bronze metallurgy).	ito, oropo, piow,
7 – W2.1.5: Describe pastoralis	sm and explain how the
climate and geography of Central Asia w	ere linked to the rise of
pastoral societies on the steppes.	
· · · · · · · · · · · · · · · · · · ·	of environment in the
development of early empires, referen	•
environmental features and those that	t presented
obstacles.[6]	
6 – W3.1.2: Explain the role of	of economics in
shaping the development of early civil	lizations (trade routes
and their significance – Inca Road, so	upply and demand for
products).	
7-G1.1.1: Explain and use a	variety of maps, globes,
and web based geography technology to	
including global, interregional, regional,	•
7-G1.2.1: Locate the major leads to the major leads $1.2.1$:	andforms, rivers and
climate regions of the Eastern Hemispher	re.
6 - G1.2.4: Use observations	•
photographs (print and CD), film (VCI	R and DVD),
	answering geographic
questions about the human and phys	ical characteristics of
places and regions.	
	f geographic inquiry
(asking geographic questions, acquiri	ing

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		geographic information, an	aphic information, organizing alyzing geographic information, questions) to analyze a problem region of the Western
		of physical and human cha	n the locations and distributions racteristics of Earth <i>G1.3.2:</i> dge of spatial patterns.
		6 and 7 Explain places are connected and I	n the different ways in which now those
		G1.3.3: connectinterdependence and access	ctions demonstrate ssibility.
		climate of the region (within the G2.1.1: Eastern 6 and 7 Describing region under study (including G2.2.1: religion system, cultural traditions).	Hemispheres) under study. [7] be the human characteristics of the languages, a, economic system, governmental at that communities are affected
		G2.2.2: techno	logy.[8]
		some are more attractive for others (e.g., mid-latitude for	rest in North America, high ests in Honduras, fish or marine
		explain why some provide gre	v ecosystems of a continent and cater opportunities (fertile soil, se than do other ecosystems and logy.[9]
		G4.1.1: Identify cultural diffusion within the	and explain examples of world.[10]
		6 and 7 Identify	y places in the world that have

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					been modified to be suitable for settlement by
					G4.3.1: describing the modifications that were necessary (e.g., Nile River irrigation).[11]
					6 and 7 Describe patterns of settlement by using historical and modern maps. ^[12]
					G4.3.2:
					6 and 7 Identify and explain factors that contribute to conflict and cooperation between and G4.4.1: among cultural groups (e.g., natural resources, power, culture, wealth).[13] 6 – G5.1.3: Identify the ways in which humaninduced 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).
					IB Criterion/Strands Criterion A i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Criterion B iii. Use methods to collect and record relevant information Criterion C i. communicate information and ideas in a way that is appropriate for the audience and purpose
					ii. structure information and ideas according to the task instructions Criterion D iv. Recognize different perspectives and explain their implications
Month	IB Unit/Topic	Assessments and	CCR and	Approaches to	Curriculum Standards and IB Criterion and
		Activities	CCW	Learning	Strands

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November	Con't Early History IB Unit → Mesopotamia, Babylonia, Assyria	Activities: See October Formative: See October Summative: See October	See October	See October *See Below	Curriculum Objectives: See October
	10.11.11/10.1		200 1		IB Criterion/Strands: See October
Month	IB Unit/Topic	Assessments and	CCR and	Approaches to	Curriculum Standards and IB Criterion and
		Activities	CCW	Learning	Strands
December	European Colonization of Africa (IB Unit)	Activities: Notes, Graphic Organizers, Posters Formative: Mad Scramble for Africa Book, Africa Geo/ Land Use, Nat Resources Test Summative: Africa Country Cut-Up	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.D CCSS.ELA- LITERACY.W. 7.1.D	Students must make connections between various forms of information (Research/Information Literacy). Information Literacy Skills. Students must use appropriate forms of writing for different purposes and audiences. (Communication) Communication Skills Students must make inferences and draw conclusions. (Communication Skills Students must consider ideas from multiple perspectives. (Thinking/ Critical Thinking) Critical Thinking Skills *See Below	Curriculum Objectives: 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
			LITERACY.W. 7.2 A-F		interdependence and accessibility. IB Criterion/Strands:

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					A. Knowing and Understanding (ii)
			CCSS.ELA- LITERACY.W.7.1 0		ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.
					C. Communicating (ii)
			CCSS.ELA- LITERACY.W 7.4		ii. structure information and ideas in a way that is appropriate to the specified format
			CCSS.ELA-		D. Thinking Critically (ii.)
			LITERACY.W. 7.5		ii. synthesize information to make valid arguments:
			CCSS.ELA- LITERACY.W. 7.6		
			7.0		
Month	IB Unit/Topic	Assessments and	CCR and	Approaches to	Curriculum Standards and IB Criterion and
		Activities	ccw	Learning	Strands
January	Ancient Egypt Ancient China (IB Unit)	Activities Activities: Notes, Graphic Organizers, Posters, Cloze, Pyramids, Annotation, Prezis, Maps Formative: Chapter Tests Summative: - Informational Poster on Ancient Egypt - Chinese Inventions Essay	CCSS.ELA- LITERACY.RH.6- 8.10 CCSS.ELA- LITERACY.RH.6- 8.8 CCSS.ELA- LITERACY.RH.6-	Learning Students must develop contrary or opposing arguments. (Thinking) Cluster - Critical Thinking skills creative-thinking skills. Transfer Skills Students must be able to collect, record, and verify data. (Research/Information Literacy).	Curriculum Objectives: 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 – 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

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		conventions. (Research/	share (institutions, cultural styles, systems of thought that
	CCSS.ELA-	Information Theory)	influenced neighboring peoples and have endured for several
	LITERACY.W. 7.1.C	Information Literacy Skills.	centuries).
	<u>/.1.C</u>	Students must be able	7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian
	CCSS.ELA-	to gather and organize	civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy
	LITERACY.W. 7.1.D	relevant information to formulate an argument.	and ethical beliefs; and military strategy
	CCGG EL A	(Thinking) Critical Thinking	7 – G1.2.1 Locate the major landforms, rivers and climate
	CCSS.ELA- LITERACY.W.	· ·	regions of the Eastern Hemisphere.
	7.1.E	*See Below	7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music,
	CCSS.ELA-		architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).
	LITERACY.W.7.2		7 – G5.1.2 Describe how variations in technology affect human
	A-F		modifications of the landscape (e.g., clearing of agricultural land
			in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).
	CCSS.ELA-		
	LITERACY.W. 7.4		IB Criterion/Strands:
			B: Investigation
	CCSS.ELA- LITERACY.W.		i. Formulate/ Choose a clear and focused question, explaining its relevance
	7.5		iii. Use methods to collect and record relevant
	CCSS.ELA-		information
	LITERACY.W.		C: Communicating
	<u>7.6</u>		iii. Create a reference list and cite sources of information
	CCSS.ELA-		D: Thinking Critically
	LITERACY.W.7.7		ii. Summarize information to make valid, well-supported
	CCSS.ELA-		arguments
	LITERACY.W.7.8		
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	CCSS.ELA- LITERACY.W.7.1		
	0		

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Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
	Finish Ansient				
February	- Finish Ancient China	Activities: Maps, Prezis, Notes	CCSS.ELA- LITERACY.RH.6-	See January	Curriculum Objectives: See January
	Cillia	Formative: Country Research	8.10	*See Below	
	- Ancient India	Formative. Country Research	8.10		
	Ancient maia	Summative: Research Brochure	CCCC FLA		IB Criterion/Strands: See January
		Summative: Research Brochure	CCSS.ELA- LITERACY.RH.6-		,
			8.4		
			<u>0.4</u>		
			CCSS.ELA-		
			LITERACY.		
			W.7.1.C		
			CCSS.ELA-		
			LITERACY.		
			<u>W.7.1.D</u>		
			CCSS.ELA-		
			LITERACY.		
			W.7.1.E		
			CCSS.ELA-		
			LITERACY.W.7.7		
			CCSS.ELA-		
			LITERACY.W.7.8		
Month	IB Unit/Topic	Assessments and	CCR and	Approaches to	Curriculum Standards and IB Criterion and
		Activities	CCW	Learning	Strands
March	- Finish India	Activities: Annotate, Guided	CCSS.ELA-	Students must use	Curriculum Objectives:
		Reading, Prezis, Research, Notes	LITERACY.RH.6-	memory techniques	7 – W3.2.1 Identify and describe the beliefs of the five major
	- Religion Unit (IB)		8.10	to develop long-term memory. (Research/	world religions.
		Formative: Chapter Test,		Information	7 W2 2 2 Leaste the assessment of major with the
		Religion Review Book	CCSS.ELA-	Literacy)	7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.
		Summative: Compare/ Contrast	LITERACY.RH.6-	•	and map the spread through the 3rd Century C.E./A.D.
		Jumilative. Compare/ Contrast	8.8	Students must	7 – W3.2.3 Identify and describe the ways that religions unified
				present information	

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<u> </u>		in a variety of	people's perceptions of the world and contributed to cultural
		formats and	integration of large regions of Afro-Eurasia. (National Geography
	CCSS.ELA-	platforms.	Standard 6, p. 73)
	LITERACY.RH.6-	(Research/	3 tantaara 0, p. 737
	<u>8.4</u>		
		Information	IB Criterion/Strands:
	CCCC EL A	Literacy)	Criterion B
	CCSS.ELA-		
	LITERACY.W.	Students must locate,	iii. Use methods to collect and record relevant information
	<u>7.1.C</u>	organize, analyze,	
		evaluate, synthesize	Criterion D
	CCSS.ELA-	and ethically use	i. Analyze concepts, issues, models, visual representation and/or
	LITERACY.W.	information from a	theories
	<u>7.1.D</u>	variety of sources	uicories
		and media.	ii. Summarize information to make valid, well-supported
	CCSS.ELA-	(Research/ Media	arguments
	LITERACY.W.	Literacy).	
	7.1.E	Literacy).	iv. Recognize different perspectives and explain their
		Students must use	implications.
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	CCSS.ELA-	appropriate strategies	
	LITERACY.W.7.1	for organizing	
	<u>0</u>	complex	
		information. (Self-	
		Management/	
		Organization)	
		Students must use	
		appropriate strategies	
		for organizing	
		complex	
		information. (Self-	
		Management/	
		Organization)	
		o. Sameanon)	
		Students must collect	
		and analyze data to	
		identify solutions	
		and make informed	
		decisions. (Research/	
		Information	
		Literacy)	

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				Students must draw reasonable conclusions and generalizations. (Thinking/ Critical Thinking) Students must practice flexible thinking - develop multiple opposing, contradictory and complementary arguments. (Thinking/ Creative Thinking).	
Month	IB Unit/Topic	Assessments and	CCR and	Approaches to	Curriculum Standards and IB Criterion and
		Activities	CCW	Learning	Strands
April	- Ancient Greece	Activities: Annotated, Guided Reading, Cloze, Posters, Graphic	CCSS.ELA- LITERACY.RH.6-	*See Below	Curriculum Objectives:
	- Timelines	Organizers Formative: Essay Summative: Greece Independent Project, Timeline, Test	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.D CCSS.ELA- LITERACY.W. 7.1.E CCSS.ELA- LITERACY.W. 7.1.E		 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. 7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas. 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). 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

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			LITERACY.W.7.1 0		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. 7 – W3.1.10 Create a timeline that illustrates the rise and fall of classical empires during the classical period. 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study IB Criterion/Strands:
Month	IB Unit/Topic	Assessments and	CCR and	Approaches to	Curriculum Standards and IB Criterion and
		Activities	CCW	Learning	Strands
May	Ancient Rome (IB) Medieval Times Renaissance Native Americans (IB)	Activities: Annotated, Guided Reading, Cloze, Posters, Graphic Organizers Formative: Chapter Tests, Family Shields, PowerPoint/ Prezi, Compare/ Contrast Summative: Research Essay	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.	Students must use and interpret a range of discipline-specific terms and symbols. (Communication) Communication Skills. Students must Structure information in summaries, essays and reports. (Communication) Communication Skills Students must seek a range of perspectives from multiple and varied sources.	Curriculum Objectives: 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. 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. 7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity. 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today 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

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		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.7.1 0	(Research/ Media Literacy) Media Literacy Skills Students must keep an organized and logical system of information files/notebooks. (Self-management/ Organization) Organization Skills *See Below	environments. 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). 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). 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 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 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere. 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions). 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). 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). 6 – W1.1.1 Describe the early migrations of people among Earth's continents (including the Berringa Land Bridge).
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					language, fire).
					IB Criterion/Strands: A. Knowing and Understanding (i and ii)
					i. use terminology in context
					ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.
					B. Investigating (I and iii)
					i. formulate a clear and focused research question and justify its relevance
					iii. use research methods to collect and record relevant information
Month	IB Unit/Topic	Assessments and	CCR and	Approaches to	Curriculum Standards and IB Criterion and
		Activities	CCW	Learning	Strands
	Maya, Aztec, Inca	Activities: Annotated, Guided	CCSS.ELA- LITERACY.RH.6-	*See Below	Curriculum Objectives:
June	Cultures	Reading, Cloze, Posters, Graphic	8.10		IB Criterion/Strands:
		Organizers, Essay, Notes			6- W1.1.1 Describe the early migrations of people among
		Farmation Task	CCSS.ELA-		Earth's continents (including the Berringa Land Bridge).
		Formative: Test	LITERACY.RH.6-		
		Summative: Technological	8.4		6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons,
		Presentation (Prezi/ Powerpoint)	CCSS.ELA-		language, fire).
			LITERACY.W.7.1		6 – W3.1.1 Analyze the role of environment in the development
			<u>.B</u>		of early empires, referencing both useful environmental features and those that presented obstacles.
			CCSS.ELA-		

Grade Level: 7

	LITERACY.W.	
	<u>7.1.C</u>	6 – W3.1.2 Explain the role of economics in shaping the
	CCGG FI A	development of early civilizations (trade routes and their
	CCSS.ELA-	significance – Inca Road, supply and demand for products).
	LITERACY.W.	
	<u>7.1.D</u>	6 – W3.1.3 Describe similarities and difference among Mayan,
	CCSS.ELA-	Aztec, and Incan societies, including economy, religion, and role
	LITERACY.W.	and class structure.
	7.1.E	
	7.1.L	6 – G1.2.1 Locate the major landforms, rivers (Amazon,
	0000 51 4	Mississippi, Missouri, Colorado), and climate regions of the
	CCSS.ELA-	Western Hemisphere
	LITERACY.W.7.1	6 – G1.3.1 Use the fundamental themes of geography (location,
	<u>0</u>	place, human environment interaction, movement, region) to
		describe regions or places on earth.
		accorde regions or places on cartin
		6 – G2.1.1 Describe the landform features and the climate of the
		region (within the Western or Eastern Hemispheres) under
		study
		6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system,
		governmental system, cultural traditions).
		governmental system, calcular traditions).
		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).
		6 W2 4 2 Use on 18 de service 6 de la 18 de 18 de
		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).
		,
		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).
		7 – G1.1.1 Explain and use a variety of maps, globes, and web
		based geography technology to study the world, including
		based Beography technology to study the world, including

Course: Individuals and	d Society			
Grade Level: 7	I A A S A S A S A S A S A S A S A S A S	arta dello Tha Fastana		No. 12 collection
rextbook/instructiona	l Materials: The Ancient World - Pre	ntice Hall & The Eastern	Hemispne	ere - Prentice Hall
				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).
Approaches t	o Learning			
• •	G			
Unit 1: What is Social Studi	ies?			
Give and receive meani	ngful feedback			
 Use a variety of speakir 	ng techniques to communicate with a vari	iety of audiences		
lles sommerists forms				
Use appropriate forms of	of writing for different purposes and audie	ences 		
 Interpret and use effecti 	ively modes of non-verbal communication	า		
 Collaborate with peers a 	and experts using a variety of digital envi	ronments and media		
 Share ideas with multiple 	le audiences using a variety of digital env	vironments and media		

• Read critically and for comprehension

Course: Individuals and Society Grade Level: 7 Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphe	ere - Prentice Hall
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

Collaborative Skills				
Take responsibility for one's own actions				
Give and receive meaningful feedback				
Organizational Skills, Study Practices and Attitudes Towards V	Vork			
Plan short- and long-term assignments; meet deadlines	5			
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				
Bring necessary equipment and supplies to class				

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Course: Individuals and Society

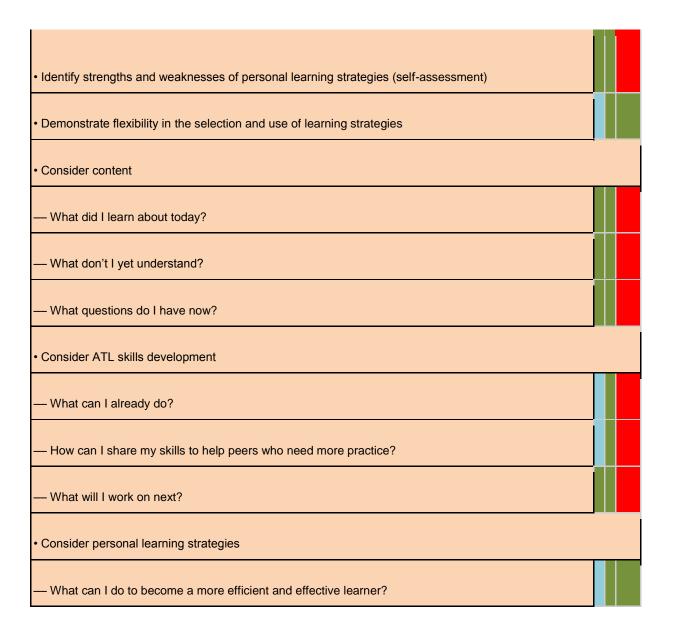
• Structure information in summaries, essays and reports

Grade Level: 7

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

Grade Level: 7

Grade Level: 7



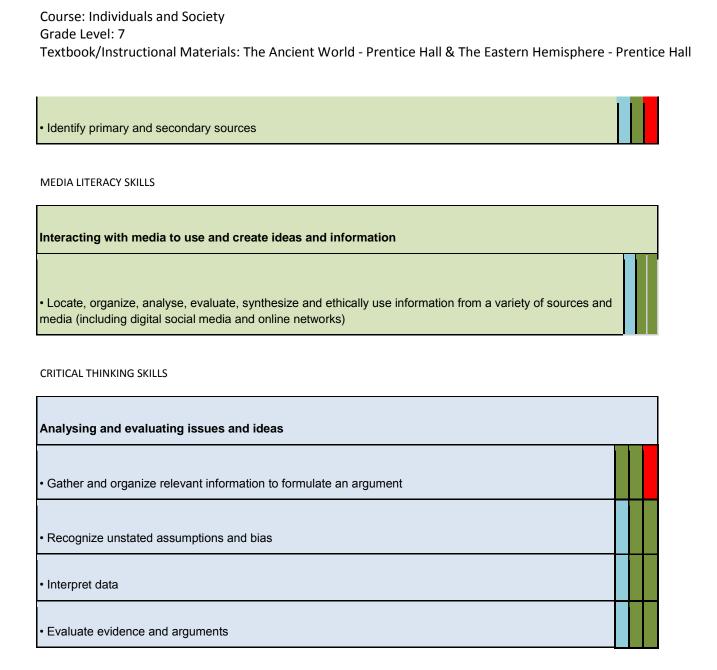
Grade Level: 7

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— What factors are important for helping me learn well?

INFORMATION KITERACY SKILLS

Finding, interpreting, judging and creating information	
Collect, record and verify data	
•	
Make connections between various sources of information	Ш
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	



Grade Level: 7

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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

Generating novel ideas and considering new perspectives		
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	ı	

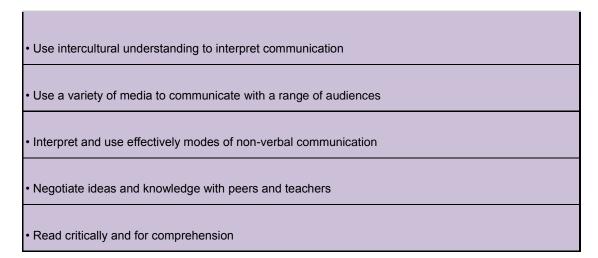
TRANSFER SKILS

Grade Level: 7

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Using skills and knowledge in multiple contexts	
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)



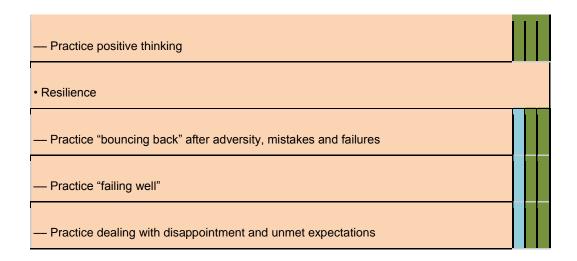
Course: Individuals and Society	
Grade Level: 7 Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphe	ro Drontico Hall
rextbook/instructional Materials. The Ancient World - Prentice Hall & The Eastern Heinisphe	re - Prentice naii
	_
Make inferences and draw conclusions	
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

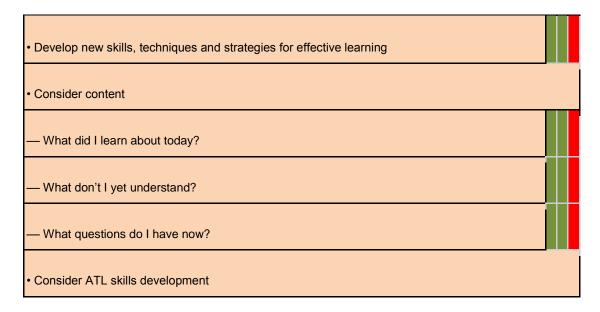
Course: Individuals and Society Grade Level: 7		
Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Easter	n Hemispher	- Prentice Hall
		, , , , , , , , , , , , , , , , , , , ,
Structure information in summaries, essays and reports		
Collaborative Skills		
Collaborative Skills		
Take responsibility for one's own actions		
Give and receive meaningful feedback		
3		
Organizational Skills, Study Practices and Attitudes Towards Work		
Plan short- and long-term assignments; meet deadlines		
Than oner and long term accognitions, most accamined		
Plan strategies and take action to achieve personal and academic goals		
Bring necessary equipment and supplies to class		
* Bring necessary equipment and supplies to class		
Affective Skills		
Self-motivation		
Practice analysing and attributing causes for failure		

Grade Level: 7

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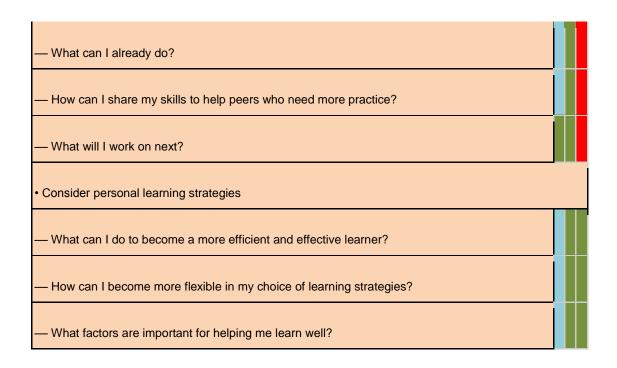


REFLECTION SKILLS

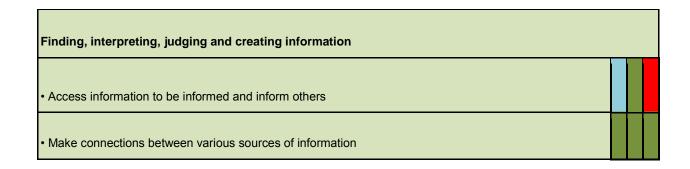


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INFORMATION LITERACY SKILLS



Course: Individuals and Society Grade Level: 7	
Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere	- Prentice Hall
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	
Analysing and evaluating issues and ideas	
Recognize unstated assumptions and bias	
Interpret data	
Draw reasonable conclusions and generalizations	
CREATIVE THINKING SKILLS	
Generating novel ideas and considering new perspectives	

Generate metaphors and analogies

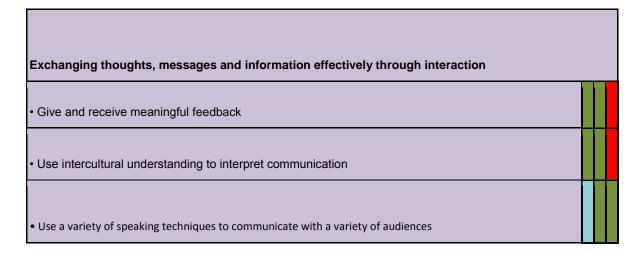
Grade Level: 7

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TRANSFER SKILLS

Using skills and knowledge in multiple contexts	
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)



Grade Level: 7

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	
Reading, writing and using language to gather and communicate information	
Read critically and for comprehension	
Read a variety of sources for information and for pleasure	
Make inferences and draw conclusions	

Grade Level: 7

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	

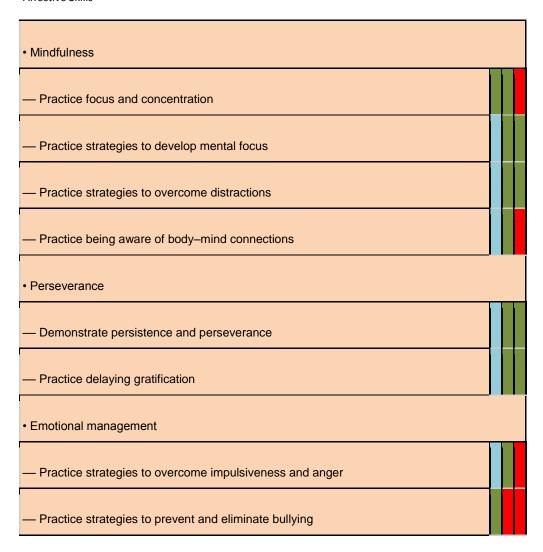
Course: Individuals and Society Grade Level: 7	
Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisph	ere - Prentice Hall
Use social media networks appropriately to build and develop relationships	
Practice empathy	
Tracked Simparity	
Delegate and share responsibility 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	

Course: Individuals and Society Grade Level: 7	
Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemispher	re - Prentice Hall
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	
a Dian strategies and take action to achieve personal and academic goals	
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	
Coloct and use technology effectively and productively	

Grade Level: 7

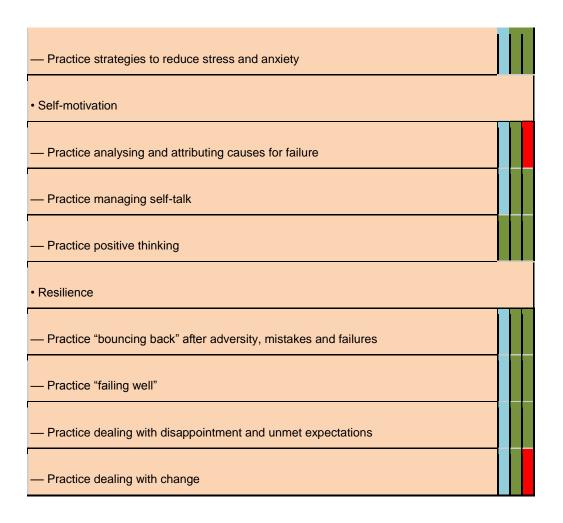
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Affective Skills



Grade Level: 7

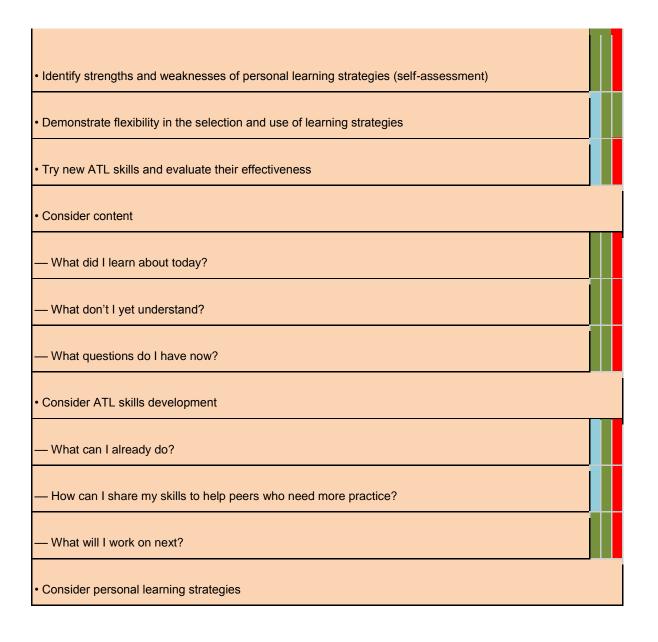
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Reflection Skills

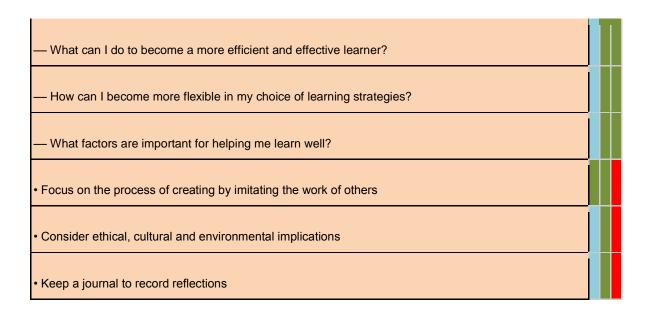
• Develop new skills, techniques and strategies for effective learning

Grade Level: 7

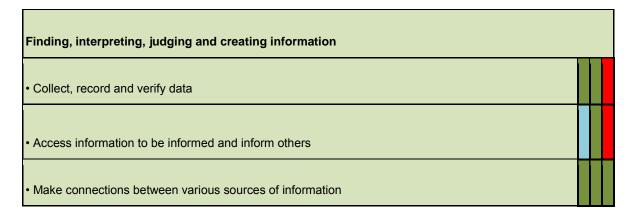


Grade Level: 7

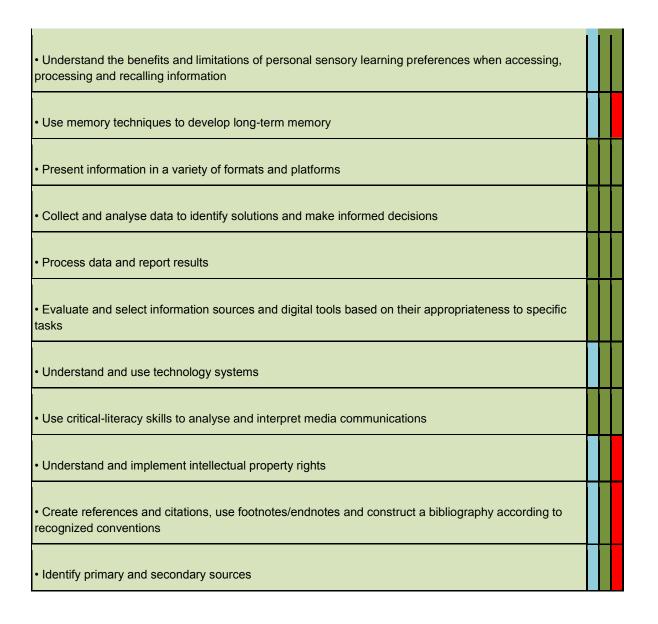
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Information Literacy Skills



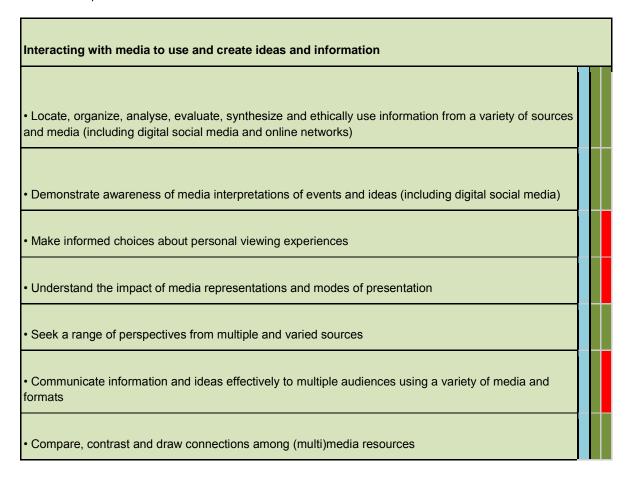
Grade Level: 7



Grade Level: 7

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Media Literacy Skills



Critical Literacy Skills

Analysing and evaluating issues and ideas

Grade Level: 7

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	

Grade Level: 7

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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

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

Grade Level: 7

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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

Grade Level: 7

Using skills and knowledge in multiple contexts	
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

Grade Level: 7

Exchanging thoughts, messages and information effectively through interaction	
Give and receive meaningful feedback	Ш
Use intercultural understanding to interpret communication	Ш
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	Ш
Negotiate ideas and knowledge with peers and teachers	Ш
Participate in, and contribute to, digital social media networks	
Collaborate with peers and experts using a variety of digital environments and media	

Grade Level: 7

Share ideas with multiple audiences using a variety of digital environments and media		
Reading, writing and using language to gather and communicate information		
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 Hemisph	ere - 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	
	i

Practice empathy

Help others to succeed

• Delegate and share responsibility for decision-making

• Take responsibility for one's own actions

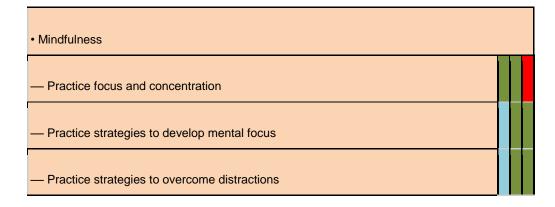
Course: Individuals and Society Grade Level: 7	
Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisph	ere - Prentice Hall
	•
Manage and resolve conflict, and work collaboratively in teams	
Build consensus	
Make fair and equitable decisions	
Listen actively to other 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)	
Oreate plans to prepare for summative assessments (examinations and performances)	

Grade Level: 7

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Affective Skills

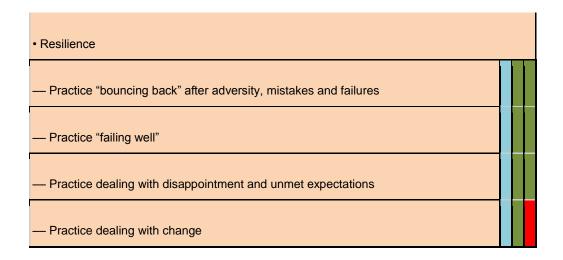


Grade Level: 7

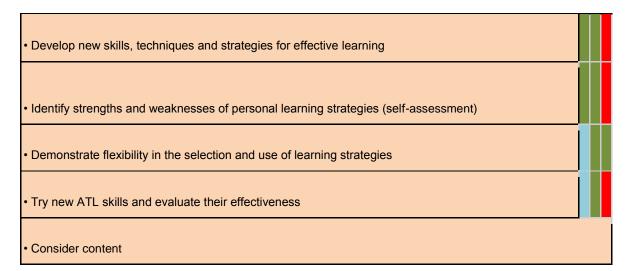


Grade Level: 7

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Reflection Skills



Grade Level: 7

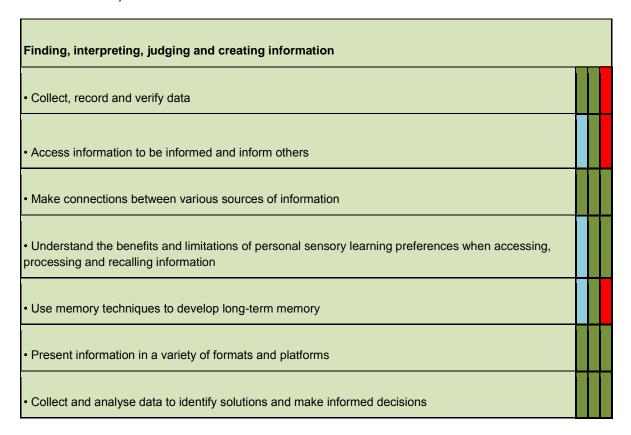
— What did I learn about today?	
— What don't I yet understand?	
— What questions do I have now?	
Consider ATL skills development	
— What can I already do?	
— How can I share my skills to help peers who need more practice?	
— What will I work on next?	
Consider personal learning strategies	
— What can 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	

Grade Level: 7

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

Information Literacy Skills



Grade Level: 7

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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

Interacting with media to use and create ideas and information

• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)

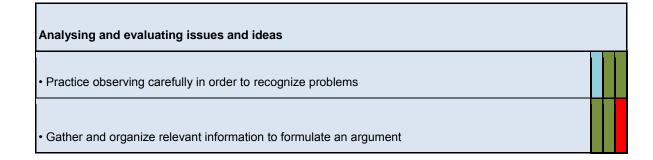
Demonstrate awareness of media interpretations of events and ideas (including digital social media)	
Make informed choices about personal viewing experiences	
Understand the impact of media representations and modes of presentation	
Seek a range of perspectives from multiple and varied sources	
Communicate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

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Critical Literacy Skills

Course: Individuals and Society

Grade Level: 7



Grade Level: 7

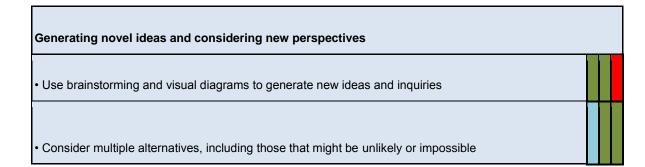
Recognize unstated assumptions and bias	
Interpret data	
Evaluate evidence and arguments	
Recognize and evaluate propositions	
Draw reasonable conclusions and generalizations	
Test generalizations and conclusions	
Revise understanding based on new information and evidence	
Evaluate and manage risk	
Formulate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

Grade Level: 7

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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



Grade Level: 7

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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

Grade Level: 7

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Using skills and knowledge in multiple contexts	
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

Grade Level: 7

Exchanging thoughts, messages and information effectively through interaction	
Give and receive meaningful feedback	
Use appropriate forms of writing for different purposes and audiences	
Reading, writing and using language to gather and communicate information	
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
— Practice strategies to develop mental focus
— Practice strategies to overcome distractions
— Practice being aware of body–mind connections

Grade Level: 7

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Reflection Skills

Consider content		
— What did I learn about today?		

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— What don't I yet understand?	
— What questions do I have now?	
Information Literacy Skills	
Finding, interpreting, judging and creating information	
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

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	
Unit 6: Interacting with our Environment – Natural Resources, Land Use, People's Effect of the Enviro.	

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Exchanging thoughts, messages and information effectively through interaction

Course: Individuals and Society

Grade Level: 7

Course: Individuals and Society
Grade Level: 7
Textbook/Instructional Materia

extbook/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	
Reading, writing and using language to gather and communicate information	
Read critically and for comprehension	
Make inferences and draw conclusions	Ш
Paraphrase accurately and concisely	Ш
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

Course: Individuals and Society Grade Level: 7
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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
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?

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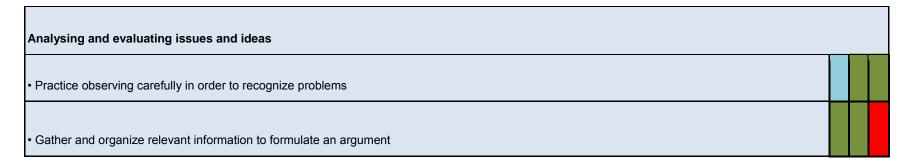
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— What questions do I have now?

Information Literacy Skills

Finding, interpreting, judging and creating information			
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

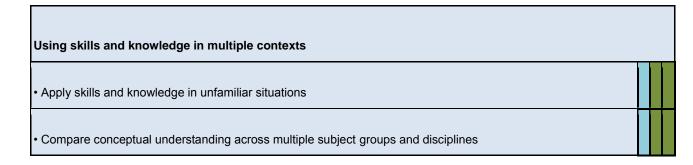


Course: Individuals and Society Grade Level: 7
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Interpret data
Consider ideas from multiple perspectives
Consider lacas from malaple perspectives
Creative Thinking Skills
Generating novel ideas and considering new perspectives
Use brainstorming and visual diagrams to generate new ideas and inquiries

Transfer

• Create novel solutions to authentic problems

• Apply existing knowledge to generate new ideas, products or processes



Grade Level: 7

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Unit 7) Classic Eastern Civilizations Greece

Exchanging thoughts, messages and information effectively through interaction	
Give and receive meaningful feedback	
Reading, writing and using language to gather and communicate information	
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
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• 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

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Information Literacy Skills

Finding, interpreting, judging and creating information

• Use memory techniques to develop long-term memory

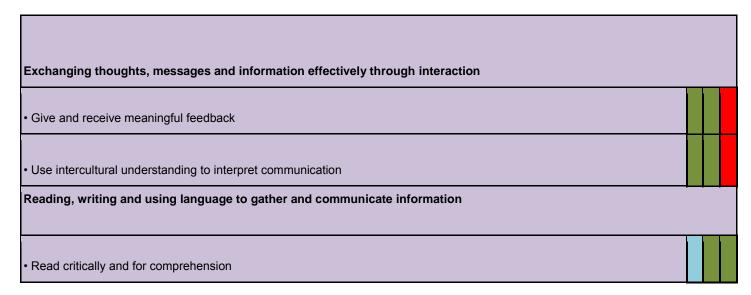
Critical Literacy Skills

Grade Level: 7

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Analysing and evaluating issues and ideas		
Evaluate evidence and arguments		
Draw reasonable conclusions and generalizations		
Revise understanding based on new information and evidence		

Unit 8) Religion



Grade Level: 7

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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 Finding, interpreting, judging and creating information Use memory techniques to develop long-term memory Critical Literacy Skills Analysing and evaluating issues and ideas

Interpret data

Grade Level: 7

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Draw reasonable conclusions and generalizations

Unit 9) Classic Western Civilizations (Early Canadians, Native Americans, Aztec, Maya, Inca)

Exchanging thoughts, messages and information effectively through interaction	
Give and receive meaningful feedback	
Use intercultural understanding to interpret communication	
Reading, writing and using language to gather and communicate information	
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	

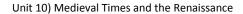
Grade Level: 7 Textbook/Instructional Materials: The Ancient World - Prentice Hall & The Eastern Hemisphere - Prentice Hall	
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Take effective notes in class	ш
Make effective summary notes for studying	
Use a variety of organizers for academic writing 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	

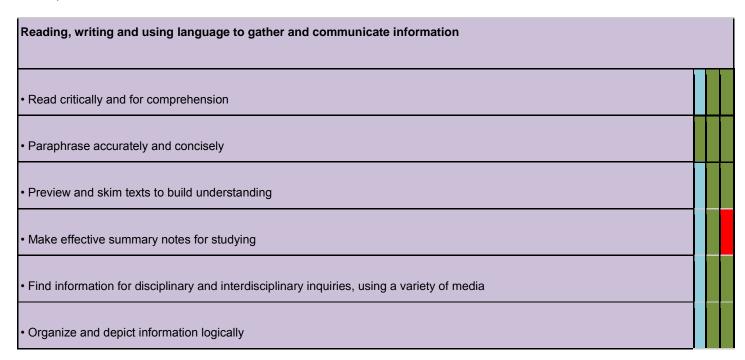
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Collect, record and verify data	
Access information to be informed and inform others	
Present information in a variety of formats and platforms	
Understand and use technology systems	
Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	
Media Literacy Skills	
Interacting with media to use and create ideas and information	
Communicate information and ideas effectively to multiple audiences using a variety of media and formats	
Critical Literacy Skills	
Analysing and evaluating issues and ideas	
Draw reasonable conclusions and generalizations	

Grade Level: 7

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• Revise understanding based on new information and evidence





Collaborative Skills

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

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?	

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Course: Individuals and Society

Finding, interpreting, judging and creating information

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Course: Individuals and Society Grade Level: 7	
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Collect, record and verify data	
Access information to be informed and inform others	
Make connections between various sources of information	
Use memory techniques to develop long-term memory	
	H
Present information in a variety of formats and platforms	
Evaluate and select information sources and digital tools based on their appropriateness to specific tasks	
Critical Literacy Skills	
Analysing and evaluating issues and ideas	

Analysing and evaluating issues and ideas

• Draw reasonable conclusions and generalizations

Creative Thinking Skills

Generating novel ideas and considering new perspectives

Grade Level: 7

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• 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