

Southern York County School District Instructional Plan

Social Studies

Grade 7

Textbook(s)/Instructional Materials Used:

Dates: August and September

Unit 1: Mesopotamia

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

GEOGRAPHY:

Explain how common geographic tools are used to organize and interpret information about people, places, and environment. (7.1.7.A)

Explain and locate places and regions as defined by physical and human features. (7.1.7.B)

Explain the characteristics of places and regions. (7.2.7.A)

Describe and explain the effects of the physical systems on people within regions. (7.4.7.A)

Describe and explain the effects of people on the physical systems within regions. (7.4.7.B)

CULTURE:

Demonstrate continuity and change over time using sequential order and context of events. (8.1.7.A)

Identify and use primary and secondary sources to analyze multiple points of view for historical events. (8.1.7.B)

Cite specific textual evidence to support analysis of primary and secondary sources. (CC.8.5.6-8.A)

Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. (8.4.7.A)

Explain the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.7.B)

Differentiate how continuity and change have impacted world history (8.4.7.C)

Explain how conflict and cooperation among groups and organizations have impacted the history of the world. (8.4.7.D)

GOVERNMENT:

Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. (5.1.7.A)

Identify the different types of government and the processes they use in making laws. (5.1.7.B)

Explain how the principles and ideals shape local, state, and national government (5.1.7.C)

Identify various types of governments. (5.3.7.J)

ECONOMICS:

Explain how limited resources and unlimited wants cause scarcity. (6.1.7.A)

Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services. (6.1.7.B)

Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom? (6.2.7.G)

READING/WRITING:

Determine and apply the central ideas or information of a primary or secondary source. (CC.8.5.6-8.B)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (CC.8.5.6-8.D)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (CC.8.5.6-8.G)

Understanding(s):

Students will understand

1. Geography influences the movement of people.
2. Mesopotamia was a unique area that possessed some of the earliest known civilizations.
3. Laws/rules can have positive and negative impacts on a civilization.

Essential Question(s):

- To what extent does geography influence where people live?
- Why do people move?
- How does geography impact one's quality of life?

<p>4. Religion influences the behaviors of people within a civilization.</p> <p>5. Technology: Mesopotamians developed new technological innovations.</p>	<ul style="list-style-type: none"> • To what degree can a leader impact a society, culture, and civilization? • How do belief systems impact a civilization? • How does technology affect people's lives?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> • Geographical features impact the success of a civilization • Consistent water source is crucial to civilizations • Government is essential for law and order of a society • Religious beliefs developed in order to allow individuals to understand the world around them • Hammurabi has positive and negative impacts on his civilizations. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the effects of Mesopotamian geography on the success and conflict of the region. • Evaluate the need for irrigation in civilizations. • Evaluate the role of government • Debate the fairness of Hammurabi's Code • Understand the need for Polytheism and its connection to agriculture in the ancient world.
Dates: October	Unit 2: Egypt
Stage 1 – Desired Results	
<p>PA Standard(S)/Assessment Anchors Addressed:</p> <p><u>GEOGRAPHY:</u> Explain and locate places and regions as defined by physical and human features. (7.1.7.B) Explain the characteristics of places and regions. (7.2.7.A) Describe and explain the effects of the physical systems on people within regions. (7.4.7.A)</p> <p><u>CULTURE:</u> Demonstrate continuity and change over time using sequential order and context of events. (8.1.7.A) Identify and use primary and secondary sources to analyze multiple points of view for historical events. (8.1.7.B) Cite specific textual evidence to support analysis of primary and secondary sources.(CC.8.5.6-8.A) Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. (8.4.7.A) Differentiate how continuity and change have impacted world history(8.4.7.C) Explain how conflict and cooperation among groups and organizations have impacted the history of the world. (8.4.7.D) Describe the role of political leadership and public service. (5.2.7.C)</p> <p><u>GOVERNMENT:</u> Identify various types of governments. (5.3.7.J) Describe how people are compensated for their production of goods and services. (6.5.7.A)</p> <p><u>READING/WRITING:</u> Cite specific textual evidence to support analysis of primary and secondary sources. (CC.8.5.6-8.A) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (CC.8.5.6-8.G)</p>	
<p>Understanding(s): Students will understand</p> <ol style="list-style-type: none"> 1. Geography influences the movement of people. 2. Leaders can have positive and negative impacts on a civilization. 3. Technology: Egyptians developed new technological innovations. 4. Social classes create division and strict roles within a civilization. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • To what extent does geography influence where people live? • How does geography impact one's quality of life? • To what degree does social class impact a society? • To what degree can a leader impact a society, culture, and civilization? • How does technology affect people's lives?

<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> • Geographical features impact the success of a civilization • Consistent water source is crucial to civilizations • Government is essential for law and order of a society • Leaders use their role to influence various aspect of society including but not limited to religion • The impact of social classes on society and the development of civilization. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the impact of the Nile River and geography on daily life. • Compare and contrast different Egyptian social classes • Explore the innovations and inventions of the Egyptians. • Research the personalities and accomplishments of the Egyptian Pharaohs.
<p>Dates: November</p>	<p>Unit 3: India</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(S)/Assessment Anchors Addressed:</p> <p><u>GEOGRAPHY:</u> Explain and locate places and regions as defined by physical and human features. (7.1.7.B) Explain the characteristics of places and regions. (7.2.7.A) Describe the physical processes that shape patterns on Earth's surface. (7.2.7.B) Describe and explain the effects of the physical systems on people within regions. (7.4.7.A)</p> <p><u>CULTURE:</u> Demonstrate continuity and change over time using sequential order and context of events. (8.1.7.A) Identify and use primary and secondary sources to analyze multiple points of view for historical events. (8.1.7.B) Cite specific textual evidence to support analysis of primary and secondary sources.(CC.8.5.6-8.A) Compare how continuity and change have impacted U.S. history. (8.3.7.C) Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. (8.4.7.A) Explain the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.7.B) Differentiate how continuity and change have impacted world history(8.4.7.C) Explain how conflict and cooperation among groups and organizations have impacted the history of the world. (8.4.7.D)</p> <p><u>GOVERNMENT:</u> Compare and contrast rights and responsibilities of citizenship in the community, state, and nation. (5.2.7.A) Compare the methods citizens use to resolve conflicts in society and government. (5.2.7.B) Identify various types of governments. (5.3.7.J)</p> <p><u>ECONOMICS:</u> Explain the effects that changes in price have on buyers and sellers. (6.2.7.D) Explain why people specialize in the production of goods and services and divide labor. (6.4.7.A) Describe the characteristics of productive workers. (6.5.7.B)</p> <p><u>READING AND WRITING:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.(CC.8.5.6-8.B) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.(CC.8.5.6-8.D) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.(CC.8.5.6-8.G)</p>	
<p>Understanding(s): Students will understand...</p> <ol style="list-style-type: none"> 1. India is a subcontinent of Asia and isolated from other Asian civilizations and monsoons were essential to early cities like Harappa. 2. The belief of Hinduism determines one's caste or social class. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do people live and move where they do? • Why are belief systems and culture dependent on each other? • How can a leader have a positive impact on society?

3. Religious and political leaders can reshape society and unify people. 4. The beliefs of reincarnation, dharma, karma, and nirvana are essential to the behavior of Indians.	<ul style="list-style-type: none"> How do belief systems impact the behaviors and culture of a civilization?
Learning Objectives: Students will know . . . <ul style="list-style-type: none"> Geographical features impact the success of a civilization. A consistent water source is crucial to civilizations. Social classes organize a civilization and can cause inequality in society. Individuals can shape the world around them in positive ways. Religious beliefs developed in order to allow individuals to understand the world around them. 	Students will be able to: <ul style="list-style-type: none"> Examine the effects of Indian geography. Analyze the impact of monsoons on daily life and compare to modern examples of weather-related current events. Compare and contrast different Indian castes. Evaluate the role of Ghandi and his resistance techniques. Identify key beliefs of Hinduism, Buddhism.
Dates: December	Unit 4: China

Stage 1 – Desired Results

PA Standard(S)/Assessment Anchors Addressed:

GEOGRAPHY:

Explain and locate places and regions as defined by physical and human features.(7.1,7.B)

Explain the characteristics of places and regions. (7.2.7.A)

Describe and explain the effects of the physical systems on people within regions. (7.4.7.A)

CULTURE:

Demonstrate continuity and change over time using sequential order and context of events. (8.1.7.A)

Identify and use primary and secondary sources to analyze multiple points of view for historical events. (8.1.7.B)

Cite specific textual evidence to support analysis of primary and secondary sources.(CC.8.5.6-8.A)

Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. (8.4.7.A)

Explain the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.7.B)

Differentiate how continuity and change have impacted world history.(8.4.7.C)

Explain how conflict and cooperation among groups and organizations have impacted the history of the world. (8.4.7.D)

GOVERNMENT:

Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. (5.1.7.A)

Describe how the media uses political symbols to influence public opinion. (5.1.7.F)

Compare and contrast rights and responsibilities of citizenship in the community, state, and nation. (5.2.7.A)

Identify various types of governments. (5.3.7.J)

Identify how countries have varying interests. (5.4.7.A)

Describe how countries coexist in the world community. (5.4.7.B)

ECONOMICS:

Explain how positive and negative incentives affect behavior. (6.1.7.D)

Describe the interaction of consumers and producers of goods and services in the state and national economy. (6.2.7.A)

Identify how governments limit or promote international trade. (6.3.7.D)

Analyze how changes in trade affect standards of living. (6.4.7.B)

Explain how transportation, communication networks, and technology contribute to economic interdependence. (6.4.7.D)

READING AND WRITING:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.(CC.8.5.6-8.B)

<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.(CC.8.5.6-8.D)</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.(CC.8.5.6-8.G)</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. China is located in eastern Asia and borders the Pacific Ocean. The Taklamakan Desert and Himalayan Mtns isolated China for thousands of years. Geographically diverse. 2. Development of unique traditions. Emperor of each dynasty shared in the building of the Great Wall. 3. Ruling families called dynasties ran Chinese government. Passed from father to son. Absolute power, and considered divine - Mandate of Heaven. 4. Buddhism. Confucianism - importance of family, civil service, superior vs. inferior relationships. Daoism - inner peace, universal force called the Dao. Legalism- people were naturally selfish and evil, and rulers must have strong punishments and strict authority. 5. Discoveries such as paper, gunpowder, silk, compass. Network of trade routes: Silk Road. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do people live and move where they do? • Why do people live the way they do? • How and why do humans organize their societies the way they do? • How do belief systems impact the behaviors and culture of a civilization? • How does technology affect people's lives?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Geographical features impact the success of a civilization • Trade and prosperity can also lead to advances in technology and knowledge. • Defense of borders is sometimes necessary for the continuation of a civilization • Government is essential for the success of a society and various types of government impact the outcome of civilization. • Religious beliefs developed in order to allow individuals to understand the world around them • Innovations and a focus on knowledge create and advance a culture. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Examine the effects of Chinese geography • Analyze the impact of the Silk Road on daily life and compare it to the internet. • Analyze the impact of the Great Wall on military advancement and its impact on society • Compare and contrast Qin and Han dynasties. • Shi Huang Di debate (research, prep, discuss, rebuttal.) • Identify the key beliefs of Confucianism, Daoism, and Legalism. • Explore ancient Chinese innovations and standardizations: weights and measures, language, currency, gunpowder.
Dates: January	Unit 5: Greece
Stage 1 – Desired Results	
<p>PA Standard(S)/Assessment Anchors Addressed:</p> <p><u>GEOGRAPHY:</u> Explain and locate places and regions as defined by physical and human features. (7.1.7.B) Explain the characteristics of places and regions. (7.2.7.A) Describe and explain the effects of the physical systems on people within regions. (7.4.7.A)</p> <p><u>CULTURE:</u> Demonstrate continuity and change over time using sequential order and context of events. (8.1.7.A) Identify and use primary and secondary sources to analyze multiple points of view for historical events. (8.1.7.B) Cite specific textual evidence to support analysis of primary and secondary sources.(CC.8.5.6-8.A) Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. (8.4.7.A) Explain the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.7.B)</p>	

<p>Differentiate how continuity and change have impacted world history. (8.4.7.C) Explain how conflict and cooperation among groups and organizations have impacted the history of the world. (8.4.7.D)</p> <p>GOVERNMENT: Identify the different types of government and the processes they use in making laws. (5.1.7.B) Describe the citizen's role in the political process. (5.2.7.D) Identify various types of governments. (5.3.7.J)</p> <p>ECONOMICS: Describe the impact of government involvement in state and national economic activities. (6.3.7.B) Describe how people accumulate tangible and financial assets through income, saving, and financial investment. (6.5.7.E)</p> <p>READING AND WRITING: Cite specific textual evidence to support analysis of primary and secondary sources.(CC.8.5.6-8.A) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.(CC.8.5.6-8.B) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (CC.8.5.6-8.C) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.(CC.8.5.6-8.D) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (CC.8.5.6-8.F) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (CC.8.5.6-8.G)</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Greece is a peninsula and includes various islands. Mountains make travel difficult and hindered unification. 2. Athens emphasized citizenship and debate amongst men. 3. Greece was separated into city states. Each city state had its own government including democracy, oligarchy and tyranny. 4. The Greek love of reason, logic, art, and sciences shaped the Western world. 5. Alexander the Great had successes and failures as a leader. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does geography impact how people live? • Why do people live the way they do? • How do people organize their societies the way they do? • How does technology impact the lives of people? • How do leaders influence their civilization?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Geographical features impact the success of a civilization • Government is essential for the success of a society and various types of government impact the outcome of civilization. • Alexander the Great had positive and negative impacts on the ancient world. • Innovations and a focus on knowledge create and advance a culture 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the effect of Greece's geography and its impact on city states. • Understand a direct and republic democracy and evaluate their efficiency compared to an oligarchy. • Compare and Contrast Athens vs. Sparta. • Analyze the perspectives of the conquered and conqueror sides of Alexander the Great's military campaign. • Explore the early concept of innovation and focus on knowledge (astronomy, geometry, etc) that Greeks astronomy and its impact on society.
Dates: February	Unit 6: Rome
Stage 1 – Desired Results	

PA Standard(S)/Assessment Anchors Addressed:**GEOGRAPHY:**

Explain and locate places and regions as defined by physical and human features. (7.1.7.B)

Explain the characteristics of places and regions. (7.2.7.A)

Describe and explain the effects of the physical systems on people within regions. (7.4.7.A)

CULTURE:

Demonstrate continuity and change over time using sequential order and context of events. (8.1.7.A)

Identify and use primary and secondary sources to analyze multiple points of view for historical events. (8.1.7.B)

Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. (8.4.7.A)

Explain the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.7.B)

Differentiate how continuity and change have impacted world history. (8.4.7.C)

Explain how conflict and cooperation among groups and organizations have impacted the history of the world. (8.4.7.D)

GOVERNMENT:

Identify the different types of government and the processes they use in making laws. (5.1.7.B)

Describe how the media uses political symbols to influence public opinion. (5.1.7.F)

Compare and contrast rights and responsibilities of citizenship in the community, state, and nation. (5.2.7.A)

Describe how local, state, and national governments provide services. (5.3.7.C)

Identify the different levels of the court system. (5.3.7.F)

Identify various types of governments. (5.3.7.J)

ECONOMICS:

Explain how advertising influences economic decisions. (6.2.7.C)

Explain the impact of public goods and services on the local community and state. (6.3.7.A)

Explain the relationship between risk and reward. (6.5.7.D)

READING AND WRITING:

Cite specific textual evidence to support analysis of primary and secondary sources.(CC.8.5.6-8.A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.(CC.8.5.6-8.B)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.(CC.8.5.6-8.D)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).(CC.8.5.6-8.F)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (CC.8.5.6-8.G)

Understanding(s):***Students will understand . . .***

1. Roman control expanded during the age of the Roman republic. It continued to expand during the Roman Empire.
2. As Roman transitioned from a Republic to an Empire culture changed.
3. The Roman Republic transitioned to the Roman Empire with the expansion of Rome. Roman emperors continued to shape Rome's future.
4. The Romans transitioned from a polytheistic society to a monotheistic society.
5. Romans made important contributions in architecture, engineering, literature, the arts and philosophy.
6. The fall of the Roman empire had a significant impact on Europe.
7. Rome's eventual fall was a slow process.

Essential Question(s)

- Why do people live and move where they do?
- Why do people live the way they do?
- Why do societies organize the way they do?
- How do belief systems impact the behaviors of a civilization?
- How does technology affect people's lives?
- Why do civilizations fail?

Learning Objectives:***Students will know . . .******Students will be able to:***

<ul style="list-style-type: none"> geographical features impact the success of a civilization government is essential for law and order of a society Leaders use their role to influence various aspect of society including but not limited to religion the impact of social classes on society and the development of civilization. Romans developed new technological innovations The fall of the Roman empire had a significant impact on Europe. 	<ul style="list-style-type: none"> Explain the impact of geography on daily life. Compare and contrast Roman and American government along with citizenship. Analyze the rise and fall of the Roman Republic, Julius Caesar, and Augustus Caesar. Analyze the decline of the Roman Empire. Understand the development of Judaism. Understand the development of Christianity. Compare and contrast different social classes and their daily lives in Rome. Explore the inventions of the Romans. Debate the reasons for the fall of the Roman Empire.
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Dates: March	Unit 7: Africa and Byzantine Empire
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Stage 1 – Desired Results

PA Standard(S)/Assessment Anchors Addressed:

GEOGRAPHY:

Explain and locate places and regions as defined by physical and human features. (7.1.7.B)

Explain the characteristics of places and regions. (7.2.7.A)

Describe and explain the effects of the physical systems on people within regions. (7.4.7.A)

CULTURE:

Demonstrate continuity and change over time using sequential order and context of events. (8.1.7.A)

Identify and use primary and secondary sources to analyze multiple points of view for historical events. (8.1.7.B)

Cite specific textual evidence to support analysis of primary and secondary sources.(CC.8.5.6-8.A)

Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. (8.4.7.A)

Explain the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.7.B)

Differentiate how continuity and change have impacted world history. (8.4.7.C)

Explain how conflict and cooperation among groups and organizations have impacted the history of the world. (8.4.7.D)

GOVERNMENT:

Describe how the media uses political symbols to influence public opinion. (5.1.7.F)

Compare and contrast rights and responsibilities of citizenship in the community, state, and nation. (5.2.7.A)

Describe the role of political leadership and public service. (5.2.7.C)

Describe the influence of mass media on society. (5.3.7.H)

Identify various types of governments. (5.3.7.J)

Identify how countries have varying interests. (5.4.7.A)

Identify mass media sources and how they report world events. (5.4.7.D)

ECONOMICS:

Analyze how changes in trade affect standards of living. (6.4.7.B)

READING AND WRITING:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.(CC.8.5.6-8.B)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.(CC.8.5.6-8.D)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.(CC.8.5.6-8.G)

Distinguish among fact, opinion, and reasoned judgment in a text.(CC.8.5.6-8.H)

Analyze the relationship between a primary and secondary source on the same topic.(CC.8.5.6-8.I)

Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. The Byzantine Empire developed from the western half of the Roman Empire. 2. Muhammad's death changed the way politics functioned due to his popular leadership and strong following. 3. Islam took root in the Middle East and spread through the former Roman empire. 4. Muslims made important contributions in the fields of science, mathematics, writing, and literature. 	Essential Question(s) <ul style="list-style-type: none"> • Why do people live and move where they do? • How can a leader impact the development of a civilization in a negative or positive way? • How do belief systems impact the behaviors and culture of a civilization? • How does technology affect people's lives?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Geographical features impact the success of a civilization • Leaders have the potential for positive or negative change on a society • Religion can unify a region • Innovations and a focus on knowledge create and advance a culture 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • The advantages and disadvantages to being in close proximity to three continents. • Analyze how the spread of Islam created unity throughout the Middle East. • Evaluate the role that the 5 pillars play in everyday life of Muslims. • Understand the impact of the Islamic culture's development of academics and technology.
Dates: April	Unit 8: Europe: Middle Ages and Renaissance

Stage 1 – Desired Results

PA Standard(S)/Assessment Anchors Addressed:

GEOGRAPHY:

Explain and locate places and regions as defined by physical and human features. (7.1.7.B)

Explain the characteristics of places and regions. (7.2.7.A)

Describe and explain the effects of the physical systems on people within regions. (7.4.7.A)

CULTURE:

Demonstrate continuity and change over time using sequential order and context of events. (8.1.7.A)

Identify and use primary and secondary sources to analyze multiple points of view for historical events. (8.1.7.B)

Cite specific textual evidence to support analysis of primary and secondary sources. (CC.8.5.6-8.A)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).(CC.8.5.6-8.F)

Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. (8.4.7.A)

Explain the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.7.B)

Differentiate how continuity and change have impacted world history. (8.4.7.C)

Explain how conflict and cooperation among groups and organizations have impacted the history of the world. (8.4.7.D)

GOVERNMENT:

Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. (5.1.7.A)

Compare the methods citizens use to resolve conflicts in society and government. (5.2.7.B)

Describe the role of political leadership and public service. (5.2.7.C)

ECONOMICS:

Explain how limited resources and unlimited wants cause scarcity.(6.1.7.A)

Explain the influence of private economic institutions on the local and state economy. (6.2.7.F)

Explain why people specialize in the production of goods and services and divide labor. (6.4.7.A)

READING AND WRITING:

<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.(CC.8.5.6-8.B)</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.(CC.8.5.6-8.D)</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.(CC.8.5.6-8.G)</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.(CC.8.5.6-8.H)</p> <p>Analyze the relationship between a primary and secondary source on the same topic.(CC.8.5.6-8.I)</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Western Europe fell into the Dark Ages. Castles built for fortification. Population increased, villages developed and spread. 2. Medieval Manors - Feudal society. Plague, and disease. Villages and social structure. 3. Feudalism - exchange of loyalty and protection between a lord and vassal. This segues into Knight culture. Monarchy - powerful King/Queen with a decrease in power of Pope. Commoners demand more rights from their kings. 4. Pope Urban II and the development of the Crusades. City of Jerusalem is sacred for different reasons to Christians, Muslims, and Jews. 	<p>Essential Question(s)</p> <ul style="list-style-type: none"> • Why do people live and move where they do? • Why do people live the way they do? • How and why do humans organize their societies the way they do? • How do belief systems impact the behaviors and culture of a civilization?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Government is essential for law and order of a society. • Social classes organize a civilization and can cause inequality in society. • Religious beliefs have the potential to unite or divide individuals. • History is dictated by an interpretation of evidence. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Understanding the Fall of Rome, split of Byzantine and Western Europe leading to Middle Ages. • Understanding the daily life of medieval and feudal society and the impact the plague had on Europe. • Analyze the reasons for and the effects of the Crusades. • Justify if the term “Dark Ages” applies to the Middle Ages when examining culture of the time period.
Dates: May	Unit 9: The Americas
Stage 1 – Desired Results	
<p>PA Standard(S)/Assessment Anchors Addressed:</p> <p><u>GEOGRAPHY:</u> Explain and locate places and regions as defined by physical and human features. (7.1.7.B) Explain the characteristics of places and regions. (7.2.7.A) Describe and explain the effects of the physical systems on people within regions. (7.4.7.A)</p> <p><u>CULTURE:</u> Demonstrate continuity and change over time using sequential order and context of events. (8.1.7.A) Identify and use primary and secondary sources to analyze multiple points of view for historical events. (8.1.7.B) Cite specific textual evidence to support analysis of primary and secondary sources.(CC.8.5.6-8.A) Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. (8.4.7.A) Explain the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.7.B) Differentiate how continuity and change have impacted world history. (8.4.7.C) Explain how conflict and cooperation among groups and organizations have impacted the history of the world. (8.4.7.D)</p> <p><u>GOVERNMENT:</u></p>	

Describe how the media uses political symbols to influence public opinion. (5.1.7.F)
 Compare the methods citizens use to resolve conflicts in society and government.(5.2.7.B)
 Identify various types of governments. (5.3.7.J)
 Identify how countries have varying interests. (5.4.7.A)

ECONOMICS:

Explain why and how market competition takes place. (6.2.7.B)
 Identify how governments limit or promote international trade. (6.3.7.D)

READING AND WRITING:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.(CC.8.5.6-8.B)
 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.(CC.8.5.6-8.D)
 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.(CC.8.5.6-8.G)
 Analyze the relationship between a primary and secondary source on the same topic.(CC.8.5.6-8.I)

Understanding(s):

Students will understand . . .

1. How did geography and natural resources lead to the exploration of new land and territory across the Atlantic Ocean?
2. How did the English, French, and Spanish cultures spread and influence the natives already living in the Americas
3. Native American tribes had a distinct culture that differed greatly from Europe's
4. How did the Europeans plunder the cultural and natural resources in an effort to gain financial success?

Essential Question(s)

- Why do people live and move where they do?
- Why do people live the way they do?
- How and why do humans organize their societies the way they do?
- How do invaders exploit those they are invading for financial gain?

Learning Objectives:

Students will know . . .

- The Americas were isolated from the rest of the world before 1492.
- Native American tribes had a variety of cultures.
- Europeans saw the new world as an opportunity for economic growth.
- Native Peoples and Europeans eventually clashed.

Students will be able to:

- Examine the difference and connections between what was the New and Old World
- Explore the impact of foreign invaders on the existing culture and ecosystem.
- Analyze various Native American tribes living in North America
- Understand how the Europeans claimed new land through wars and invasions.
- Understanding the resources available to natives and the trade by which the explorers/invaders used for trade.