West Ottawa Public Schools

SOCIAL STUDIES - 7TH GRADE

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
HISTORY							
7TH GRADE EASTERN HEMISPHERE STUDIES - Seventh Grade includes Europe, Africa, Asia, and Australia. Europe and Russia are listed in the document for 7th grade, but may be included with either Western or Eastern Hemisphere Studies. World History Eras 1, 2, and 3 and The World in Temporal Terms and The World in Spatial Terms are included in Grades 6 and 7 as a foundation for World History and Geography in the high school. Capstone projects of historical and contemporary global issues that have significance for the student and clearly linked to the world outside the classroom are included.							
H1 - THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND (FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6) - Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.							
H1.1 Use historical conceptual devices to organize and study the past.							
Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.							

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	Explain - comprehension, synthesis, evaluation	eras, millennia, periods, decades, centuries, Ice Age, historians	C	sequencing time, organizing	I can tell how historians use time to tell about human events.		**What conceptual devices do historians use to organize and study time?** We use eras, millennia, periods, decades, and centuries to organize time and to describe the common characteristics of events during that time period. The era of the Ice Age is characterized, for example, by a certain climate which affected large areas of the Earth. The decades of the "Cold War" were characterized by the polarization of power between two super powers. Looking for common characteristics in devices that help us organize time helps historians and students explain and compare human activity.
7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar - B.C./A.D.; contemporary secular - B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).	compare and contrast - analysis	calendar systems, cultural significance	S M H1.1	compare and Contrast	I can tell how people kept track of time using caledar systems. I can tell what events are recorded on calendars. I can tell the difference between types of calendars are that are used, and tell the different purposes of calendars.		**What conceptual devices do historians use to organize and study time?** People keep track of time and develop calendar systems based on both natural and cultural events. Calendars and time-keeping are significant aspects of cultural traditions. Historical events, holidays, religious celebrations, birthdays and anniversaries are recorded on calendars for respective cultural groups to use. Today people continue to use traditional calendars to maintain their cultural links with past generations. They may keep one calendar to maintain cultural and ethnic heritage and use another calendar for business.
H1.2 Historical Inquiry and Analysis							
Use historical inquiry and analysis to study the							
History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.							

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7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	Explain - comprehension, synthesis, evaluation	historians, sources, technology, artifacts, radiocarbon dating, DNA analysis	S M H1.2	analyze	I can tell what sources historians use to explore the past. I can tell how technology is used by historians. I can tell how and why radiocarbon dating and DNA analysis is used .		**How do we use historical inquiry and analysis to study the past?** Historians use a variety of sources to explore the past. The sources provide information that is used to describe and explain the past. Technology has changed the way in which information is obtained, stored, and analyzed. We can learn about the past by examining artifacts, reading primary and secondary sources, and using historical maps. Students will understand that radiocarbon dating and DNA analysis are often used to verify the authenticity of some sources.
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.	Comprehend - Comprehension, Identify - analysis, knowledge, Interpret - Comprehension	historical passage, historical questions	S M H1.2	read, comprehend, identify, and interpret meaning	I can tell what happened in a historical passage. I can use historical questions to get meaning from a historical passage.		**How do we use historical inquiry and analysis to study the past?** We can identify knowledge and interpret meaning from a historical passage. We can use historical questions such as who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed to interpret meaning from an historical passage. For example we can identify knowledge and interpret meaning after reading about the spread of Hindu philosophy.
7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	Identify: analysis, knowledge, comprehension	Point of View Primary Source, Secondary Source, Context, Perspective	S Cc H1.2	Read, analyze primary and secondary sources	I can tell the opinion of the author. I can tell the setting of the author. I can explain what a primary source is. I can explain what a secondary source is.		**How do we use historical inquiry and analysis to study the past?** We identify point of view and context when using different types of primary and secondary sources so that we can identify the perspective of the author and determine how it would influence what was related.
7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.	compare - analysis, evaluate - evaluation	historical perspectives	S M H1.2	compare and evaluate	I can tell the historical perspective of a passage, based on who may have written it.		**How do we use historical inquiry and analysis to study the past?** We compare and evaluate historical perspectives. The view of a time period may be different for different ethnic groups. One example is the view of Israel from the perspective of the Jewish people and the Palestinians.
7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	Identify: analysis, knowledge, comprehension, evaluate: conclude	historian, relationship, sequence, accuacy, source	C	Cause and Effect, sequencing, asking questions, collecting information, evaluation	I can tell the causes and effects of historical events. I can tell ask questions about the point of view or accuracy of the source.		**How do we use historical inquiry and analysis to study the past?** We identify cause and effect relationships by studying the sequence of events. We should also inquire about other occurrences that may have influenced the cause and effect relationships by using basic inquiry methods which begin with asking a question, in this case about a cause and effect relationship; collecting information and evaluating it for accuracy or point of view; interjecting the information to form a conclusion or a finding so that historians can identify cause and effect relationships.

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7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.	Identify: analysis, knowledge, comprehension	role of individuals, significance	S M H1.2	Identify, give details and examples	I can tell the role of various people in history. I can tell how a person's ideas are important either for that time, or in the future. I can tell the importance of some individual's ideas.		**How do we use historical inquiry and analysis to study the past?** We can identify the role of individuals in history. Individuals can be famous or not famous, enslaved or free, leaders or followers, philosophers, innovators, dissenters, supporters, religious, political or military leaders. The effects of one person's ideas may be unknown and only recognized in the future, while the effects of others' ideas are immediate with revolutionary consequences. One example of the significance of an individual's ideas would be Mohandas K. Gandhi, leader of Indian Independence, whose ideas about independence and non-violent protest spread throughout the world.
H1.4 Historical Understanding -							
Use historical concepts, patterns, and themes to study the past.							
Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.							
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).	Describe - knowledge, comprehension, evaluation	cultural institutions, political systems, economics, production, consumption, religion/beliefs, deiities, scientific and technological innovation, era, region, written language, region	S M H1.4	describe, give examples	I can tell about different parts of cultural institutions. I can use what I know about these to study an era or region.		**What are some examples of historic concepts, patterns and themes historians use to study the past?** Some examples of cultural institutions are political systems – how people are governed; means of production and consumption and the system of exchange in economy; beliefs, deities and values associated with religion or ethnicity; scientific and technological innovation such as the creation of the calendar, using astronomy, use of metals; written language; education systems, formal and informal; and family structures. For example, we could research Mesopotamian and Hwang civilizations to learn more about life in the past

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7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.	describe - knowledge, comprehension, evaluation, use - application	themes, historians, patterns, human interactions, environment, civilization, cultural diffusion, innovation, values, beliefs, political ideas, institutions, comparative history and social and political interaction, continuity	**S M H1.4**	describe, give examples, use patterns	I can use themes to study patterns of change and continuity. I can tell how the themes describe these changes, or show how things stay the same.		**What are some examples of historic concepts, patterns and themes historians use to study the past?** Historians would use themes to study patterns of change and continuity, such as; 1. human interactions with the environment; 2. civilization, cultural diffusion, and innovation; 3. values, beliefs, political ideas, and institutions; 4. conflict and cooperation; 5. comparative history of major developments; and 6. patterns of social and political interaction.
7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.	analyze, comprehension, application	global, challenges, global climate change, trade, megration, human environment interaction, natural disasters, volcanic eruptions, drought, earthquakes, aqueducts, irrigation, agriculture, patterns	**C**	use patterns, apply, evaluate	I can tell about past global issues that still affect us today.		**What are some examples of historic concepts, patterns and themes historians use to study the past?** Global issues that have been faced by people long ago and are still challenges today include global climate change, globalization of trade, migration, human environment interaction (such as the Roman roads and aqueducts, irrigation, as well as agriculture), natural disasters, volcanic eruptions, drought and earthquakes.
WI WHG ERA 1 - THE BEGINNING OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.							
Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migrate							
W1.1 Peopling of the Earth							
Describe the spread of people in the Western Hemisphere in Era 1.							
In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, and Australia.							

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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.	Explain - comprehension, synthesis, evaluation	migration, archeological records, genetic records, adapt, environments	S M H1.2	use records to understand migration of people; use text, historical maps, and internet to gather information.	I can tell how people moved around the earth. I can tell haw people adapted to the environments. I can tell the areas of the world that have the most people by using maps.		**How and when did humans populate regions of the Eastern Hemisphere?** The early migration of people from Africa occurred throughout the Earth's continents via land and water. Archeological and genetic records show the movement of people from Africa to Australia, Europe, Asia and the Americas over thousands of years. This movement required people to adapt to new and unique environments ranging from tropical to ice-covered regions. We can use informational text, historic maps, the internet, and other electronic sources to gather information and explain how and when communities populated major regions of the Eastern Hemisphere by showing the information on a map of the Eastern Hemisphere.
7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.	Explain - comprehension, synthesis, evaluation	Paleolithic, Neolithic, archeologists, domesticated, hunters and gatherers	S M H1.4	understand patterns	I can tell about life of the Paleolithic and Neolithic peoples.		**How and when did humans populate regions of the Eastern Hemisphere?** Archeological records reveal much about the patterns of living for Paleolithic and Neolithic peoples. Some common characteristics include living in small bands of hunters and gatherers who used fire and tools, and domesticated the dog. The belief systems were based on nature and were often expressed in paintings that depicted these beliefs and lifestyles.
W1.2. Agricultural Revolution and explain why it was a turning point in history. -							
Describe the Agricultural Revolution and explain why it was a turning point in history.							
The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.							
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).	Explain - comprehension, synthesis, evaluation	Natural Environment, Agricultural Settlement, Irrigation, Precipitation, Growing Seasons, Basic Needs - Food, Shelter, and Clothing, Population	S Cc G3	Cause and Effect	I can give examples of how adequate soil, water and growing season made it possible for farming settlements to develop. I can give examples of how natural resources in the environment made it possible for people to produce clothing, food and shelter . I can explain how populations grow when basic needs		**How did the natural environment affect how people lived?** A favorable natural environment with adequate soil, water, and growing season allowed for the development of agricultural settlements. The natural environment was important because it allowed for reliable production of clothing, food and shelter for the population.

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7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	Explain - comprehension, synthesis, evaluation	Agricultural Revolution, impact, stable food supply, surplus, population, trade, labor, settlements hunter-gatherers, specialization, properous, domestication - plants and animals, pastoral societies	S CC G2	Cause and Effect	I can give examples on how the Agricultural Revolution changed life. I can describe the life of a hunter-gatherer. I can explain how people's lives changed with domesticating plants and animals. I can explain how having a surplus of food led to trade and new jobs. I can explain how settlements become more prosperous.		**Why was the Agricultural Revolution a turning point in history?** The Agricultural Revolution changed life during this time period by providing a stable food supply, which enabled trade possibilities, population growth, division of labor, and the development of settlements. The Agricultural Revolution era began when hunter gatherer societies began to settle and plant food and useful commodities. Not until a society had sufficient reliable food sources could trade take place. With surplus and trade came the division of labor – a working society where people do many different jobs such as herdsmen, potters, craftsmen, traders, and farmers. As a result, settlements developed and populations grew. Specialization made the settlement more prosperous.
7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile).	compare and contrast - analysis	environment, economics, social civilizations, regions, governement, written language, religion, labor, politics, characteristics	S M G2	compare and contrast	I can tell about the different characteristics in civilizations. I can tell how different civiliztions are the same and different.		**What were the characteristics of early civilizations?** Some characteristics of early civilizations are • their location in river valleys • presence of leadership and government • written language • religion • developed technology • tools and techniques such as road building • division of labor • social structure based on economics, politics, or religion We can use these characteristics to compare civilizations from two different world regions
W2 WHG ERA 2 - EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.							
Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.							
W2.1. Early Civilizations and Early Pastoral Societies							
Analyze early Eastern Hemisphere civilizations and pastoral societies.							

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During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.							
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 expressions)	Describe - knowledge, comprehension, evaluation	Language, Oral Language, Written Language, Culture, Pictographs, Symbols, Legal Codes, Government, History	S CC G2	Cause and Effect	I can give examples of how people first used pictures to record events, then pictographs and finally symbols that stood for words and ideas. I can explain the how use of written language helped culture grow.		**What is the relationship between language and culture?** The development of language went from verbal vocalizations such as grunting and imitating sounds to standardization, consistent use of the same sounds to identify objects, and finally to the ability to relate abstract ideas and emotions such as love and fear. People first used pictures to record events, later pictographs were used, and finally abstract symbols came to represent words and ideas. Using language to relate abstract ideas, people gained the ability to express complex ideas like legal codes, daily functioning of government, writing about history, and artistic expression. The progression from vocalization to abstract writing allowed humans to pass on important information about architecture and science, keep records, and record history. This was important because each generation could add to the sum total of human knowledge and did not have to "re-invent" discoveries.
7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).	analyze, comprehension, application, describe: knowlegde, comprehension, evaluation	settlements, civilizations, agriculture, river valleys, trade, domestication	S M G3	use maps to analyze major river systems, and the development of early civilizations and settlements.	I can use maps to locate river systems. I can tell how rivers helped people make settlements. I can tell how rivers were used for trade. I can tell how rivers helped people grow food.		**What role did rivers play in the development of permanent settlements and early civilizations?** There is a close spatial relationship between large river systems and permanent settlements. Major river systems provided a constant and reliable source of water necessary for agriculture and life. A favorable agricultural environment enabled people to grow crops either with irrigation or natural precipitation and engage in the domestication of animals and animal husbandry. River valleys were often corridors for trade, both on land and water, and cities served as trade centers. We can use historical and modern maps to locate, describe, and analyze major river systems.

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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).	analyze: categorize	characteristics, civilizations, pastoral societies, leadership and governement, language, religion, technology, labor, social structure, economics, politics	C	describe, identify	I can tell about early civilizations. I can tell about pastoral societies.		**What were the characteristics of early civilization and pastoral societies?** Some characteristics of early civilizations were the presence of leadership and government. Written language, religion, developed technology, tools and techniques such as road building, division of labor, and an identifiable social structure based on economics, politics, or religion are characteristics of early civilizations and pastoral societies.
7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).	knowledge: recall information	cultural diffusion, technology	S M G4	define	I can tell have people spread ideas to other places. I can tell about the different kinds of ideas that were shared.		**What role did cultural diffusion play in the spread of ideas and technology?** Cultural diffusion is the movement of cultural ideas, practices, and technology among groups of people. As different groups of people encountered each other they were exposed to different ideas and practices. One example in the Eastern Hemisphere is the diffusion of Buddhist religion throughout Asia.
7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.	Knowledge: Describe; Comprehension: explain	pastoralistsm, climate, geography, steppes	C	describe, explain	I can tell how geography helped pastoral societies. I can tell about the characteristics of pastoral societies. I can tell about where the people lived and moved.		**What were the characteristics of early civilization and pastoral societies?** The geography of Central Asia was favorable to supporting small bands of pastoral people. Some characteristics of pastoral societies were a nomadic lifestyle, small population groups, dependence on livestock for wealth and status. The leadership of bands was often based on inheritance. They used well defined migratory routes which recognized rights to specific water and pasture land. Pastoral people inhabited the arid and semi-arid grasslands, or steppes, of the Eastern Hemisphere where rainfall determined grazing regions. The physical geography of the pasture lands was most often valley plains located between mountain ranges.
W3 WHG ERA 3 - CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 100 B.C.E./B.C. TO 300 C.E./A.D.							
Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.							

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During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.							
W3.1. Classical Traditions in Regions of the Eastern Hemisphere							
Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.							
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).	Knowledge: Describe; Comprehension: explain	civilizations, institution, government, irrigation, aquaducts, artisans, merchants, labor, taxes	**S M H1.4**	Describe			**What were the characteristics of classical civilizations in the Eastern Hemisphere?** Some characteristics of classic civilizations were the presence of institutionalized government which included legal codes and taxation; written language; organized religions; increasingly developed technology; tools and techniques such as road building, irrigation systems, aqueducts, wells; the division of labor; the presence of artisans and merchants; and an identifiable social structure based on economics, politics, or religion; participation in an organized trade network; and some provisions for public safety.
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.	describe, knowledge, apply.	characteristics, empire, hemisphere, civilization, agriculture, natural resources	**C**	apply, evaluate, analyze	I can use maps to find good places for settlement.		**What were the characteristics of empires in the Eastern Hemisphere?** Favorable geographic characteristics influenced the location of classical civilization. Most were located in the middle latitudes near major rivers, seas, or oceans. The physical environment presented benefits and challenges. Essential to their development were suitable agricultural land, natural resources, and water. When those characteristics were not present, the empires acquired them by extending their influence and boundaries through military action.

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7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.	analysis: compares and contrasts	compare, contrast, city state, civilizaiton, empire	S M H1.2	compare and Contrast	I can tell about a city state. I can tell about civilizations. I can tell about empires. I can tell how a city state, civilization, and empire and the same and different.		**What were the characteristics of classical** civilizations in the Eastern Hemisphere? A city-state includes the city and immediate and contiguous surrounding region and is independent of other political units. A civilization includes a wider geographic region that shares common cultural characteristics. An empire includes people from many civilizations and a large geographic region under the control of a single government.
7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.	analyze, apply	Greeks, civilizations, democracy, citizenship, jury, political	C	apply, evaluate, analyze	I can tell the importance of government.		**What were the characteristics of Greek democratic institutions that influenced western political thought?** Ideas from Greek civilization that influenced political thought included direct voting, protection for the rights of citizens, elected leadership, majority rule, rule of law, civic debate, and expected responsibility of citizenship, such as jury duty. The Greek ideas about democracy and citizenship were not only important to the Greeks, but have become the foundation of every freely-elected representative of democracy on Earth today.
7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs.	Describe - comprehension, knowledge, evaluation	Achievement, Architecture, Culture, Art, Science, Technology, Mathematics, Philosophy, Political Life and Ideas, Ethical Beliefs (Religions etc) , Military Strategy	S Cc H1.4	Use informational texts to locate information and examples. Chart research and describe achievements.	I can give examples of achievement in India in the areas of architecture, art and ethical beliefs (religions, etc) . I can give examples of achievement in China in the areas of military strategy, art, and technology. I can give examples of achievement in Central and Southwest Asia in the areas of architecture, art, and military strategy, I can give examples of achievement in Africa in the areas of mathmematics, science, and architecture, I can give examples of achievement in the Mediterranean Region in the areas of philosophy, architecture, and political life.		**What were the characteristics of classical civilizations in the Eastern Hemisphere?** Major achievements from India, China, the Mediterranean Region, Africa, Southwest and Central Asia contributed to the world's heritage in the areas of arts, architecture, culture, science, technology, mathematics, political life, philosophy, ethical beliefs, and military strategy. All of these civilizations contributed to each of these categories. Some outstanding examples can be found in India of architecture, art and ethical beliefs; in China of military strategy, art, and technology; in Central and Southwest Asia of architecture, art, and military strategy; in Africa of mathematics, science, and architecture; and in the Mediterranean of philosophy, architecture and political life. We can use informational texts to locate information and examples and then chart them to describe the many achievements.

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7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.	Use - application	Trade, Trade Network, Goods, Historic Map, Empires, Classical Era, Cultural Diffusion	**S** **CC** **G1**	Locate and use information on a map. Apply understanding of trade networks using maps.	I can use maps to locate trade networks. I can give examples of how goods and ideas move along trade networks. I can explain how the trade networks influence culture and bring about change.		**What were the characteristics of classical civilizations in the Eastern Hemisphere?** Extensive trade networks are characteristic of classical empires. We can analyze the origins of cultural influences by using modern and historical maps. Some examples of trade routes in the classical world are the Silk Road, Gold Trade, and Mediterranean shipping routes.
7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).	Use - application, Describe - comprehension, knowledge, evaluation	Case Study, Trade, Integration, Culture, Ecnomy, Empire, Trade Networks.	**S** **Cc** **H1.2**	Locate and use information.	I can give examples of how trade networks grew within an empire. I can give an example of how an empire's trade networks would expand the empire into neighboring lands. I can use maps to give examples of how one culture influences another culture.		**What were the characteristics of classical civilizations in the Eastern Hemisphere?** Extensive trade networks within empires were necessary for the coherence of the empire. Additionally, trade networks extended the power of the empire to its peripheral lands. We can analyze the origins of cultural influences by using modern and historical maps. An example of this would be the trade networks of Egypt.
7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).	Describe - evaluation	state authority, military power, taxation, coerced labor, slavery, empires, absolute power	**S** **M** **H1.4**	describe	I can tell how different expires had absolute power. I can tell how empires kept up their powers by using taxes, military, and labor to keep them strong.		**What roles did people play in classical civilizations and empires in the Eastern Hemisphere?** In the Han, Mauryan, Egyptian, and Roman empires, the authority of the state was absolute. A variety of roles was necessary for their maintenance. Some examples of roles were: people in leadership positions made laws including taxation, represented the authority of the empire, and planned for its stability and expansion. Taxes were collected and used to support the military and to provide income for the ruling class. Taxes also paid for building the infrastructure. The military provided protection and enforced the laws and carried out plans for military expansion of the empire. In addition, military power supported the authority of the empire. Without the support of the military, the political leaders were not able to continue ruling. Another role was filled by people, skilled and unskilled, free and enslaved, who provided goods and services necessary for the empire to function.

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7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	Describe - evaluation	Legal Codes, Written Languages, Communication Systems, Regional Empires, Belief Systems	S CC H1.4	Cause and Effect	I can give details about the importance of legal codes (or laws) in the growth of an empire. I can give details about the importance of written language in the growth of an empire. I can give details about the importance of communication in the growth of an empire. I can give details about the importance of belief systems (religions etc) in the growth of an empire.		**What were the significant characteristics of empires in the Eastern Hemisphere?** Classical empires were unified by a single legal code, a common written language, and an effective communications system. These became the common cultural norms used by classical empires to unify their diverse populations. Belief systems, on the other hand, were not always unified. Initially this characteristic allowed some autonomy for conquered people. However, over time, the belief system of the conqueror often became diffused throughout the classical empire.
7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.	Knowledge, application	timeline, empire, hemisphere, civilization, Africa, Asia, India, ancient, China,	S M H1.1	Apply, comprehension, evaluate	I can make a timeline of Ancient times.		**How can we use timelines to show relationships among classical empires of the Eastern Hemisphere?** We can construct a timeline showing the relationships among the ancient civilizations of the Eastern Hemisphere specifically India, China, the Mediterranean basin, Africa, and Southwest and Central Asia. Some characteristics that can be compared are the rise and fall of each civilization and contributions made by each civilization.
W3.2 Growth and Development of World Religions							
Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)							
Six of the world's major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.							

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
7 – W3.2.1 Identify and describe the beliefs of the five major world religions.	Identify - knowledge, comprehension, analysis Describe - knowledge, comprehension, evaluation	Religion (Ethical Beliefs), Cultural Beliefs, Buddhism, Christianity, Hinduism, Islam, Judaism, Sacred Texts, Dieties (gods), Tenants, Monotheistic, Polytheistic	**S CC H1.2**	Compare and Contrast	I can show on a map a region where there is one main religion. I can give an example of how the world view of that religion unifies the views people living in that region have of the world. I can give examples of how theat religion's laws, foods prefer		**What are the beliefs of the five major world religions?** We can examine the world's five major religions to understand other people and their cultural beliefs. The five major world religions are Buddhism, Christianity, Hinduism, Islam, and Judaism. The major world religions had their origins in South and Southwest Asia. A way to compare religions is to use categories. We can compare sacred texts, number of deities, and major tenants. Another category would be the formal or informal organization of the religion: Is there a congregation? Is there a specific day and time for worship? Is there a structure, building, temple, or shrine for worship?
7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.	Knowledge: locate; Application ; Evaluation: predict	patterns, religion	**C**	use maps to show diffusion	I can tell how religion has spread using maps. I can tell about what kind of religion might be in certain areas based on maps.		**How did major religions grow and spread?** To identify the diffusion of religious ideas through the 3rd century C.E. we can use maps. This historic information is useful to identify the patterns and global distributions of religions today. The patterns of adherents to a particular religion enable us to predict the religious characteristics and beliefs of diverse communities.
7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.	Identify - knowledge, comprehension, analysis Describe - knowledge, comprehensin, evaluation	Religion, Unify, Perceptions, Cultural Integration, Regions, World View, taboos	**S Cc G4**	Cause and Effect, Sequencing	I can show on a map a region where one major religion dominates the region. I can give an example of when the people of a large region of the world share one main religion, that religion influences their world view,laws, food preferences, taboos, and responses to differing religious views. I can give an example of how local or regional religions that are based on nature, are often replaced by one of the five major world religions resulting in unification and cultural change.		**How did major religions grow and what significance have they had over time?** Religion is one way for people to develop a world view. When large regions of the world are limited in the worship of a single religion, they become unified by accepting the world view espoused by that religion. Law, food preferences, and taboos are often part of cultural traditions supported by religion. Until the advent of the monotheist religions, Christianity, Islam, and Judaism, religious deities were often associated with nature. As major world religions have spread, fewer people today participate in local or regional religions. For example the rich tradition of local religions in many African nations has been replaced by the adoption of one of the five major world religions. Conversions of large numbers of people over large geographic regions unified populations within a single, dominant religion. Response to the challenges offered by contact with different faiths has been and continues to be a source of conflict.

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
GEOGRAPHY							
Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.							
G1.1. SPATIAL THINKING							
Use maps and other geographic tools to acquire and process information from a spatial perspective							
Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions "Where is something located?" and "Why is it located there?" Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.							

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
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.			C		I can use maps and technology to describe places around the world.		**How do we use maps and other geographic tools to acquire and process information spatially?** Geographers use maps to show places and regions at different scales. At the most basic level, maps are used to show information, location and names of places, and data such as population density, economic productivity, and climate. When a map of a different scale is used, the amount of detail and perspective change. At the local scale, the details of the immediate environment are shown. At the interregional scale, a larger area is presented on the map and geographic patterns may be observed, such as the location of populations along rivers. At the global scale, the entire world is shown on the map and continental and oceanic patterns of climate, vegetation and topography can be shown. Global maps may also show world population distribution and cultural patterns, such as language and religion. At more complex levels, maps are used to explain why a place or region is particularly well suited for an activity. Web-based maps such as Google Earth may be used to change the scale and perspective from global to local and the respective changes in the detail of the information.
7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).			C		I can draw a sketch map of the major regions of the Eastern Hemisphere.		**How do we use maps and other geographic tools to acquire and process information spatially?** We use mental maps to understand information about the world. Mental maps help people make decisions, ask further questions, navigate through their world, and form hypotheses about other places.
G1.2. Geographical Inquiry and Analysis							
Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.							

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.							
7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.			S Cc G1		I can locate major landforms, rivers and climate regions of the Eastern Hemisphere.		**What tools do we use to answer geographic questions?** We can use maps of the locations of major landforms and climate regions to answer geographic questions. Geographic questions are: Where is something located? Why is it there? With what is it associated? What are the consequences of its location and associations? What is this place like? How has this place changed over time? Some important landforms are mountains-Alps, Mt. Kilimanjaro, Himalayas; desert-Sahara, Kalahari, Gobi; rivers-Rhine, Nile, Indus, Yangtze; plains-Steppes, Serengeti,
7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.			C		I can explain why maps are different due to the person who drew them.		**Why do maps of the same place sometimes differ depending on the person who drew it?** A map reflects the cultural and political background of the person who drew it. A map drawn by a person from Pakistan will likely show Kashmir as a part of Pakistan. A person from India will likely include Kashmir as a part of India. The two perspectives regarding the location of Kashmir reflect racial and cultural perspectives. The maps may also include the names, locations, and ethnic groups that each person is more familiar with from his or her cultural perspective.
7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.			C		I can read and answer questions about thematic maps		**What methods of inquiry and analysis do we use to answer geographic questions?** A variety of geographic resources may be used to answer geographic questions about the characteristics of places and regions, such as: Where is something located? Why is it there? With what is it associated? What are the consequences of its location and associations? What is this place like? How has this place changed over time?

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7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.			C		I can draw the general population distribution of the Eastern Hemisphere on a map and write statements about why people live where they live.		**What methods of inquiry and analysis do we use to answer geographic questions?** Maps enable a person to analyze patterns and answer general questions about why people live where they do. The density of population in the Eastern Hemisphere is greatest in the following regions: Europe; South Asia: India-Pakistan-Bangladesh; East Asia: Eastern China-Japan-South Korea; and Tropical West Africa: Nigeria-Benin-Togo-Ghana-Cote de Ivore-Liberia-Sierra Leone. Many generalizations can be made about population pattern and density. One generalization could be that population density is greatest in regions where the climate provides the best opportunities for agricultural production, such as where the precipitation and growing season are adequate for growing crops. Another is that population density is greatest where opportunities for trade and transportation are abundant, such as in the urban regions along the rivers and seacoasts of Europe.
7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions			C		I can use technology maps to answer geographic questions to describe where people live.		**What methods of inquiry and analysis do we use to answer geographic questions?** We use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate and process data and to analyze spatial patterns. New maps and satellite images which employ science and technology will be more accurate, show greater detail, provide more data, and be updated more frequently than other maps and sources of data.
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.			C		I can ask geographic questions and acquire information about problems or issues of the Eastern Hemisphere.		**What methods of inquiry and analysis do we use to answer geographic questions?** We can use geographic inquiry to analyze issues of importance in the Eastern Hemisphere. We can analyze the problem by asking geographic questions; acquiring, organizing, and analyzing geographic information; and answering geographic questions. An example would be finding the population living in proximity to the potential natural disasters such as the Ganges Delta in Bangladesh, the Ring of Fire active volcanoes such as Indonesia, and on the fault lines and earthquake zones, such as Japan.
G1.3 Geographical Understanding							
Use geographic themes, knowledge about processes and concepts to study the Earth.							

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The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.							
7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.			S Cc G1.3		I can answer geographic questions like where something is located? Why it is there? What is this place like? How has this place changed over time?		**How do we use themes, connections and spatial patterns to describe and study the Earth?** We use location, place, human environment interaction, movement, and region to describe regions or places on Earth. The themes include the information that is essential to understand the geographic significance of places and regions and to answer the geographic questions: Where is something located? Why is it there? With what is it associated? What are the consequences of its location and associations? What is this place like? How has this place changed over time?
7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.			C		I can explain that the environment can limit the ways in which people use the resources.		**How do we use themes, connections and spatial patterns to describe and study the Earth?** We use the spatial patterns of physical and human geography to describe and explain the Earth. Human characteristics include cultural, economic, and political systems. Physical characteristics include climate, terrain, soil, and water. People bring specific cultural skills such as farming, mining, or businesses that rely on the physical environment. The physical environment may limit the ways that people use resources. Spatial patterns of the human and the physical environment tell us why activities are in particular places.

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7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.			C		I can explain how places are connected the people are interdependent. I can describe an example of how people and places are interdendent because of the consumption of services and goods.		**How do we use themes, connections and spatial patterns to describe and study the Earth?** Some ways that places are connected are by transportation and communication systems. Additionally, people and places are interdependent because of production and consumption of services and goods, both manufactured goods and raw materials. The spatial pattern of the transportation system can be compared to the pattern of urban places; the spatial patterns demonstrate how the places are connected. Places can also be connected by institutions such as government and religion.
G2 PLACES AND REGIONS							
Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.							
G2.1. Physical Characteristics of Place							
Describe the physical characteristics of places.							
7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.			S Cc G2.1		I can identify the landform features and climate of the region under study.		**How do we compare and describe natural regions?** We can use landforms and climates to describe a natural region like tropical rain forests in the Congo River Basin, deserts in China, the Himalaya Mountain region, and typhoon and cyclone paths in the western Pacific and Bay of Bengal. Knowledge of landform and climate conditions enables people to predict the ways in which particular natural regions may be used, how they are changing, and places that may not be very suitable to live.
7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.			C		I can use the web to compare and describe natural regions of the contintents of the Eastern Hemisphere.		**How do we compare and describe natural regions?** We can compare natural regions using surface features and natural vegetation of continents in the Eastern Hemisphere. We can predict where crops will grow, where new cities may be located, and make generalizations about population patterns.
G2.2 Human Characteristics of Place							
Describe the human characteristics of places.							

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	Verbs/Bloom's Taxonomy Level	**Content Vocabulary**	***Assess**	**Skills Needed & Sequencing of Skills**	**Learning Targets I can…**	**Resources**	**Assessment**
7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).			**S M G2**		I can describe the human characteritics of a region.		**How do we use human characteristics to study places on the Earth?** Human characteristics of a region include art, architecture, language, roads, bridges, religion, traditions, in short, inventions of mankind. We can describe the human characteristics of a region by identifying unifying characteristics. Three examples of human characteristics which define a region are • regions that identify language groups like the Romance languages of Europe – French, Spanish, Italian, Portuguese, and Romanian • regions where cultural traditions have been maintained, such as the Hindu religious pilgrimage to Varanasi on the Ganges River •Economic regions such as the free market economic systems used in the European Union
7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).			**S M G2**		I can explain how communities are affected by changes in technology.		**How do we use human characteristics to study places on the Earth?** A human characteristic can affect places positively or negatively. The use of technology can provide jobs, safety, hydroelectric power, improved agricultural methods, and improved communication and transportation. Technology can produce negative changes in a community as well. Some examples would be destruction of natural habitat, pollution of water and/or air; job loss, and loss of cultural identity.
7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).			**C**		I can analyze how culture and experience influence how people view places.		**How do we use human characteristics to study places on the Earth?** Personal and cultural characteristics affect peoples' perceptions of places. When visiting places, culture and experience shape expectations, and expectations have a powerful influence on perceptions. Recognizing and dealing with perceptions of other places may help people avoid egocentric and ethnocentric stereotyping.
G3 PHYSICAL SYSTEMS							
Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.							
G3.1 Physical Processes							

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
Describe the physical processes that shape the patterns of the Earth's surface.							
7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).			C		I can make and analyze climate graphs to answer geographic questions.		**How do we use climate graphs to answer geographic questions?** We can analyze climate graphs to answer geographic questions like: Where is something located? Why is it there? With what is it associated? What are the consequences of its location and associations? What is this place like? We can also make predictions based on patterns. We can analyze data to compare places like Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi.
G3.2 Ecosystems							
Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.							
The characteristics of major ecosystems on Earth's surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.							
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			S Cc G3		I can explain that ecosytems differ with elevation and latitude.		**How are the Earth's ecosystems described?** We can explain how and why ecosystems differ based on relative location and human characteristics. Some important influences on ecosystems include latitude, elevation, climate; and human activities that alter ecosystems such as agriculture, manufacturing, mining, lumbering and fishing.

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7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of			C		I can explain why people choose to live in some places and not others.		**How are the Earth's ecosystems described?** We use information about ecosystems and biomes, or zones with the same vegetation, to document the diversity of plant and animal life on Earth. People are particularly attached to certain ecosystems and biomes because they provide large, direct benefits. For example, a forest is often viewed as a valuable biome, while a desert is viewed as less valuable. Forests have direct benefits to people since trees provide wood products such as lumber, paper, synthetic fibers, and open land can be used for farming or urban development when the forest is removed. Desert is a biome with fewer opportunities and people must first obtain water for a successful settlement. If water is available, then the desert has many uses ranging from agriculture to recreation and industry. Changes in technology allow people to modify the environment in both positive and negative ways. Some important technologies are air conditioning, irrigation, and the genetic modification of plants to support the population.
HUMAN SYSTEMS							
Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and product within and among groups.							
G4.1 Cultural Mosaic							
Describe the characteristics, distribution and complexity of Earth's cultural mosaic.							
People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.							

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).			**S M G4**		I can identify and explain examples of cultural diffusion in the Eastern Hemisphere.		**How do technology and cultural ideas diffuse?** People exchange products and ideas with one another. Those exchanges sometimes reach only the group of people that is living close by and at other times reach across the Earth. Rice was first raised in Asia. Today rice is grown in many places. There are many uses for rice, such as cooked rice, rice flour, rice milk, and rice paper. Rice has diffused globally. If a product is accepted, then the new group may make changes that fit the product into its culture. A technology that has diffused across the Earth is the cell phone. Since cell phones operate with satellite links, there are few places on Earth where cell phones are not used. One particular use of cell phones is text messaging; while the first use of the cell phone was for voice communications, the use of sending text message diffused along with it.The acceptance of new ideas and products changes the culture. Sometimes the change is fast as with the acceptance of fast foods; other changes are slow as with the reduction in tobacco use for health and second hand smoke reasons.
7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.			**C**		I can compare the roles of women in traditional African societies with roles of modern micro-entrepreneurs		
G4.2 Technology Patterns and Networks							
Describe how technology creates patterns and networks that connect people, products and ideas.							
Technology affects the patterns and networks that develop on Earth and that enable people, products, and ideas to be exchanged.							

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).			S M G4		I can list advantages and disadvantages of using different technologies to move products and people.		**How effectively do different technologies move people, products and ideas?** The spatial patterns of networks that connect people, products and ideas are visible everywhere. News reports become immediately available after natural disasters, political conflicts, and other events through the use of satellite technology, allowing people, governments, and non-governmental organizations, (NGOs), to be informed and react. Modern transportation such as airplanes and fast cargo ships move products quickly from place to place. People travel throughout the Eastern Hemisphere on airplanes, being in Germany one day and visiting relatives in Turkey the next day. Another example is the use of the Internet to report data and statistics about strains of flu in Asia to health officials in Europe who are worried about the spread of Movement of people, products, and ideas are generally considered to be positive, but can have negative aspects. Contagious diseases move much more rapidly with fast transportation and are more difficult to monitor. Exotic species such as plants, fish, birds, insects and reptiles move much more easily from one continent to another hitching rides on boats, planes, and with people.
G4.3 Patterns of Human Settlement							
Describe patterns, processes and functions of human settlement.							
Human settlements have a powerful influence in shaping the world's different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, and religious).							

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7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have be			S Cc G4		I can identify places in the Eastern Hemisphere where the natural environment has been modified so the places are more livable.		**Where and how have places been modified for human settlement and what are some common patterns of settlement?** We can identify places in the Eastern Hemisphere where the natural environment has been modified to make the places more suitable for people to live. Some examples include the terracing of steep slopes in Asia to allow for agricultural production; the cutting of tropical forests for timber, farmland, and grazing land in Indonesia and Malaysia; and the building of levees along the Indus River for flood control. The Aswan High Dam provides irrigation and power in the Nile River region, and reclamation of land along the North Sea adds additional needed land to the countries bordering on the North Sea. Desertification is the process which causes once fertile land to become desert. This process is caused by changes in climate and deforestation. When people plant and care for trees in these areas the process overtime is reversed.
7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).			S CC G4		I can describe where people live using maps.		**Where and how have places been modified for human settlement and what are some common patterns of settlement?** We can describe and explain settlement patterns by using historical maps and modern satellite images. Settlements were located near natural resources and networks of land and water transportation. Settlements that began along rivers initially grew by stretching along the river banks. This is called a linear settlement pattern. The Rhine River and its cities are an example. Another settlement pattern is nuclear. A nuclear pattern is observed when many transportation systems intersect and merge. One example would be Beijing. Another example is New Delhi. Johannesburg would be an example of a nuclear settlement pattern centered on the natural resources of diamonds and coal. In the Eastern Hemisphere, mega cities-cities with more than 5 million people- are new patterns of settlement and appear in China, Nigeria, Japan, and India.
G4.4 Forces of Cooperation and Conflict							
Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.							

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Forces of cooperation and conflict divide Earth's space and involve the control of land, resources, strategic routes, and domination of other peoples.							
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).			**S Cc G4**		I can identify reasons why there is conflic or cooperation between cultural groups.		**Why do culture groups cooperate or fall prey to conflict?** Some factors that contribute to cooperation between and among culture groups are common cultural ancestry, common economic or political systems, common religions and language. An example of cooperation would be the European Union. Some factors that contribute to conflict are disagreement over the control of natural resources, religious differences, political boundaries, and language differences or long-standing animosity based on warfare or military occupation. The ongoing conflict between Serbia and Kosovo over ethnic and religious differences and control of the land is an example.
7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).			**S M G4**		I can describe cooperation within the European Union.		**Why do culture groups cooperate or fall prey to conflict and how is the EU an example?** The European Union is one of the world's largest trading blocks. It is an example of international cooperation. National interests, however, generate conflict within the European Union. Examples of this are joint policies about the movement of people among countries, the use of a single currency, and the role of the European Parliament in the establishment of European Union policies.
G5 ENVIRONMENT AND SOCIETY							
Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.							
G5.1 Humans and the Environment							
Describe how human actions modify the environment.							

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7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin,			S M G5		I can describe how humans affect the environment.		**How do humans modify the environment?** A complete description of the effects of human actions on the environment would include an examination of atmosphere, biosphere, lithosphere, and hydrosphere. A complete description of the effects of human actions on the environment would include an examination of atmosphere, biosphere, lithosphere, and hydrosphere.
7 – G5.1.2 Describe how variations in technology affect human 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).			S M G5		I can describe how humans use technology to modify the landscape.		**How do humans modify the environment?** Human actions modify the environment. How much the environment is modified is dependent on the technology employed. For example, agriculture is one way we have modified the environment. In earliest times and in some places today, humans use hand tools and animals for the cultivation of crops. The resulting disruption or change was and is limited by the amount of work that can be done with this technology. Conversely, as humans have, in many places world-wide, employed machines to assist with agriculture, the disruption or modification of the environment is broader.
7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).			S Cc G5		I can identify the way changes made by people to the environment can cause changes in other places.		**How do humans modify the environment?** Human changes to the environment in one location will affect the environment in other locations. The consequences can be positive and/or negative. For example, building a dam can provide low cost hydroelectric power and water for irrigation in other locations; changing the environments of both the flooded area caused by the dam and the newly irrigated farmland. Examples of negative consequences would include the loss of farmland upstream from China's Three Gorges Dam and loss of soil fertility due to salinization in Egypt.
G5.2 Physical and Human Systems							
Describe how physical and human systems shape patterns on the Earth's surface.							

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7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).			S M G5		I can describe human created changes in the environment. I can describe how people have adjusted to environmental changes.		**How do changes in the physical environment cause change in human activities and choices?** Changes in the physical environment are caused by natural events and human activity. Natural events include earthquakes, volcanoes, and drought. Human activity includes deforestation, over-grazing, over-fishing, water and air pollution caused by industrial and agricultural activities. People adjust to environmental change by making choices. Choices are made by governments or individuals. For example, if the environmental change is dangerous, then the government may require people to move for safety reasons. Examples may be a volcano, hurricanes, and industrial accidents. If the environmental change is not perceived as life-threatening, the choice is usually made by individuals. Examples may be a prolonged drought, exhaustion of a natural resource, and the effects of repeated flooding. When environmental disruptions occur, people relocate, change their way of making a living, or stay where they are.
G6 GLOBAL ISSUES PAST AND PRESENT (H1.4.3, G1.2.6)							
Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.							
G6.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4)							

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Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (National Geography Standards 17 and 18, p. 179 and 181)							
7 – G6.1.1 Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.			C				**How do citizens construct deep understandings of global issues?** Elements of a capstone project People face significant challenges as residents of Earth. Students will use the following elements to investigate one universal problem: - use technology - collect data - develop a product or performance - apply content from the core disciplines - demonstrate ability to participate in public discourse - make reasoned decisions - demonstrate citizen involvement - use methods of inquiry - compose persuasive civic essays using reasoned arguments
Contemporary Investigation Topics **Conflict, Stability, and Change** – Investigate the significance of conflict, stability, and change in governmental systems within the region. **Diversity and Nationalism** – Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences. **Urbanization** – Investigate urbanization and its consequences for the world's population. **Oil and Society** – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource. Children in the World – Investigate issues affecting children such as health, labor, and war. **Regional Cooperation** – Explain the significance of and barriers to regional cooperation.							

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7 – G6.1.2 Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.							
CIVICS AND GOVERNMENT							
C1 PURPOSES OF GOVERNMENT							
Analyze how people identify, organize, and accomplish the purposes of government.							
C1.1 Nature of Civic Life, Politics, and Government							
Describe civic life, politics and government and explain their relationships.							
Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.							
7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.	Explain - comprehension, evaluation, synthesis	dictatorship, monarchy, theocracies, representative governemnts	S M C1	describe, compare and contrast	I can tell how a dictatorship works between the people and the governement. I can tell how a monarchy works between people and the government. I can tell how a theocracy works between the people and the government. I can tell how representative governments work between the people and the government.		**How do the purposes of government affect the relationship among individuals, the government, and society in a variety of government systems?** The role of government in a dictatorship is to maintain personal power or the power of political or military elite at the cost of the common good and individual rights. The purpose of government in a representative government is to protect the rights of citizens while serving the common good. Monarchies are solely hereditary with both the leadership and a privileged class deriving their power through birthright. Actions for the common good of the people are dependent on the good will of the monarch and his/her supporters. Theocracies are governments where the leaders are chosen to enforce a religion or a single belief system to the exclusion of all others. The good of the people is judged by the religious dictates of the enforced religion.
C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT							
Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities,							

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C3.6 Characteristics of Nation-States							
Describe the characteristics of nation-states and how nation-states may interact.							
The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.							
7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.	knowledge: define	nation-state, political sovereignty, jursdiction, citizens, economic and cultural exchange agreements, geographic territory, country	**S M C3**	describe, categorize	I can tell what a nation-state is. I can show the territory of a nation-state on a map. I can tell about how countries interact with each other.		**How do we define nation states?** A nation-state can be defined as having a specific geographic territory, permanent citizenry, jurisdiction over the people that reside there, political sovereignty and a government. A nation-state is often referred to as a country. Most countries in the Eastern Hemisphere exchange diplomats and participate in the United Nations. Countries usually have economic and cultural exchange agreements.
C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS							
Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and							
C4.3 Conflict and Cooperation Between and Among Nations							
Explain the various ways that nations interact both positively and negatively.							
Governmental and nongovernmental organizations provide avenues through which nation-states can interact and attempt to manage their affairs and conflicts peacefully.							

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).	evaluate, synthesis, comprehension	government, dictatorship, organization, representative, policy, trade, conflict, population, officials, diversity	S M C4	comprehension, evaluation, analysis, cause-effect	I can explain how Government makes decisions.		**How are national policies established? What problems might be caused when national interests conflict?** What benefits come from international organization? Generally countries attempt to form policies that best serve the interests of their own people. In representative forms of government, the people's elected representatives meet to discuss what these policies should be. The priorities and values of the people direct the policies that are enacted. If government officials engage in policy making that the people do not support, they will be voted out of office or the officials will take over the government from the people. If this occurs, then it would be a dictatorship. All countries have different histories and different physical and human characteristics; because of this diversity, it is logical to acknowledge that the priorities and policies of some countries would come in conflict with those of other countries. Some examples of conflicts that have occurred between countries include differences in trade policies, differences in population priorities and control, and differences over environmental concerns.
7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	evaluate, apply, synthesis	government, trade, international, government, soverignty, citizens, immigration, pollution,	S CC C4	evaluation, application, synthesis	I can see how countries make choices that will help everyone.		**How are national policies established? What problems might be caused when national interests conflict? What benefits come from international organization?** Some examples of challenges governments face are trade, immigration and national sovereignty. Ideally, governments would want to support low prices on consumer goods and protect jobs and industries at home. Ideally, countries would want to support the free movement of all people. Ideally, all nations would seek to protect their national sovereignty. However, countries must make choices and the best choices serve the common good of their citizens. In reality, governments may make decisions which fall short of the ideal to serve a greater good. Some issues inherently involve the cooperation of many countries to resolve issues such as immigration, pollution, fair trade policies, or fighting the drug trade.

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).	evaluate, comprehension, anaylize	policy, international, century, alliances, military, economy, United Nations, humanitarian	S M C4	comprehension, evaluation, analysis, cause-effect	I can tell how countries serve their own people.		**How are national policies established? What problems might be caused when national interests conflict? What benefits come from international organization?** Generally countries form policies that attempt to best serve the interests of their own people. Throughout the twentieth century countries have found it beneficial to form alliances. These alliances can fulfill a variety of social, political, economic, military, and humanitarian needs. A single country will choose to make alliances and treaties with a variety of countries. Sometimes countries who are enemies will belong to the same organization because it serves their interests. The United Nations is an example of an organization to which almost all countries belong.
E1 ECONOMICS							
E1 THE MARKET ECONOMY							
Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.							
E1.1 *Individual, Business, and Government Choices*							
Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy.							
Individuals, businesses, industries, and governments confront scarcity and choice when organizing, producing and using productive resources (land, labor, capital) to supply the market place.							

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
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).	Explain - comprehensin, evaluation, synthesis	incentives, economic systems - command, and market, money, profit, goods, loss, society positions, job placement, privately vs pulbic, Productive Resources (Factors of production) Natural, Human (labor), Capital (money, machinery, buildings, etc)	S Cc E1	Cause and Effect; Compare and Contrast	I can give examples of how incentives play a role in the economic decision making in a market economy. I can give examples of how the lack of incentives play a role in the economic decision making in a command economy.		**What role do incentives play in economic decision making?** Individuals respond predictably to positive and negative incentives in market economies. Productive resources, such as natural resources, labor or human resources, and capital resources are privately owned. Incentives and profits motivate producers to produce the best product at the lowest cost. In a command economy where the profit motive is not present, there exists little incentive outside of loyalty, to work hard, contain costs, or produce quality goods.
7 – E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g. education, health care, military protection).	Describe - knowledge, comprehension, evaluation	Circular Flow, Economics, Factors of Production, Goods, Services, Households, Businesses, Government	S CC E1	Diagram	I can explain how money, goods, and services move between households, businesses, and the government.		**How can the circular flow model show the interconnections between business, government, and households?** The circular flow model is a device designed to show how the factors of production come together in a market economy. The factors of production are natural resources also called land, human resources also called labor, and capital. Put together by entrepreneurs, the factors of production are the building blocks of the production of goods and services in a market economy. Who owns the factors of production, how they are exchanged, and for what purposes are what is shown on a circular flow model. Individual households provide labor, land and capital to the government and to business. People can work for the government or for a business in exchange for a wage. People also provide capital in the form of taxes to the government; they can also provide capital for businesses if they invest their savings in the purchase of stocks or bonds. In a free market society, natural resources are often owned by individuals. These resources can be sold to both businesses and the government.

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
							The government provides services to both business and households in exchange for taxes. Some of the natural resources of a country are owned by the government. The government can sell or lease these resources to individuals or businesses. With tax money, the government provides goods and services known as public goods and public services. These public goods or services are provided with tax income when it is determined that it is more efficient for the government to do so as opposed to private entrepreneurs. Schools, libraries, roads, bridges and the protection by the nation's armed forces are some examples.
E2 THE NATIONAL ECONOMY							
Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a provider of goods and services within a national economy.							
E2.3 Role of Government							
Describe how national governments make decisions that affect the national economy.							
Governmental decisions of taxation, spending, protections, and regulations affect the national economy.							
7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).	Explain - comprehensin, evaluation, synthesis	National government, National economy, Global economy, resources, trade, imports, exports, sanctions, tariffs, trade agreements, treaties, government policies, foreign, domestic, consumers, producers	**S Cc E2**	Cause and Effect; Compare and Contrast	I can give an example of how an economic decision made by a government to protect its economy impacts consumers and foreign producers.		**When do economic decisions made by a nation affect other nations?** Governmental policies regarding trade, like the imposition of tariffs, sanctions, and treaties, have negative impact on foreign companies and domestic consumers. Sanctions and tariffs increase the cost of foreign goods, protecting the dominance of domestic companies and products. Foreign companies are forced to charge higher prices as compared to domestic goods or services. Consumers are hurt because the lack of competition from foreign companies keeps prices artificially high. For example, through the use of sanctions, Japan could restrict the import of tuna to protect its tuna farming industries. Little or no competition from foreign fishermen would cause the prices for tuna in Japan to be higher for Japanese consumers. The sanction would raise the price of tuna coming from outside of Japan, restricting the amount of tuna from other countries that would be sold in Japan. This could limit the potential profits of manufacturers in other nations worldwide.

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	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can…	Resources	Assessment
E3 INTERNATIONAL ECONOMY							
Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.							
Economic interdependence (trade) and economic development result in challenges and benefits for individuals, producers, and governments.							
7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).	Explain - comprehensin, evaluation, synthesis	Trade, national economies, imports, exports	C	Cause and Effect; Compare and Contrast	I can explain why trade is important in national economies. I can describe how imports and exports are important in national economies.		**Why is trade important?** Trade is important to all countries. Geographic diversity has made the allocation of resources throughout the planet widespread. The natural, human and capital resources of countries vary. For the largest number of people to be able to have their needs met, it is best for countries to produce those products and services for which they are most efficient. An example of this might be Germany. Germany is a country with many human and capital resources. Germans love bananas. It would be possible for Germans to build large greenhouses to grow bananas, but the cost of growing bananas in this way would be very high. It is cheaper for Germans to import bananas from a country with an appropriate climate and adequate banana production. Importing bananas means that more Germans can decide to purchase bananas if they want to consume them. Germany will then apply its resources to produce those things for which they have the greatest efficiency. An example of this might be Germany. Germany is a country with many human and capital resources. Germans love bananas. It would be possible for Germans to build large greenhouses to grow bananas, but the cost of growing bananas in this way would be very high. It is cheaper for Germans to import bananas from a country with an appropriate climate and adequate banana production. Importing bananas means that more Germans can decide to purchase bananas if they want to consume them. Germany will then apply its resources to produce those things for which they have the greatest efficiency.

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7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	Diagram - Map : analysis	Consumer products, flow of materials, labor, and capital, global supply chain, global market system	S M E3	Describe, explain, diagram, and/or map	I can demonstrate on a map the movement of a consumer goods. I can show how materials, labor and capital flow on a global supply chain.		**What are the global patterns and networks of trade for goods and services?** We can map the production of consumer products including raw materials, labor, and capital to demonstrate the economic interdependence of countries in a global market system.
			Ma				
7 – E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.	Determine - evaluate Graph - application Analyze - analysis, evaluate	impact, trade, gross Domestic Product, decade, trend data, imports, exports	C	Cause and Effect; Compare and Contrast	I can show how the gross Domestic Product of a region is effected by trade. I can compare data of a product over time. I can use trend data to predict how countries should prepare for the future.		**Why is trade important?** We can determine the impact of international trade on the Gross Domestic Product (GDP), for regions in the Eastern Hemisphere by analyzing data and trends. Using impact and trend data to make predictions enables countries to prepare for the future. Impact and trends can show the effect of current economic policies. It can also predict what potential changes in policies might mean. Analyzing data is one way for countries to make informed decisions about economic policy.
7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).	Explain - comprehensin, evaluation, synthesis	communication innovations - internet, economic interactions - international work teams, international companies, competition, producers, productivity, markets,	S Cc E3	Cause and Effect	I can give an example of how the Internet enables people to receive services from people around the globe - and to provide service s to people around the globe.		**What are the global patterns and networks of trade for goods and services?** Communication innovations have made the competition for the provision of services by the most productive provider a world-wide competitive market. Some examples are expert readings of medical x-rays, records, and tests by highly qualified physicians regardless of geographic location, and provision of customer support for computers and electronics in countries world-wide.
E3.3 Economic Systems							
Describe how societies organize to allocate resources to produce and distribute goods and services.							
An economic system is the institutional framework that a society uses to allocate its resources to produce and distribute goods and services. Every modern economy is a "mixed system," having some features characteristic of traditional, command, and market economies. The "mix" varies from one economy to another.							

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7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).	Explain - comprehension, evaluation, synthesis Compare - analyze, evaluate	Traditional Economy, Command Economy, Market Economy, Production, Distribution, Benefits, inheritance, gender, tradition, barter, currency	C	Compare and Contrast	I can give examples in a traditional economy of how - who produces a good or service is determined by inheritance or gender; what is produced is decided by tradtion; and people trade by bartering or using local currency. I can give examples in a command economy of how - who produces a good or service and what is produced is decided by a government committee; and people share the benefits. I can examples in a market economy of how - who produces a good or service is decided by consumers; how what is produced is decided by entrepreneurs, and how consumers, producers, and distributors benefit.		**How do economic systems answer the four economics questions?** In traditional economies, who produces a good or service is determined by inheritance or gender roles. Tradition dictates what and how products are produced. Barter or local currency is most often the medium of exchange. In command economies, economic goals are set in multiyear plans and decisions as to what are produced are made by a central planning committee of the government. Allocation of resources to produce and distribute goods and services is also determined by the planning group. The benefits of production are shared by society. In market economies, what should be produced is determined by consumer demand. How goods and services will be produced and distributed will be determined by entrepreneurs who must compete for resources in the market place. The benefits of production will go to those consumers who can pay the market price and to producers and distributors who earn a profit because they have risked their investment.
PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT							
P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement							

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7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. -Identify public policy issues related to global topics and issues studied. -Identify public policy issues related to global topics and issues studied. -Clearly state the issue as a question of public policy orally or in written form. -Use inquiry methods to acquire content knowledge and appropriate data about the issue. -Use inquiry methods to acquire content knowledge and appropriate data about the issue. -Identify the causes and consequences and analyze the impact, both positive and negative. -Share and discuss findings of research and issue analysis in group discussions and debates -Compose a persuasive essay justifying the position with a reasoned argument. Develop an action plan to address or inform others about the issue at the local to			**C** **S** **M** **P3.1.1** **a – C6** **c –** **H1.5** **d – C2**				**How do citizens act constructively to further the common good?** Public issues that affect the life of citizens of the Eastern Hemisphere may include environmental concerns, jobs, trade, working conditions, human rights, education, and migration/immigration. A deep examination of policy issues would require students to 1) use graphic data, charts and visual data to inform decision making and 2) understand a variety of points of view. Resolutions differ depending on an individual's interpretation of core democratic values. For example, the recognition of the rights of indigenous people is a public issue for many countries in the Eastern Hemisphere. Public issues include the preservation of indigenous cultures, languages, territorial claims, and the accommodation of sovereign rights within the national borders of countries.
P4.2 Citizen Involvement							
7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.			**C**				**How do citizens act constructively to further the common good?** One way to act constructively to further the public good is to develop a plan to inform others about the problem and know how, when, and where to address a public issue: for example, send or email it to the newspaper, a blog, an elected representative or to others.
7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.			**C**				**How do citizens act constructively to further the common good?** One way to engage in activities intended to contribute to or solve national or international problems is to participate in projects that help or inform others.
7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).			**C**				**How do citizens act constructively to further the common good?** One way to act constructively to further the public good is to participate in projects that help or inform others.

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