

Paulsboro Schools



Curriculum

<Geography>

Grade **< 7 >**

<2012 - 2013>

*** For adoption by all regular education programs
Board Approved: 9/2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.**

PAULSBORO SCHOOL DISTRICT

Superintendent
Dr. Frank Scambia
BOARD OF EDUCATION

Curriculum writing team members:
Michael Calabrese
Daniel Wyckoff

***Greenwich Township Board of Education Representative**

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Geography – Grade 7

Scope and Sequence Map

Quarter 1

Big Idea: 1: Map Skills

- I. navigating maps
- II. location of continents, countries, and major geographic locations

Big Idea: Ancient Civilizations

- Ancient Middle Eastern civilizations
- a. Mesopotamia
 - b. Egyptians

Quarter 2

Big Idea: Ancient Civilizations

- I. Ancient Greece
 - a. Culture
 - b. History
 - c. historical connection

Big Idea: Ancient Civilizations

- I. Ancient Greece
 - a. Culture
 - b. History
 - c. historical connection

Geography – Grade 7
Scope and Sequence Map Page 2

Quarter 3

Big Idea: Ancient Civilizations

- I. Roman Empire
 - a. Culture
 - b. Major figures
 - c. Geography

Big Idea: Ancient Civilizations

- I. Roman Empire
 - d. Culture
 - e. Major figures
 - f. Geography

Quarter 4

Big Idea: Ancient Civilizations
South and East Asia

- I. Indus Valley Civilization
 - a. Geography
 - b. Exploration
 - c. Religion
 - d. History

Big Idea: Ancient Civilizations
South and East Asia

- I. Ancient China
- II. Ancient Japan

The next portion of this document deals with management of curriculum.

Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at:

<http://www.nj.gov/education/aps/cccs/>

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

Curriculum Management System – Big Idea 1

Geography Grade 7	Suggested Days of Instruction: 20	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.	Big Idea 1 Map Skills	
	Topic: (name of unit) Navigating maps, locating continents, countries, and major geographic locations on Earth.	
	Overarching Goals: (1) Develop students who are civic minded, globally aware, socially responsible, and who recognize the implications of an interconnected global economy. (2) Develop students who investigate and utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions. (3) Develop students who analyze and evaluate multiple perspectives, values diversity, promote cultural understanding, and who appreciate the global dynamics between people, places, and resources. (4) Develop students who demonstrate informed decisions about local, state, national, and global events based on inquiry, analysis, and who exemplify the fundamental values of American Citizenship.	
	Goal: 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
	Essential Questions: How do geographers use tools to examine History and the Development of Cultures? Enduring Understanding: Geography, People, and the Environment Conceptual Understanding: Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia,	Learning Activities: Guiding Reading activities, web quest, open-ended questions, creative writing activities, Power Point Presentations/ Note Taking, group discussions, and video clips. Assessment Models: Test/projects Assessment Models: Tests Quizzes Projects Presentations Booklets

Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.

Essays

Additional resources:

Students will use web-based sources provided by the teacher to supplement class work and textbook activities.

Curriculum Management System - Big Idea 2

<p>Geography Grade 7</p>	<p>Suggested Days of Instruction: 25</p>	
<p>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>6.2.8.A.1.a: Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.B.1.a: Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.B.1.b: Compare and contrast how nomadic and agrarian societies used land and natural resources.</p> <p>6.2.8.C.1.a: Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p>	<p>Big Idea 2 Ancient Civilizations</p>	
	<p>Topic: Ancient Middle Eastern Civilizations (Mesopotamia and Egyptians)</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and who recognize the implications of an interconnected global economy.</p> <p>(2) Develop students who investigate and utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.</p> <p>(3) Develop students who analyze and evaluate multiple perspectives, values diversity, promote cultural understanding, and who appreciate the global dynamics between people, places, and resources.</p> <p>(4) Develop students who demonstrate informed decisions about local, state, national, and global events based on inquiry, analysis, and who exemplify the fundamental values of American Citizenship.</p>	
	<p>Goal 1: 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<p>Essential Questions:</p> <p>How did hunter/gatherers adapt to their physical environments using resources, the natural world, and technological advancements?</p> <p>How did the agricultural revolution lead to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies?</p> <p>How does archaeology provide historical and scientific explanations for how ancient people lived?</p>		<p>Learning Activities:</p> <p>Guiding Reading activities, web quest, open-ended questions, creative writing activities, Power Point Presentations/ Note Taking, group discussions, and video clips</p> <p>Assessment Models:</p> <p>Tests Quizzes Projects</p>

6.2.8.C.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.D.1.a: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.D.1.b: Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

6.2.8.D.1.c: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

How did Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Enduring Understanding:

- A. Civics, Government, and Human Rights**
- B. Geography, People, and the Environment**
- C. Economics, Innovation, and Technology**
- D. History, Culture, and Perspectives**

Conceptual Understanding:

6.2.8.A.1.a: Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.B.1.a: Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.

6.2.8.B.1.b: Compare and contrast how nomadic and agrarian societies used land and natural resources.

6.2.8.C.1.a: Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.

6.2.8.C.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian

Presentations

Booklets

Essays

Additional resources:

Students will use web-based sources provided by the teacher to supplement class work and textbook activities.

societies.

6.2.8.D.1.a: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.D.1.b: Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

6.2.8.D.1.c: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Curriculum Management System – Big Idea 2 (Continued)

<p>Geography Grade 7</p>	<p>Suggested Days of Instruction: 40</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of</p>	<p>Big Idea 2: Ancient Civilizations</p>	
	<p>Topics: Ancient Greece Culture, History, and Historical Connection</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and who recognize the implications of an interconnected global economy.</p> <p>(2) Develop students who investigate and utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.</p> <p>(3) Develop students who analyze and evaluate multiple perspectives, values diversity, promote cultural understanding, and who appreciate the global dynamics between people, places, and resources.</p> <p>(4) Develop students who demonstrate informed decisions about local, state, national, and global events based on inquiry, analysis, and who exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
	<p>Essential Questions:</p> <p>How did classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values?</p>	<p>Learning Activities:</p> <p>Guiding Reading activities, web quest, open-ended questions, creative writing activities, Power Point Presentations/ Note Taking, group discussions, and video clips</p>

United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e

Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b

Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c

Explain how classical civilizations used technology and innovation to enhance

How did cultural exchange and diffusion dramatically increase, and enduring world religions emerge, during the era of classical civilizations.

How did classical civilizations decline as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Enduring Understanding:

- A. Civics, Government, and Human Rights**
- B. Geography, People, and the Environment**
- C. Economics, Innovation, and Technology**
- D. History, Culture, and Perspectives**

Conceptual Understanding:

6.2.8.A.3.a

Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.b

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c

Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.d

Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

Assessment Models:

Tests

Quizzes

Projects

Presentations

Booklets

Essays

Additional resources:

Students will use web-based sources provided by the teacher to supplement class work and textbook activities.

agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.d

Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

6.2.8.A.3.e

Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b

Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c

Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.d

Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e

Compare and contrast the tenets of various world religions that developed in or around this time

period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Curriculum Management System – Big Idea 2 (Continued)

<p>Geography Grade 7</p>	<p>Suggested Days of Instruction: 40</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in</p>	<p>Big Idea 2: Ancient Civilizations</p>	
	<p>Topics: Roman Empire: Culture, Major historical contributors, and regional geography</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and who recognize the implications of an interconnected global economy.</p> <p>(2) Develop students who investigate and utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.</p> <p>(3) Develop students who analyze and evaluate multiple perspectives, values diversity, promote cultural understanding, and who appreciate the global dynamics between people, places, and resources.</p> <p>(4) Develop students who demonstrate informed decisions about local, state, national, and global events based on inquiry, analysis, and who exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
	<p>Essential Questions:</p> <p>How did classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values?</p> <p>How did cultural exchange and diffusion</p>	<p>Learning Activities:</p> <p>Guiding Reading activities, web quest, open-ended questions, creative writing activities, Power Point Presentations/ Note Taking, group discussions, and video clips</p>

Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e

Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b

Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c

Explain how classical civilizations used technology and innovation

dramatically increase, and enduring world religions emerge, during the era of classical civilizations.

How did classical civilizations decline as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Enduring Understanding:

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Conceptual Understanding:

6.2.8.A.3.a

Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.b

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c

Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.d

Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e

Compare and contrast the American legal system

Assessment Models:

Tests

Quizzes

Projects

Presentations

Booklets

Essays

Additional resources:

Students will use web-based sources provided by the teacher to supplement class work and textbook activities.

to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.d

Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b

Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c

Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.d

Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their

patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Curriculum Management System Big Idea 2 (Continued)

<p>Geography Grade 7</p>	<p>Suggested Days of Instruction: 25</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.d Compare and contrast the roles</p>	<p>Big Idea 2: Ancient Civilizations</p>	
	<p>Topic: Indus Valley Civilization</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and who recognize the implications of an interconnected global economy.</p> <p>(2) Develop students who investigate and utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.</p> <p>(3) Develop students who analyze and evaluate multiple perspectives, values diversity, promote cultural understanding, and who appreciate the global dynamics between people, places, and resources.</p> <p>(4) Develop students who demonstrate informed decisions about local, state, national, and global events based on inquiry, analysis, and who exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</p>	
	<p>Essential Questions:</p> <p>How did classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values?</p>	<p>Learning Activities:</p> <p>Guiding Reading activities, web quest, open-ended questions, creative writing activities, Power Point Presentations/ Note Taking, group discussions, and video clips</p>

and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e

Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b

Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c

Explain how classical civilizations

How did cultural exchange and diffusion dramatically increase, and enduring world religions emerge, during the era of classical civilizations.

How did classical civilizations decline as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Enduring Understanding:

- A. Civics, Government, and Human Rights**
- B. Geography, People, and the Environment**
- C. Economics, Innovation, and Technology**
- D. History, Culture, and Perspectives**

Conceptual Understandings:

6.2.8.A.3.d

Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e

Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b

Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a

Analyze the impact of expanding land and sea

Assessment Models:

Tests

Quizzes

Projects

Presentations

Booklets

Essays

Additional resources:

Students will use web-based sources provided by the teacher to supplement class work and textbook activities.

<p>used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>	<p>trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>	
---	---	--

Curriculum Management System Big Idea 2 (Continued)

<p>Geography Grade 7</p>	<p>Suggested Days of Instruction: 25</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.d</p>	<p>Big Idea 2: Ancient Civilizations</p>	
	<p>Topic: Ancient China and Japan</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and who recognize the implications of an interconnected global economy.</p> <p>(2) Develop students who investigate and utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.</p> <p>(3) Develop students who analyze and evaluate multiple perspectives, values diversity, promote cultural understanding, and who appreciate the global dynamics between people, places, and resources.</p> <p>(4) Develop students who demonstrate informed decisions about local, state, national, and global events based on inquiry, analysis, and who exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</p>	
	<p>Essential Questions:</p> <p>How did classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values?</p>	<p>Learning Activities:</p> <p>Guiding Reading activities, web quest, open-ended questions, creative writing activities, Power Point Presentations/ Note Taking, group discussions, and video clips</p>

Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e

Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b

Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c

How did cultural exchange and diffusion dramatically increase, and enduring world religions emerge, during the era of classical civilizations.

How did classical civilizations decline as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Enduring Understanding:

- A. Civics, Government, and Human Rights**
- B. Geography, People, and the Environment**
- C. Economics, Innovation, and Technology**
- D. History, Culture, and Perspectives**

Conceptual Understanding:

6.2.8.A.3.a

Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.b

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c

Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.d

Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

Assessment Models:

Tests

Quizzes

Projects

Presentations

Booklets

Essays

Additional resources:

Students will use web-based sources provided by the teacher to supplement class work and textbook activities.

Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.d

Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

6.2.8.A.3.e

Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b

Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c

Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.d

Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e

Compare and contrast the tenets of various world religions that developed in or around this time

	<p>period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	
--	---	--

6.2.8.D.3.f

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Course Benchmarks

Students will be able to:

6.2.8.A.3.a --Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.b--Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c--Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.d--Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e--Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a--Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b--Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a--Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b--Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c--Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a--Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.d--Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e--Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f--Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.