

# Seymour Public Schools Curriculum

## Grade Seven Social Studies Curriculum

### Narrative

The purpose of this class is to continue teaching Social Studies using the questions, knowledge and processes that develop it. In utilizing the Connecticut Social Studies Framework, the National Council for the Social Studies curriculum standards and the Connecticut Common Core State Standards, students' study of Social Studies will be enriched and appropriately aligned. The following narratives provide a general overview of the five units of study that students will encounter during the academic year.

### Unit 1 -Middle East August - October

Learners will explore this region through the lens of Government/Civics, Economics, History, and Geography in order to identify the essential characteristics that define the region today..

### Unit 2 –Africa November - mid-January

Learners will explore this region through the lens of Government/Civics, Economics, History, and Geography in order to identify the essential characteristics that define the region today.

### Unit 3 –East Asia Mid-January - February

Learners will explore this region through the lens of Government/Civics, Economics, History, and Geography in order to identify the essential characteristics that define the region today.

### Unit 4 – Subcontinental Asia March - mid-April

Learners will explore this region through the lens of Government/Civics, Economics, History, and Geography in order to identify the essential characteristics that define the region today.

### Unit 5 –Russia and Eastern Europe Mid-April - June

Learners will explore this region through the lens of Government/Civics, Economics, History, and Geography in order to identify the essential characteristics that define the region today.

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## UNIT 1- Middle East

<p>Subject: Grade: Time Frame:</p>	<p>Social Studies 7 August - October</p>
<p>CCSS Overarching Standards</p>	<p><b>Reading Standards</b>            RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.            RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.            RH. 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).            RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.            RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.            RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>Writing Standards</b>            WHST.6-8.1            Write arguments focused on discipline-specific content.            WHST.6-8.1.A            Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.            WHST.6-8.1.B            Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.            WHST.6-8.1.C            Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.            WHST.6-8.1.D            Establish and maintain a formal style.            WHST.6-8.1.E            Provide a concluding statement or section that follows from and supports the argument presented.</p>

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	<p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST. 6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST. 6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Enduring Understanding</p>	<p><b>Geography:</b> The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. Concepts such as: location, region, place, and migration, as well as human and physical systems.</p> <p><b>History:</b> The contributions of key persons, cultural norms, and groups and events from the past influence the present. People’s experiences cause their judgments to differ about important past events.</p> <p><b>Civics:</b> The government meets the specific needs and wants of citizens, manages conflicts and establishes order and security.</p> <p><b>Economics:</b> The economic choices that people make have both present and future consequences.</p>
<p>Essential Questions</p>	<p><b>Geography:</b> How do human actions change the environment, and how does the environment influence the lives of people? What push pull factors influence the migration of peoples? How are regions defined by physical characteristics?</p> <p><b>History:</b> Why is it important to learn about the past? How and why do people differ in their judgments about what was important in the past? What is culture and what role does it play in personal and group behavior?</p>

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	<p><b>Civics:</b>          What is power and under what circumstances is the exercise of power acceptable?          How are power, authority, and governments alike and different across groups and nations?          What are the purposes and functions of government?</p> <p><b>Economics:</b>          How does the economy affect societies today and tomorrow?          How does the availability of resources influence decisions about production, distribution, and consumption?          How are decisions made about which goods are produced and how they are distributed?</p>
<p>CSDE           Priority          Standard</p>	<p><b>Geography:</b>          GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.          GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.          GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.          GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.          GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.          GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.          GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.          GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.          GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.          GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.</p> <p><b>History:</b>          HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.</p> <p><b>Civics:</b>          CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).          CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.          CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p>

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	<p><b>Economics:</b>  ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.  ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.  ECO 6–7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.  ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.  ECO 6–7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.  ECO 6–7.6 Explain barriers to trade and how those barriers influence trade among nations.  ECO 6–7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>
Performance Expectations  (Student outcomes)	<p><b>Geography:</b>  1.4.10 Examine geographic factors that help explain historical events or contemporary issues.  1.4.11 Explain the distribution of physical features across the Earth’s surface using appropriate maps.  1.5.13 Analyze and illustrate how the environment affects a nation/civilization’s economic and social development.  1.6.15 Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.  2.5.28 Create maps of areas, regions or nations and provide relevant information.  2.5.29 Make and use maps, globes, models, and databases to analyze spatial distributions and patterns.</p> <p><b>History:</b>  1.1.1 Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping)  1.1.3 Compare and contrast how the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King).  1.3.7 Compare and contrast cultural contributions of a variety of past and present civilizations.  1.3.8 Identify examples where cultural differences have contributed to conflict among civilizations or nations.  1.13.24 Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions).  1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.  2.2.19 Analyze maps and charts to support conclusions about historical events.  3.2.4 Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g. immigrant experience, wartime experiences).</p> <p><b>Civics:</b>  1.7.16 Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative</p>

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<p>democracy, parliament).</p> <p>1.8.17 Compare and contrast the roles of citizens in different forms of government.</p> <p>1.8.18 Analyze and critique examples where governments in other nations have changed through violent or peaceful means.</p> <p>1.13.25 Analyze the relationship among culture, government and social systems in various countries.</p> <p>2.1.1 Gather information from multiple print and digital sources, including text, visuals, charts, graphs, and maps.</p> <p>2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2.1.8 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>Economics:</b></p> <p>1.6.14 Compare and contrast significant world trade patterns in both the past and present.</p> <p>1.10.20 Compare and contrast the availability and distribution of resources across world regions.</p> <p>1.11.21 Compare and contrast different economic systems in the world.</p> <p>1.12.22 Identify economic resources in the world and analyze their relationship to international trade.</p> <p>1.12.23 Analyze the impact of specialization on product and trade.</p> <p>1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.</p>		
<p>Strategies/Modes</p> <p><b>Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>What are the significant reasons for the continuous conflict in the Middle East?</li> <li>Content to teach: religions, government, history-British, Israel as a state, availability of resources</li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Class discussion:</p> <p>Small Group Discussion:</p>	<p>Materials/Resources</p> <p><b>Inquiry Resources:</b></p> <ul style="list-style-type: none"> <li>Religion</li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Articles:</p> <p>Smartboard:</p> <p>Textbook:</p> <p>Artifacts:</p> <p>Illustrations:</p>	<p>Assessments</p> <p><b>Inquiry Assessments:</b></p> <ul style="list-style-type: none"> <li>Four groups by discipline (geography, civics, economics, history)</li> <li>Blog assignment researching specific topics</li> <li>Israel Land Ownership Debate</li> </ul> <p><b>Benchmark Assessment:</b></p> <p>You are a U.S. Senator and you need to provide your opinion to the President of the United States about your view about land ownership in Israel. Write an argumentative essay describing how you would change the land ownership and/or land distribution of current-day Israel</p>

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<p>Primary/Secondary Source Analysis</p> <ul style="list-style-type: none"> <li>○ <a href="http://eyewitnesstohistory.com">http://eyewitnesstohistory.com</a></li> <li>○ <a href="http://www.history.com/">http://www.history.com/</a></li> </ul> <p>Graphic Organizers:</p> <ul style="list-style-type: none"> <li>● <a href="#">Venn Diagram</a></li> <li>● <a href="#">KWL</a></li> <li>● <a href="#">Timeline</a></li> <li>● <a href="#">Time Order Chart</a></li> <li>● <a href="#">Persuasion Map</a></li> </ul> <p>Read-Pair-Share:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Turn and Talks:</p> <ul style="list-style-type: none"> <li>● When questions are posed, students</li> </ul> <p>Jigsaw Method:</p> <ul style="list-style-type: none"> <li>● Use different articles/sections of various readings.</li> </ul> <p>Quick Writes and CEI:</p> <p>Gallery Walks:</p> <p>Note-taking:</p> <ul style="list-style-type: none"> <li>● <a href="#">P2R</a></li> <li>● <a href="#">Outlining</a></li> </ul> <p>Modeling:</p> <p>Journaling:</p> <p>Gradual Release: (I do, we do, you do)</p>	<p>Video Clips:</p> <p>Teacher Created Supplemental Materials:</p> <p>Journals:</p> <p>Junior Scholastic Magazines:</p> <p>Rubrics:</p> <ul style="list-style-type: none"> <li>● <a href="#">Argumentative Essay Writing</a></li> <li>● <a href="#">CEI/Open Ended Response Writing</a></li> <li>● <a href="#">Discussion</a></li> <li>● <a href="#">Blogging</a></li> </ul> <p>Maps:</p> <p>Music:</p>	<p>between Israelis and Palestinians?</p> <p>Suggested Formative Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- Journal Responses</li> <li>- Topic/Thematic/Skills/Map Quizzes</li> <li>- Entrance and Exit Slips</li> </ul>
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Classroom Debate: Land ownership in Israel  Blogging: <ul style="list-style-type: none"><li>• <a href="http://www.kidblog.org">www.kidblog.org</a></li></ul>		
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## UNIT 2- Africa

Subject:	Social Studies
Grade:	7
Time Frame:	November - mid-January
CCSS	<b>Reading Standards</b>
Overarching	RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the

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Standards	<p>source distinct from prior knowledge or opinions.</p> <p>RH. 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>Writing Standards</b></p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1.A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.D Establish and maintain a formal style.</p> <p>WHST.6-8.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST. 6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST. 6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism</p>
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	<p>and following a standard format for citation.            WHST. 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.            WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Enduring Understanding</p>	<p><b>Geography:</b>            The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.            Concepts such as: location, region, place, and migration, as well as human and physical systems.</p> <p><b>History:</b>            The contributions of key persons, cultural norms, and groups and events from the past influence the present.            People's experiences cause their judgments to differ about important past events.</p> <p><b>Civics:</b>            The government meets the specific needs and wants of citizens, manages conflicts and establishes order and security.</p> <p><b>Economics:</b>            The economic choices that people make have both present and future consequences.</p>
<p>Essential Questions</p>	<p><b>Geography:</b>            How do human actions change the environment, and how does the environment influence the lives of people?            What push pull factors influence the migration of peoples?            How are regions defined by physical characteristics?</p> <p><b>History:</b>            Why is it important to learn about the past?            How and why do people differ in their judgments about what was important in the past?            What is culture and what role does it play in personal and group behavior?</p> <p><b>Government:</b>            What is power and under what circumstances is the exercise of power acceptable?            How are power, authority, and governments alike and different across groups and nations?            What are the purposes and functions of government?</p> <p><b>Economics:</b>            How does the economy affect societies today and tomorrow?            How does the availability of resources influence decisions about production, distribution, and consumption?            How are decisions made about which goods are produced and how they are distributed?</p>
<p>CSDE</p>	<p><b>Geography:</b>  <a href="#">GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.</a></p>

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<p>Priority Standard</p>	<p>GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.</p> <p>GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</p> <p>GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.</p> <p>GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</p> <p>GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.</p> <p>GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p> <p>GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p> <p>GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.</p> <p><b>History:</b></p> <p>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.</p> <p><b>Civics:</b></p> <p>CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p><b>Economics:</b></p> <p>ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>ECO 6–7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>ECO 6–7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.</p> <p>ECO 6–7.6 Explain barriers to trade and how those barriers influence trade among nations.</p> <p>ECO 6–7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>
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<p>Performance Expectations</p> <p>(Student outcomes)</p>	<p><b>Geography:</b></p> <ul style="list-style-type: none"><li>1.4.10 Examine geographic factors that help explain historical events or contemporary issues.</li><li>1.4.11 Explain the distribution of physical features across the Earth's surface using appropriate maps.</li><li>1.5.13 Analyze and illustrate how the environment affects a nation/civilization's economic and social development.</li><li>1.6.15 Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.</li><li>2.5.28 Create maps of areas, regions or nations and provide relevant information.</li><li>2.5.29 Make and use maps, globes, models, and databases to analyze spatial distributions and patterns.</li></ul> <p><b>History:</b></p> <ul style="list-style-type: none"><li>1.1.1 Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping)</li><li>1.1.3 Compare and contrast how the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King).</li><li>1.3.7 Compare and contrast cultural contributions of a variety of past and present civilizations.</li><li>1.3.8 Identify examples where cultural differences have contributed to conflict among civilizations or nations.</li><li>1.13.24 Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions).</li><li>1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.</li><li>2.2.19 Analyze maps and charts to support conclusions about historical events.</li><li>3.2.4 Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g. immigrant experience, wartime experiences).</li></ul> <p><b>Civics:</b></p> <ul style="list-style-type: none"><li>1.7.16 Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament).</li><li>1.8.17 Compare and contrast the roles of citizens in different forms of government.</li><li>1.8.18 Analyze and critique examples where governments in other nations have changed through violent or peaceful means.</li><li>1.13.25 Analyze the relationship among culture, government and social systems in various countries.</li><li>2.1.1 Gather information from multiple print and digital sources, including text, visuals, charts, graphs, and maps.</li><li>2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.</li><li>2.1.8 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li></ul> <p><b>Economics:</b></p>
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<p>1.6.14 Compare and contrast significant world trade patterns in both the past and present.          1.10.20 Compare and contrast the availability and distribution of resources across world regions.          1.11.21 Compare and contrast different economic systems in the world.          1.12.22 Identify economic resources in the world and analyze their relationship to international trade.          1.12.23 Analyze the impact of specialization on product and trade.          1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.</p>		
<p>Strategies/Modes</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>Has the essential characteristics of life changed in the last 50 years?</li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Class discussion:</p> <p>Small Group Discussion:</p> <p>Primary/Secondary Source Analysis</p> <ul style="list-style-type: none"> <li><a href="http://eyewitnesstohistory.com">http://eyewitnesstohistory.com</a></li> <li><a href="http://www.history.com/">http://www.history.com/</a></li> </ul> <p>Graphic Organizers:</p> <ul style="list-style-type: none"> <li><a href="#">Venn Diagram</a></li> <li><a href="#">KWL</a></li> <li><a href="#">Timeline</a></li> <li><a href="#">Time Order Chart</a></li> <li><a href="#">Persuasion Map</a></li> </ul> <p>Read-Pair-Share:</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Materials/Resources</p> <p><b>Inquiry Resources:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Articles:</p> <p>Smartboard:</p> <p>Textbook:</p> <p>Artifacts:</p> <p>Illustrations:</p> <p>Video Clips:</p> <p>Teacher Created Supplemental Materials:</p> <p>Journals:</p> <p>Junior Scholastic Magazines:</p> <p>Rubrics:</p>	<p>Assessments</p> <p><b>Inquiry Assessment:</b></p> <ul style="list-style-type: none"> <li>Blog assignment researching specific topics</li> </ul> <p><b>Benchmark Assessment:</b></p> <p>Suggested Formative Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>(Citing evidence to support answer)</li> <li>Journal Responses</li> <li>Topic/Thematic/Skills Quizzes</li> <li>Entrance and Exit Slips</li> </ul>

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<p>Turn and Talks:</p> <ul style="list-style-type: none"><li>• When questions are posed, students</li></ul> <p>Jigsaw Method:</p> <ul style="list-style-type: none"><li>• Use different articles/sections of various readings.</li></ul> <p>Quick Writes and CEI:</p> <p>Gallery Walks:</p> <p>Note-taking:</p> <ul style="list-style-type: none"><li>• <a href="#">P2R</a></li><li>• <a href="#">Outlining</a></li></ul> <p>Modeling:</p> <p>Journaling:</p> <p>Gradual Release: (I do, we do, you do)</p> <p>Classroom Debate:</p> <p>Blogging:</p> <ul style="list-style-type: none"><li>• <a href="http://www.kidblog.org">www.kidblog.org</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Argumentative Essay Writing</a></li><li>• <a href="#">CEI/Open Ended Response Writing</a></li><li>• <a href="#">Discussion</a></li><li>• <a href="#">Blogging</a></li></ul> <p>Maps:</p> <p>Music:</p>	
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## UNIT 3- East Asia

Subject: Grade: Time Frame:	Social Studies 7 Mid-January - February
CCSS  Overarching Standards	<b>Reading Standards</b> RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH. 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. <b>Writing Standards</b>

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	<p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1.A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.D Establish and maintain a formal style.</p> <p>WHST.6-8.1.E Provide a concluding statement or section that follows from and supports the argument presented.ica</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST. 6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST. 6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Enduring Understanding	<p><b>Geography:</b> The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. Concepts such as: location, region, place, and migration, as well as human and physical systems.</p> <p><b>History:</b></p>

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	<p>The contributions of key persons, cultural norms, and groups and events from the past influence the present. People's experiences cause their judgments to differ about important past events.</p> <p><b>Civics:</b> The government meets the specific needs and wants of citizens, manages conflicts and establishes order and security.</p> <p><b>Economics:</b> The economic choices that people make have both present and future consequences.</p>
Essential Questions	<p><b>Geography:</b> How do human actions change the environment, and how does the environment influence the lives of people? What push pull factors influence the migration of peoples? How are regions defined by physical characteristics?</p> <p><b>History:</b> Why is it important to learn about the past? How and why do people differ in their judgments about what was important in the past? What is culture and what role does it play in personal and group behavior?</p> <p><b>Civics:</b> What is power and under what circumstances is the exercise of power acceptable? How are power, authority, and governments alike and different across groups and nations? What are the purposes and functions of government?</p> <p><b>Economics:</b> How does the economy affect societies today and tomorrow? How does the availability of resources influence decisions about production, distribution, and consumption? How are decisions made about which goods are produced and how they are distributed?</p>
CSDE  Priority Standard	<p><b>Geography:</b>  <a href="#">GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.</a>  <a href="#">GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</a>  <a href="#">GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.</a>  <a href="#">GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another.</a> <a href="#">GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</a>  <a href="#">GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.</a>  <a href="#">GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</a></p>

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	<p>GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.            GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.            GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.            GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.</p> <p><b>History:</b>            HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.</p> <p><b>Civics:</b>            CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).            CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.            CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p><b>Economics:</b>            ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.            ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.            ECO 6–7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.            ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.            ECO 6–7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.            ECO 6–7.6 Explain barriers to trade and how those barriers influence trade among nations.            ECO 6–7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>
<p>Performance Expectations  (Student outcomes)</p>	<p><b>Geography:</b>            1.4.10 Examine geographic factors that help explain historical events or contemporary issues.            1.4.11 Explain the distribution of physical features across the Earth’s surface using appropriate maps.            1.5.13 Analyze and illustrate how the environment affects a nation/civilization’s economic and social development.            1.6.15 Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.            2.5.28 Create maps of areas, regions or nations and provide relevant information.            2.5.29 Make and use maps, globes, models, and databases to analyze spatial distributions and patterns.</p> <p><b>History:</b></p>

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1.1.1 Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping)

1.1.3 Compare and contrast how the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King).

1.3.7 Compare and contrast cultural contributions of a variety of past and present civilizations.

1.3.8 Identify examples where cultural differences have contributed to conflict among civilizations or nations.

1.13.24 Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions).

1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.

2.2.19 Analyze maps and charts to support conclusions about historical events.

3.2.4 Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g. immigrant experience, wartime experiences).

## **Civics:**

1.7.16 Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament).

1.8.17 Compare and contrast the roles of citizens in different forms of government.

1.8.18 Analyze and critique examples where governments in other nations have changed through violent or peaceful means.

1.13.25 Analyze the relationship among culture, government and social systems in various countries.

2.1.1 Gather information from multiple print and digital sources, including text, visuals, charts, graphs, and maps.

2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.

2.1.8 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## **Economics:**

1.6.14 Compare and contrast significant world trade patterns in both the past and present.

1.10.20 Compare and contrast the availability and distribution of resources across world regions.

1.11.21 Compare and contrast different economic systems in the world.

1.12.22 Identify economic resources in the world and analyze their relationship to international trade.

1.12.23 Analyze the impact of specialization on product and trade.

1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.

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Strategies/Modes	Materials/Resources	Assessments
<p>Inquiry Questions</p> <ul style="list-style-type: none"> <li>Has the essential characteristics of life changed in the last 50 years?</li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Class discussion:</p> <p>Small Group Discussion:</p> <p>Primary/Secondary Source Analysis</p> <ul style="list-style-type: none"> <li><a href="http://eyewitnesstohistory.com">http://eyewitnesstohistory.com</a></li> <li><a href="http://www.history.com/">http://www.history.com/</a></li> </ul> <p>Graphic Organizers:</p> <ul style="list-style-type: none"> <li><a href="#">Venn Diagram</a></li> <li><a href="#">KWL</a></li> <li><a href="#">Timeline</a></li> <li><a href="#">Time Order Chart</a></li> <li><a href="#">Persuasion Map</a></li> </ul> <p>Read-Pair-Share:</p> <ul style="list-style-type: none"> <li></li> </ul> <p>Turn and Talks:</p> <ul style="list-style-type: none"> <li>When questions are posed, students</li> </ul> <p>Jigsaw Method:</p> <ul style="list-style-type: none"> <li>Use different articles/sections of various readings.</li> </ul>	<p>Inquiry Resources:</p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Articles:</p> <p>Smartboard:</p> <p>Textbook:</p> <p>Artifacts:</p> <p>Illustrations:</p> <p>Video Clips:</p> <p>Teacher Created Supplemental Materials:</p> <p>Journals:</p> <p>Junior Scholastic Magazines:</p> <p>Rubrics:</p> <ul style="list-style-type: none"> <li><a href="#">Argumentative Essay Writing</a></li> <li><a href="#">CEI/Open Ended Response Writing</a></li> <li><a href="#">Discussion</a></li> <li><a href="#">Blogging</a></li> </ul> <p>Maps:</p>	<p>Inquiry Assessments:</p> <ul style="list-style-type: none"> <li>Blog assignment researching specific topics</li> </ul> <p>Benchmark Assessment: Write an argumentative essay that makes a claim stating your position on whether you would like to live in urban or rural China based on your sources. Support your claim with evidence from what you have read and viewed.</p> <p>Suggested Formative Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>(Citing evidence to support answer)</li> <li>Journal Responses</li> <li>Topic/Thematic/Skills Quizzes</li> <li>Entrance and Exit Slips</li> </ul>

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<p>Quick Writes and CEI:</p> <p>Gallery Walks:</p> <p>Note-taking:</p> <ul style="list-style-type: none"><li>• <a href="#">P2R</a></li><li>• <a href="#">Outlining</a></li></ul> <p>Modeling:</p> <p>Journaling:</p> <p>Gradual Release: (I do, we do, you do)</p> <p>Classroom Debate:</p> <p>Blogging:</p> <ul style="list-style-type: none"><li>• <a href="http://www.kidblog.org">www.kidblog.org</a></li></ul>	<p>Music:</p>	
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## UNIT 4- Subcontinental Asia

Subject: Grade: Time Frame:	Social Studies 7 March - mid-April
CCSS  Overarching Standards	<p><b>Reading Standards</b></p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH. 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>Writing Standards</b></p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1.A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.D</p>

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	<p>Establish and maintain a formal style.            WHST.6-8.1.E            Provide a concluding statement or section that follows from and supports the argument presented.ica            WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.            WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.            WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.            WHST. 6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.            WHST. 6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.            WHST. 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.            WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Enduring Understanding	<p><b>Geography:</b>            The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.            Concepts such as: location, region, place, and migration, as well as human and physical systems.</p> <p><b>History:</b>            The contributions of key persons, cultural norms, and groups and events from the past influence the present.            People's experiences cause their judgments to differ about important past events.</p> <p><b>Civics:</b>            The government meets the specific needs and wants of citizens, manages conflicts and establishes order and security.</p> <p><b>Economics:</b>            The economic choices that people make have both present and future consequences.</p>
Essential Questions	<p><b>Geography:</b>            How do human actions change the environment, and how does the environment influence the lives of people?            What push pull factors influence the migration of peoples?            How are regions defined by physical characteristics?</p> <p><b>History:</b>            Why is it important to learn about the past?</p>

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	<p>How and why do people differ in their judgments about what was important in the past?          What is culture and what role does it play in personal and group behavior?</p> <p><b>Civics:</b>          What is power and under what circumstances is the exercise of power acceptable?          How are power, authority, and governments alike and different across groups and nations?          What are the purposes and functions of government?</p> <p><b>Economics:</b>          How does the economy affect societies today and tomorrow?          How does the availability of resources influence decisions about production, distribution, and consumption?          How are decisions made about which goods are produced and how they are distributed?</p>
<p>CSDE           Priority          Standard</p>	<p><b>Geography:</b>          GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.          GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.          GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.          GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.          GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.          GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.          GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.          GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.          GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.          GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.</p> <p><b>History:</b>          HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.</p> <p><b>Civics:</b>          CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p>

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	<p>CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.            CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p><b>Economics:</b>            ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.            ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.            ECO 6–7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.            ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.            ECO 6–7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.            ECO 6–7.6 Explain barriers to trade and how those barriers influence trade among nations.            ECO 6–7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>
<p>Performance Expectations  (Student outcomes)</p>	<p><b>Geography:</b>            1.4.10 Examine geographic factors that help explain historical events or contemporary issues.            1.4.11 Explain the distribution of physical features across the Earth’s surface using appropriate maps.            1.5.13 Analyze and illustrate how the environment affects a nation/civilization’s economic and social development.            1.6.15 Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.            2.5.28 Create maps of areas, regions or nations and provide relevant information.            2.5.29 Make and use maps, globes, models, and databases to analyze spatial distributions and patterns.</p> <p><b>History:</b>            1.1.1 Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping)            1.1.3 Compare and contrast how the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King).            1.3.7 Compare and contrast cultural contributions of a variety of past and present civilizations.            1.3.8 Identify examples where cultural differences have contributed to conflict among civilizations or nations.            1.13.24 Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions).            1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.            2.2.19 Analyze maps and charts to support conclusions about historical events.            3.2.4 Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g. immigrant experience, wartime experiences).</p>

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	<p><b>Civics:</b>            1.7.16 Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament).            1.8.17 Compare and contrast the roles of citizens in different forms of government.            1.8.18 Analyze and critique examples where governments in other nations have changed through violent or peaceful means.            1.13.25 Analyze the relationship among culture, government and social systems in various countries.            2.1.1 Gather information from multiple print and digital sources, including text, visuals, charts, graphs, and maps.            2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.            2.1.8 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>Economics:</b>            1.6.14 Compare and contrast significant world trade patterns in both the past and present.            1.10.20 Compare and contrast the availability and distribution of resources across world regions.            1.11.21 Compare and contrast different economic systems in the world.            1.12.22 Identify economic resources in the world and analyze their relationship to international trade.            1.12.23 Analyze the impact of specialization on product and trade.            1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.</p>	
<p>Strategies/Modes</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>Has the essential characteristics of life changed in the last 50 years?</li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Class discussion:</p> <p>Small Group Discussion:</p> <p>Primary/Secondary Source Analysis</p>	<p>Materials/Resources</p> <p><b>Inquiry Resources:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Articles:</p> <p>Smartboard:</p> <p>Textbook:</p>	<p>Assessments</p> <p><b>Inquiry Assessments:</b></p> <ul style="list-style-type: none"> <li>Blog assignment researching specific topics</li> </ul> <p><b>Benchmark Assessment:</b> Write a persuasive letter to convince your employer whether or not to outsource their customer service jobs to India. Use all three resources in your answer.</p> <p>Suggested Formative Assessments may include, but are not limited to:</p>

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<ul style="list-style-type: none"> <li>○ <a href="http://eyewitnesstohistory.com">http://eyewitnesstohistory.com</a></li> <li>○ <a href="http://www.history.com/">http://www.history.com/</a></li> </ul> <p>Graphic Organizers:</p> <ul style="list-style-type: none"> <li>● <a href="#">Venn Diagram</a></li> <li>● <a href="#">KWL</a></li> <li>● <a href="#">Timeline</a></li> <li>● <a href="#">Time Order Chart</a></li> <li>● <a href="#">Persuasion Map</a></li> </ul> <p>Read-Pair-Share:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Turn and Talks:</p> <ul style="list-style-type: none"> <li>● When questions are posed, students</li> </ul> <p>Jigsaw Method:</p> <ul style="list-style-type: none"> <li>● Use different articles/sections of various readings.</li> </ul> <p>Quick Writes and CEI:</p> <p>Gallery Walks:</p> <p>Note-taking:</p> <ul style="list-style-type: none"> <li>● <a href="#">P2R</a></li> <li>● <a href="#">Outlining</a></li> </ul> <p>Modeling:</p> <p>Journaling:</p> <p>Gradual Release: (I do, we do, you do)</p>	<p>Artifacts:</p> <p>Illustrations:</p> <p>Video Clips:</p> <p>Teacher Created Supplemental Materials:</p> <p>Journals:</p> <p>Junior Scholastic Magazines:</p> <p>Rubrics:</p> <ul style="list-style-type: none"> <li>● <a href="#">Argumentative Essay Writing</a></li> <li>● <a href="#">CEI/Open Ended Response Writing</a></li> <li>● <a href="#">Discussion</a></li> <li>● <a href="#">Blogging</a></li> </ul> <p>Maps:</p> <p>Music:</p>	<ul style="list-style-type: none"> <li>- (Citing evidence to support answer)</li> <li>- Journal Responses</li> <li>- Topic/Thematic/Skills Quizzes</li> <li>- Entrance and Exit Slips</li> </ul>
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<p>Classroom Debate:</p> <p>Blogging:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.kidblog.org">www.kidblog.org</a></li> </ul>		
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## Unit 5 - Russia and Eastern Europe

<p>Subject:</p> <p>Grade:</p> <p>Time Frame:</p>	<p>Social Studies</p> <p>7</p> <p>Mid-April - June</p>
<p>CCSS</p> <p>Overarching Standards</p>	<p><b>Reading Standards</b></p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH. 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>Writing Standards</b></p>

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	<p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1.A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.D Establish and maintain a formal style.</p> <p>WHST.6-8.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST. 6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST. 6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Enduring Understanding	<p><b>Geography:</b> The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. Concepts such as: location, region, place, and migration, as well as human and physical systems.</p> <p><b>History:</b></p>

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	<p>The contributions of key persons, cultural norms, and groups and events from the past influence the present. People’s experiences cause their judgments to differ about important past events.</p> <p><b>Civics:</b> The government meets the specific needs and wants of citizens, manages conflicts and establishes order and security.</p> <p><b>Economics:</b> The economic choices that people make have both present and future consequences.</p>
Essential Questions	<p><b>Geography:</b> How do human actions change the environment, and how does the environment influence the lives of people? What push pull factors influence the migration of peoples? How are regions defined by physical characteristics?</p> <p><b>History:</b> Why is it important to learn about the past? How and why do people differ in their judgments about what was important in the past? What is culture and what role does it play in personal and group behavior?</p> <p><b>Civics:</b> What is power and under what circumstances is the exercise of power acceptable? How are power, authority, and governments alike and different across groups and nations? What are the purposes and functions of government?</p> <p><b>Economics:</b> How does the economy affect societies today and tomorrow? How does the availability of resources influence decisions about production, distribution, and consumption? How are decisions made about which goods are produced and how they are distributed?</p>
CSDE Priority Standard	<p><b>Geography:</b>  <a href="#">GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.</a>  <a href="#">GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</a>  <a href="#">GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.</a>  <a href="#">GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another.</a> <a href="#">GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</a>  <a href="#">GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.</a>  <a href="#">GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</a> </p>

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	<p>GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.          GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.          GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.          GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.</p> <p><b>History:</b>          HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.</p> <p><b>Civics:</b>          CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).          CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.          CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p><b>Economics:</b>          ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.          ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.          ECO 6–7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.          ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.          ECO 6–7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.          ECO 6–7.6 Explain barriers to trade and how those barriers influence trade among nations.          ECO 6–7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>
<p>Performance Expectations  (Student outcomes)</p>	<p><b>Geography:</b>          1.4.10 Examine geographic factors that help explain historical events or contemporary issues.          1.4.11 Explain the distribution of physical features across the Earth’s surface using appropriate maps.          1.5.13 Analyze and illustrate how the environment affects a nation/civilization’s economic and social development.          1.6.15 Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.          2.5.28 Create maps of areas, regions or nations and provide relevant information.          2.5.29 Make and use maps, globes, models, and databases to analyze spatial distributions and patterns.</p> <p><b>History:</b></p>

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- 1.1.1 Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping)
  - 1.1.3 Compare and contrast how the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King).
  - 1.3.5 Explain how a civilization/nation's arts, architecture, music, and literature reflect its culture and history.
  - 1.3.7 Compare and contrast cultural contributions of a variety of past and present civilizations.
  - 1.3.8 Identify examples where cultural differences have contributed to conflict among civilizations or nations.
  - 1.13.24 Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions).
  - 1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.
  - 2.2.19 Analyze maps and charts to support conclusions about historical events.
  - 3.2.4 Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g. immigrant experience, wartime experiences).
- Civics:**
- 1.7.16 Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament).
  - 1.8.17 Compare and contrast the roles of citizens in different forms of government.
  - 1.8.18 Analyze and critique examples where governments in other nations have changed through violent or peaceful means.
  - 1.13.25 Analyze the relationship among culture, government and social systems in various countries.
  - 2.1.1 Gather information from multiple print and digital sources, including text, visuals, charts, graphs, and maps.
  - 2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.
  - 2.1.8 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Economics:**
- 1.6.14 Compare and contrast significant world trade patterns in both the past and present.
  - 1.10.20 Compare and contrast the availability and distribution of resources across world regions.
  - 1.11.21 Compare and contrast different economic systems in the world.
  - 1.12.22 Identify economic resources in the world and analyze their relationship to international trade.
  - 1.12.23 Analyze the impact of specialization on product and trade.
  - 1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.

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Strategies/Modes	Materials/Resources	Assessments
<p>Inquiry Questions</p> <ul style="list-style-type: none"> <li>Has the essential characteristics of life changed in the last 50 years?</li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Class discussion:</p> <p>Small Group Discussion:</p> <p>Primary/Secondary Source Analysis</p> <ul style="list-style-type: none"> <li><a href="http://eyewitnesstohistory.com">http://eyewitnesstohistory.com</a></li> <li><a href="http://www.history.com/">http://www.history.com/</a></li> </ul> <p>Graphic Organizers:</p> <ul style="list-style-type: none"> <li><a href="#">Venn Diagram</a></li> <li><a href="#">KWL</a></li> <li><a href="#">Timeline</a></li> <li><a href="#">Time Order Chart</a></li> <li><a href="#">Persuasion Map</a></li> </ul> <p>Read-Pair-Share:</p> <ul style="list-style-type: none"> <li></li> </ul> <p>Turn and Talks:</p> <ul style="list-style-type: none"> <li>When questions are posed, students</li> </ul> <p>Jigsaw Method:</p> <ul style="list-style-type: none"> <li>Use different articles/sections of various readings.</li> </ul>	<p>Inquiry Resources:</p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Suggested strategies/modes may include, but are not limited to:</b></p> <p>Articles:</p> <p>Smartboard:</p> <p>Textbook:</p> <p>Artifacts:</p> <p>Illustrations:</p> <p>Video Clips:</p> <p>Teacher Created Supplemental Materials:</p> <p>Journals:</p> <p>Junior Scholastic Magazines:</p> <p>Rubrics:</p> <ul style="list-style-type: none"> <li><a href="#">Argumentative Essay Writing</a></li> <li><a href="#">CEI/Open Ended Response Writing</a></li> <li><a href="#">Discussion</a></li> <li><a href="#">Blogging</a></li> </ul> <p>Maps:</p>	<p>Inquiry Assessments:</p> <ul style="list-style-type: none"> <li>Blog assignment researching specific topics</li> </ul> <p>Benchmark Assessment: (None)</p> <p>Suggested Formative Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>(Citing evidence to support answer)</li> <li>Journal Responses</li> <li>Topic/Thematic/Skills Quizzes</li> <li>Entrance and Exit Slips</li> </ul>

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<p>Quick Writes and CEI:</p> <p>Gallery Walks:</p> <p>Note-taking:</p> <ul style="list-style-type: none"><li>• <a href="#">P2R</a></li><li>• <a href="#">Outlining</a></li></ul> <p>Modeling:</p> <p>Journaling:</p> <p>Gradual Release: (I do, we do, you do)</p> <p>Classroom Debate:</p> <p>Blogging:</p> <ul style="list-style-type: none"><li>• <a href="http://www.kidblog.org">www.kidblog.org</a></li></ul>	<p>Music:</p>	
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