

Grade 7 Social Studies: Quarter 1 Curriculum Map Scope and Sequence

Unit	Length	Unit Focus	Standards and Practices
Unit 0: Social Studies Skills	1 week	Students will apply these skills to create and address questions that will guide inquiry and critical thinking.	TN Social Studies Practices: SSP.01-SSP.06
Unit 1: East Asia - China	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of China.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.01, 7.02, 7.03 Week 2: 7.04, 7.05 Week 3: 7.06, 7.07
Unit 2: East Asia – Japan	2 weeks	Students will analyze the geographic, political, economic, and cultural structures of Japan.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.08, 7.09 Week 2: 7.10, 7.11
Unit 3: Byzantine Empire	1 week	Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.12, 7.13, 7.14
Unit 4: Southwest Asia and North Africa	2 weeks	Students will analyze the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.15, 7.16, 7.17, 7.20 Week 2: 7.18, 7.19

Grade 7 Social Studies: Quarter 1 Map Instructional Framework

Course Description: World History and Geography – The Middle Ages to the Exploration of the Americas

Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. *This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

Planning and Pacing

The curriculum map outlines the content and pacing for each grade and subject and allows teachers to adequately cover all new material prior to testing. The map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. Teachers are considered on pace if they are within two weeks of the curriculum maps.

Weekly Guidance

Weekly overviews include essential questions, student outcomes, texts, suggested strategies and protocols for classroom use, a weekly assignment written in the form of a TN Ready aligned writing prompt, and the associated standards. All curriculum materials, including the texts and instructions for protocols, can be found in Sharepoint. Texts and are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level, quarter, and unit.

Social Studies Instructional Strategies

Suggested strategies and protocols outlined in the maps can be found in the 6-8 Supporting Documents and Resources folder. There are two ways to access resources. They may be accessed individually in the strategies folder or they may be accessed via clicking on hyperlinks in the strategies overview document.

Unit Assessments

Unit assessments have been provided in Sharepoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. Teachers may choose to use these as common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

Content Connections

The units in this map align with English Language Arts Standards in writing, reading, informational text, speaking and listening.

Unit Overview: Quarter 1 Unit 0 – Social Studies Skills

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 0: Social Studies Skills	1 week	Students will apply these skills to create and address questions that will guide inquiry and critical thinking.	TN Social Studies Practices: SSP.01-SSP.06	This unit will give students an opportunity to practice the skills of a historian and get to know their classmates.

Grade 7 Social Studies: Quarter 1 Unit 0 Vocabulary

Tier 2 Vocabulary

data and information, including, critically examine, in order to, extract, paraphrase, significant ideas, relevant information, distinguish, fact and opinion, draw inferences, draw conclusions, recognize, author's purpose, point of view, bias, assess, strengths and limitations, synthesize data, recognize differences, accounts, establish validity, compare, contrast, frame appropriate questions, investigation, construct arguments, supporting evidence, demonstrate and defense, cause and effect, predict likely outcomes, devise outcomes or solutions, develop, recognizing, perceiving and presenting, events, issues, might have been, evaluating, creating context, contribute, identifying patterns, continuity, change over time, connections, present, determine, space, origin, structure, context, validity, locations, conditions, connections, interactions, perceptions, fluid, time and space

Tier 3 Vocabulary

primary sources, secondary sources, printed materials, literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals, graphic representations, maps, timelines, charts, photographs, artwork, artifacts, media and technology sources, citing, historical awareness, historical accounts, historical empathy, present-mindedness, circumstances of time and place, geographic awareness, geographic perspective, diffusion, multiple scales, local, national, global, maps, spatial relationships, humans, physical environment, geographic regions

Sample Unit: Quarter 1 Unit 0 – Social Studies Skills

Sample Daily Framework	Day 1	Day 2	Day 3	Day 4	Day 5
Texts	"My Name" from <i>The House on Mango Street</i>	"My Name" from <i>The House on Mango Street</i> Sample Biopoems	excerpt, definition of community <i>A City Year</i> from Suzanne Goldsmith's memoir	Map Elements power point or handout	Map Elements power point or handout; example maps (book, online, poster, etc.)
Standards	SSP.01-SSP.06	SSP.01-SSP.06	SSP.01-SSP.06	SSP.01-SSP.06	SSP.01-SSP.06
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Distribute paper or an index card- Ask students to write their name and one little known fact about themselves. It should be something that people could not know just by looking at them. Collect the cards.	Distribute identity charts from Day 1. Have students to add new areas to their identity charts they viewed the work of their classmate. For example students may have included information about their families' names, histories, sports that other students have not.	Have students to answer on paper: Do you think this class is a group? Why or why not? Do you think this class is a community? Why or why not?	Have students to answer on paper: What is a map? Why are maps important?	List at least two different types of maps or maps you have seen. Explain how they are similar and different. (ex. resource, political, country, state, city, room, neighborhood,
Hook <i>Develop Students interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Read the cards and ask the class to guess who the fact describes. Students will learn interesting facts, commonality, and differences among their classmates. They also learn you cannot always judge people by their outward appearance alone. Write the word Identity on the board and tell students that is the focus of the lesson.	Ask students to write a list of factors or characteristics they used to describe themselves on their identity charts. See if any mention hopes, personal experiences, or accomplishments. If not, ask students to identify an example of an experience that shaped how they answer the question, "Who am I?"	Students share whole group their responses to the bell ringer questions. Then do a Think- Pair-Share for the following question: What is the difference between a group and a community? Read aloud- excerpt, definition of community <i>A City Year</i> by Suzanne Goldsmith's memoir. Introduce the idea that being a member of a community comes with responsibilities—members are "partners" in a common enterprise.	Review and discuss the responses to the Bell Ringer. Lead a discussion what modern day technology uses maps. (GPS, phones, google, computers, cars, planes, satellites, etc.) Today you will be learning about the elements of basic maps and mapping tools.	List on the board the responses to the Bell Ringer. Review with the students the notes (Mapping Elements) taken in class day 4. Today you will create a map that includes the following components: Title, Labels, Compass Rose, Map Key, and a Scale.
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Read the definition of identity and ask volunteers to share their thoughts on the meaning. Read "My Name" by Sandra Cisneros'. As students read underline or write down the words Esperanza uses to answer the question, "Who am I?"	Refer back to the "My Name" reading. In this excerpt, Esperanza describes how her great-grandmother's identity was shaped when she was "kidnapped" by Esperanza's great-grandfather. Before this event she was "a wild, horse of a woman." After she was married off to Esperanza's great-grandfather, she became a sad woman who sat at a window much of the day.	After explaining and discussing Goldsmith's definition of community, they are ready to evaluate it using Four Corners. Give students a specific statement (Chunking Worksheet) to which they respond by standing in the corner that best represents their opinions. Providing some quiet time for students to respond in writing before they have to move. Ask a representative from each corner to explain his or her opinion. Facilitate a discussion among students from all corners, encouraging them to ask	Have students to draw a chart or table. On the left side label- latitude, longitude, hemispheres, time zone, equator, prime meridian, compass/ compass rose, cardinal directions, Intermediate directions, and scale. On the right side- take notes from the power point or handout as you read it and discuss it.	Use descriptions from the jigsaw day 4 and student notes to review mapping elements.

			each other questions and to challenge each other's ideas.		
Application <i>Teacher facilitated small group or partner strategies to deepen Students understanding and foster robust, collaborative discussion.</i>	<p>Whole Group- Answer text dependent questions: Who is in Esperanza's family? Where is her family from? What languages does she speak? What does she hope for her future? What does she think about her name? What does this reveal about her personality?</p> <p>Small or Whole Group on the board- Create an Identity Chart for Esperanza using the guide in the lesson.</p> <p>Students create their own Identity chart. Students to brainstorm a list of categories people use to help define themselves such as gender, age, physical characteristics, and hobbies, etc.</p>	<p>Display and read the finished biopoem examples.</p> <p>In partners each complete a How to write a biopoem handout. Then share the information with their partner. Afterwards, students construct their own biopoem. Volunteers may share out biopoems or silent pass around. Allow time for responders and questions. For silent pass write comments or questions in the margins.</p>	<p>In a small group create your own definition of community. Based on your definition, write a list of the communities to which you belong. Pick two of these communities and answer the following questions for each: What do you have in common with other members of the community? What responsibilities or obligations does membership involve? Who is not part of the community? Why?</p>	<p>Jigsaw- Divide students in partners and assign each group a different element to describe its function and draw an illustration- (latitude, longitude, hemispheres, time zone, equator, prime meridian, compass/ compass rose, directions, Intermediate directions, scale)</p>	<p>Group collaboration- Divide the parts of the map among group members (Title, Labels, Compass Rose, Map Key, and a Scale) and together they are to create a map.</p>
Closure <i>Individual Students synthesize and/or summarize learning for the day.</i>	<p>Display some charts for gallery walk or a "pass around"- student gives his or her chart to the student to the right in a small group. After about a minute, instruct students to "switch," and pass the charts to their neighbor until students receive their own chart. Share what you learned or questions. Summarize to students as they study world history, they will explore how individuals and groups over time and across continents have answered questions about identity.</p>	<p>Summarize to students when they consider how experiences have influenced their own identities, it also similar to civilizations and how customs (e.g., how people ate, dressed, and played) and dramatic events (e.g., war and famine) that occur throughout world history is connected to the individuals who lived through these experiences.</p>	<p>Share outs from each group. On the whiteboard write down the name of your school as a community- list the characteristics of the school that make it a community. List groups within the school; students, teams, teachers, parents, cafeteria workers, staff, custodial staff, etc. Then discuss each group's role in the community.</p>	<p>Jigsaw-Bring the groups back together to discuss their work and relate how the parts work together to make an accurate map.</p>	<p>Wrap-up review check that students have all the necessary components on the map.</p>

Unit 0: Social Studies Skills - Week 1

Essential Question(s)	<p>Day 1- Who am I? Day 2- What shapes my identity? Day 3- What is a community? Day 4- What makes a map accurate? Day 5- How do we use maps today?</p>
Student Outcomes	<p>Day 1- Students will be define the word identity. Students will be able to identify various factors that shape identity. Day 2- Students will construct a Biopoem describing themselves or a historical figure. Students will be able to identify how their experiences have shaped their identities. Day 3- Students will distinguish between a community and a group. Students will be able to define the word community. Students will identify what makes their classroom a community. Day 4- Students will define and describe mapping elements. Day 5- Students will use the mapping elements to design a map.</p>
Texts	<p>Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Maps/Videos/Images: Facing History and Ourselves and Memphis Public Schools; Identity and Community Day 1- Index cards, “My Name” from The House on Mango Street by Sandra Cisneros Day 2- “How to write a Biopoem” handout, Biopoem Examples Day 3 - excerpt, definition of community A City Year from Suzanne Goldsmith’s memoir “Chunking Worksheet: What is a community?” handout; Signs-Strongly Agree, Strongly Disagree, Disagree; Mapping Elements handout or power point Day 4-5 – Powerpoint and handouts</p>
Suggested Classroom Strategies and Protocols	<p>Annotating Texts, Gallery Walk, Small Group Collaboration, Whole Group Discussion, Graphic Organizers, Share and Debrief, Pass Around, Vocabulary Strategies, Guided Reading, Four Corners; Think-Pair-Share</p>
Assessment	<p>Informal or optional assessments: Day 1-Identity Charts Day 2- Biopoems Day 3- Writing Prompt Day 4 Chart Notes, Mapping Quiz Day 5 Maps</p>
Standards	<p>SSP.01-SSP.06</p>

Unit Overview: Quarter 1 Unit 1 – East Asia: China

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 1: East Asia - China	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of China.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.01, 7.02, 7.03 Week 2: 7.04, 7.05 Week 3: 7.06, 7.07	The standards under the East Asia topic have been broken up into two units, with the first on the standards dealing with China. Week one focuses on geography and the reformation of the Chinese state under the Tang and Song dynasties, week two on the conquest of the Mongols and the Yuan dynasty under Kublai Khan, and week three on impacts of the Silk Roads and the Ming dynasty. The growing importance of global trade networks and cultural diffusion will be a major theme throughout units for seventh grade.

Grade 7 Social Studies: Quarter 1 Unit 1 Vocabulary

Tier 2 Vocabulary

Identify, locate, including, describe, prior to, spread, summarize, developments, the role of, examine, summarize, importance, spread of, analyze, achievements, reasons

Tier 3 Vocabulary

geographical features, East Asia, China, Gobi Desert, Himalayan Mountains, Japan, Korean Peninsula, Pacific Ocean, Plateau of Tibet, Sea of Japan, East Sea, Yangtze River, Yellow River, reunification, Tang Dynasty, Buddhist, agricultural, commercial, technological, Song Dynasties, Confucianism, Song, Mongol Empire, Genghis Khan, Kublai Khan, Yuan Empire, Mongolian empire, Silk Roads, Marco Polo, Chinese technology, Eurasian trade, Ming Dynasty, isolationism, Forbidden City, Great Wall, Zheng He's sea voyages

Sample Lesson: Quarter 1 Unit 1 – East Asia: China

SS TN Standard(s):	7.03
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can summarize the advancements of the Song Dynasty.
Key Academic Vocabulary:	Agricultural, commercial, technological, Song Dynasties, Confucianism, summarize, developments
Resources / Materials:	Excerpt on Song Dynasty (7.03)
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Draw a graphic representing the dynastic cycle of China. Write 2-3 sentences explaining how China historically has gone through this cycle.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	What are the advancements and legacies of China?
High-Quality Text(s):	Excerpt on Song Dynasty
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Read Aloud, excerpt on Song Dynasty
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>3-2-1</p> <p>In the section on Consolidation and Government, identify 3 reforms that the Song tried to implement to help the poor, describe 2 reasons the reforms were difficult to implement, and give one description of what life was like for the poor in Song China.</p> <p>In the section on Economy, identify three important trade exports, two important trade imports, and one impact of trade on the development of cities in Song China.</p> <p>In the section on Arts and Science, identify three inventions of the Song Dynasty, describe two characteristics of cities in Southern China during the Song period, and one example of an improvement in the lives of the poor.</p>
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Quick write: Describe one agricultural, commercial, and technological change during the Song Dynasty.

<p>Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i></p>	<p>Summarize the agricultural, commercial, and technological developments of the Song Dynasties and describe the role of Confucianism during the Song. Use complete sentences and evidence to support your answer.</p>
<p>Homework:</p>	<p>N/A</p>

Unit 1: East Asia: China - Week 1

Essential Question(s)	How does geography impact the development of a civilization? How do beliefs and ideas shape a civilization?
Student Outcomes	<p>Students can analyze how the geography of China impact its development in the Middle Ages.</p> <p>Students can explain how Buddhism came to spread during the early years of the Tang Dynasty and the backlash against it.</p> <p>Students can summarize the advancements of the Song Dynasty.</p> <p>Students can explain the use of Confucianism during the Song Dynasty.</p>
Texts	<p>Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 8 Lessons 1 and 2</p> <p>Reader: 7.01 Map of Asia 7.02 Religion under the Tang Dynasty 7.03 Song Dynasty</p> <p>Maps/Videos/Images: Nystorm Atlas of World History p. 49 Debating the Documents: Industrial Innovation in China Music and images of Tang China It's History: Fall of the Golden Age – Tang Dynasty Lesson: China (9th through 17th Centures): Commerce, Technology, and Intercultural Contacts Lesson: Song Dynasty: Technology, Commerce, and Prosperity</p>
Suggested Classroom Strategies and Protocols	<p>Storyboard: Rise and Fall of the Tang Dynasty, Rise and Fall of the Song Dynasty, Rise and Fall of acceptance of Buddhism during the Tang and Song Dynasties</p> <p>Found Poem: Geographical features of East Asia</p>
Assessment	Summarize the agricultural, commercial, and technological developments of the Song Dynasties and describe the role of Confucianism during the Song. Use complete sentences and evidence to support your answer.
Standards	<p>7.01 Identify and locate the geographical features of East Asia, including: China, Gobi Desert, Himalayan Mountains, Japan, Korean Peninsula, Pacific Ocean, Plateau of Tibet, Sea of Japan (East Sea), Yangtze River, Yellow River.</p> <p>7.02 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.</p> <p>7.03 Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.</p>

Unit 1: East Asia: China - Week 2

Essential Question(s)	Why do civilizations rise and fall? How do civilizations adapt when they are conquered by others?
Student Outcomes	Students can evaluate the Mongol Empire and recognize the importance of Genghis Khan in its development. Students can describe how Kublai Khan established the Yuan Empire and its achievements.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 8 Lesson 3 Reader: 7.04 Maps: Genghis Khan's Empire and Mongolian States after Genghis Khan 7.05 Book of Ser Marco Polo Maps/Videos/Images: Nystorm Atlas of World History p. 50-51 Sung History: Genghis Can! Extra History: Genghis Khan Part 1 and Part 2 TED Ed: History vs. Genghis Khan
Suggested Classroom Strategies and Protocols	Headlines: Genghis Khan, Kublai Khan Circle of Viewpoints: Yuan dynasty, perspectives of Kublai Khan vs. Chinese people Explanation Game: Yuan dynasty Character Charts: Genghis Khan, Kublai Khan
Assessment	Identify the roles of and explain the impacts of the rule of Genghis Khan and Kublai Khan on the medieval world. Use complete sentences and evidence to support your answer.
Standards	7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. 7.05 Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.

Unit 1: East Asia: China - Week 3

Essential Question(s)	How do civilizations adapt when they are conquered by others? How does trade change and impact the world? Why do civilizations promote or restrict isolationism?
Student Outcomes	Students can explain the impact of the Silk Road during the Middle Ages. Students can describe the importance of Marco Polo and his role as a merchant during the Middle Ages. Students can summarize the achievements of the Ming Dynasty. Students can identify reasons for isolationism during the late Ming Dynasty.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch.8 Lesson 4 Reader: 7.06 Marco Polo excerpt, Silk Roads excerpt 7.07 Zheng He's Voyages Maps/Videos/Images: Nystorm Atlas of World History p. 44-45, 53 DBQ Project: Should We Celebrate the Voyages of Zheng He? Hip Hughes History: Marco Polo Explained Lesson: Marco Polo's World Lesson: Legacy of Zheng He and the Ming Dynasty Sea Voyages
Suggested Classroom Strategies and Protocols	Life Road Map: Zheng He, Marco Polo Question Starts: Silk Road Peeling the Fruit: Isolationism during the Ming Dynasty, Cultural Diffusion on the Silk Road
Assessment	Describe three achievements of the Ming Dynasty and explain why they later adopted a policy of isolationism. Use complete sentences and evidence to support your answer.
Standards	7.06 Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade. 7.07 Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.

Unit Overview: Quarter 1 Unit 2 – East Asia: Japan

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 2: East Asia – Japan	2 weeks	Students will analyze the geographic, political, economic, and cultural structures of Japan.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.08, 7.09 Week 2: 7.10, 7.11	The standards under the East Asia topic have been broken up into two units, with this second unit focusing on the standards dealing with Japan. Geography was already handled in the first unit, so week one moves directly into Japanese life under the Asuka and Nara periods when there was more Chinese influence in Japanese culture. The second week focuses on the development of a more Japanese national culture under the Heian period and Japan's transition to feudalism under the shogunate.

Grade 7 Social Studies: Quarter 1 Unit 2 Vocabulary

Tier 2 Vocabulary

Origins, central features, key person(s), sacred texts, basic beliefs, carried out, discipline, changed through, influences, adoption, contributed, development, the role of

Tier 3 Vocabulary

Shintoism, tradition, ritual practices, animism, Kami, Japanese culture, Chinese, Korean, Buddhism, Confucianism, Constitution of Prince Shotoku, Heian aristocracy, Japanese national culture, military society, century, shogun, samurai, Japanese society.

Sample Lesson: Quarter 1 Unit 2 – East Asia: Japan

SS TN Standard(s):	7.09
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can identify aspects of Chinese culture in the Constitution of Prince Shotoku that were adopted in Japan.
Key Academic Vocabulary:	Chinese influence, Shintonism, Buddhism, Prince Shotoku, Constitution
Resources / Materials:	Seventeen Article Constitution – Sections 1, 2, 3, 4, 7, 12, 14, and 15. video on Prince Shotoku
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Identify each of the five relationships of Confucius and describe the major ideas of Confucianism.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How are civilizations influenced by other cultures?
High-Quality Text(s):	Seventeen Article Constitution
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Watch video on Prince Shotoku Optional: Read aloud or close read/discussion on sections of the Constitution prior to gallery walk. Students can summarize each in their own words.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Gallery walk or stations, one section of the constitution on each page with questions. Section 1: Explain how this section relates to the ideas of Confucianism. Section 2: How are Confucianism and Buddhism represented in this section? Section 3: What is the role of the ruler in Japan? What is the relationship between the ruler and the people? Section 4: Explain how this section relates to the ideas of Confucianism. Section 7: Based on this section, do you think the Japanese might adopt the civil service exams used in China? Why or why not? Section 14: Why do you think it was important for government officials not to be envious? What might happen if they were? Section 15: How are Japanese officials supposed to act? Why?

Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Give two examples (with evidence!) of Confucian ideas in the Constitution of Prince Shotoku.
Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
Homework:	N/A

Unit 2: East Asia: Japan - Week 1

Essential Question(s)	What were the basic beliefs of early Shintoism? How are civilizations influenced by other cultures?
Student Outcomes	Students can describe the origins and central features of Shintoism. Students can explain how Japan was influenced by Chinese and Korean culture. Students can identify aspects of Chinese culture that were adopted in Japan.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 10 Lesson 2 Reader: 7.08 Shintoism 7.09 Seventeen Article Constitution Maps/Videos/Images: Prince Shotoku Lesson: Chinese Influences on Japan
Suggested Classroom Strategies and Protocols	Iceberg Diagram: Chinese and Korean influence on Japanese culture Found Poem: Constitution of Prince Shotoku Identity Chart: Shintoism
Assessment	Explain three ways that Japanese culture was impacted by Chinese and Korean influences. Use complete sentences and evidence to support your answer.
Standards	7.08 Describe the origins and central features of Shintoism: Key Person(s): None; Sacred Texts: No sacred text; Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami. 7.09 Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system.

Unit 2: East Asia: Japan - Week 2

Essential Question(s)	How do civilizations adopt and adapt a national culture? How do societies organize themselves? What impact does feudalism have on the Middle Ages?
Student Outcomes	Students can identify the Heian aristocracy and explain how it helped Japan build a national culture. Students can describe the development of feudalism in Japan. Students can explain the structure of Japanese feudal society.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 10 Lesson 3 Reader: 7.10 Heian Period 7.11 Way of the Samurai Maps/Videos/Images: Nystorm Atlas of World History p. 54-55 DBQ Project: Samurai and the Knights – Were the Similarities Greater than the Differences? The Shogunate: History of Japan Images of Samurai Lesson: Religion and Aesthetics in Japan Lesson: Kamakura: The Home of the Samurai
Suggested Classroom Strategies and Protocols	Identity Charts: Shogun, Samurai, Heian aristocracy Circle of viewpoints: Japanese farmers during the Heian period, Heian aristocracy, Japanese emperor, shogun Iceberg diagram: Shogun came to dominate Japanese society, why?
Assessment	Explain three reasons for the decline of the aristocracy and the development of a military society in medieval Japan. Use complete sentences and evidence to support your answer.
Standards	7.10 Describe how the Heian aristocracy contributed to the development of a Japanese national culture. 7.11 Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society.

Unit Overview: Quarter 1 Unit 3 – Byzantine Empire

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 3: Byzantine Empire	1 week	Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.12, 7.13, 7.14	The focus for this week is on the Byzantine Empire. Students will recognize the Byzantine Empire as an extension of the Roman Empire. Students will examine its cultural connections to Rome, its distinct cultural development and historical importance of Justinian's reforms, along with its regional importance during the Middle Ages.

Grade 7 Social Studies: Quarter 1 Unit 3 Vocabulary

Tier 2 Vocabulary

Continuation, achievements

Tier 3 Vocabulary

Eastern Roman Empire, Byzantine Empire, diffusion, Christianity, Latin, Justinian, political, social, architectural, regional geography, Constantinople, European culture

Sample Lesson: Quarter 1 Unit 3 – Byzantine Empire

SS TN Standard(s):	7.14
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students will be able to describe the regional importance of Constantinople.
Key Academic Vocabulary:	Regional geography, Constantinople
Resources / Materials:	7.14 Maps – Trade Routes and Geographical Importance
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	How does location impact the development of a civilization?
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	Does location matter?
High-Quality Text(s):	7.13 Justinian’s Code Excerpts – section on ‘The Institutes’
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Watch video on Constantinople: TED Ed: The City of Walls: Constantinople
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Crop it – Medieval Trade Routes Map Have students crop the region around Europe, Asia, and Africa separately to identify the continents. Then crop the region around Constantinople. Discuss with students:</p> <ul style="list-style-type: none"> - Where do the trade routes end before entering Europe? A: Constantinople. - Why might this make Constantinople an important trade center? A: Constantinople is a major trading center and will extend trade from the Silk Road further into Europe. - Do students know any other names for these trade routes? Silk Road and Spice Trade Routes. - What is missing from this map? A: Trade routes in Europe. <p>Crop it – Geographical Importance map. Have students crop the region around Europe, Asia, and Africa on this map to identify the continents. Then zoom out to see the whole map. Discuss with students:</p> <ul style="list-style-type: none"> - How many trade routes are there out of Constantinople? A: 7 - What types of trade routes are there out of Constantinople? A: Land and sea.

	<p>- How does the layout of this map highlight the regional importance of Constantinople? A: It is in the center.</p> <p>See-Think-Wonder – Medieval Trade Routes Map Medieval Trade Routes Map</p> <ol style="list-style-type: none"> 1) Looking at the map, what do you see in the map that might give you evidence as to why Constantinople’s location was important? 2) Think about what you wrote down for #1. Why do you think what you wrote about is evidence for Constantinople’s geographical importance? 3) Think about what you wrote down for #1 and #2. Looking at the map, what questions do you have about Constantinople’s importance?
<p>Closure: <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>Weekly assessment question below.</p>
<p>Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i></p>	<p>Using information from the video and maps, explain three reasons for Constantinople’s geographical importance for the Byzantine Empire. Use complete sentences and evidence to support your answer.</p>
<p>Homework:</p>	<p>N/A</p>

Unit 3: Byzantine Empire - Week 1

Essential Question(s)	How do civilizations adapt and change? How are civilizations influenced by other cultures?
Student Outcomes	Students can identify the Byzantine Empire as a continuation of the Eastern Roman Empire. Students can describe how the Byzantine Empire preserved Roman and Greek culture. Students can explain the importance of Constantinople's geographical location and how it relates to the Byzantine Empire.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 3 Lesson 2 Reader: 7.12 Byzantine Excerpts 7.13 Justinian's Code 7.14 Excerpt: Constantinople, Maps: Trade Routes, Geographical Importance Maps/Videos/Images: Nystorm Atlas of World History p. 48 Focused Inquiry: Was the Justinian Code Just? DBQ Project: What is the Primary Reason to Study the Byzantines? Mr Nicky: Byzantine Empire song TED Ed: The Rise and Fall of the Byzantine Empire TED Ed: The City of Walls: Constantinople
Suggested Classroom Strategies and Protocols	Found poems: Code of Justinian Identity Charts: Byzantine 'Romans' Analyzing Visual Images: Maps (Trade Routes, Geographical Importance) Peel the Fruit: Importance of Constantinople's geographical location
Assessment	Explain three reasons for Constantinople's geographical importance for the Byzantine Empire. Use complete sentences and evidence to support your answer.
Standards	7.12 Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language. 7.13 Explain the importance of Justinian's political, social, and architectural achievements. 7.14 Analyze the importance of regional geography and the location of Constantinople in maintaining European culture.

Unit Overview: Quarter 1 Unit 4 – Southwest Asia and North Africa

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 4: Southwest Asia and North Africa	2 weeks	Students will analyze the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.15, 7.16, 7.17, 7.20 Week 2: 7.18, 7.19	Regional development and the growing importance of trade and expansion through conquest continue has themes underpinning this unit. Week one focuses on the regional geography of Southwest Asia and North Africa, the beliefs of Islam, and the cultural impact of its spread through the region. The second week highlights the regional achievements during its Golden Age and the expansion of the Ottomans into Constantinople.

Grade 7 Social Studies: Quarter 1 Unit 4 Vocabulary

Tier 2 Vocabulary

Contributions, fall, establishment, development

Tier 3 Vocabulary

Southwest Asia, North Africa, Arabian Peninsula, Arabian Sea, Black Sea, Caspian Sea, Euphrates River, Mecca, Mediterranean Sea, Persian Gulf, Red Sea, Tigris River, Islam, Mohammad, Quran, Sunnah, monotheism, Five Pillars, diffusion, Islam, culture, Arabic, scholars, Art, Geography, Literature, Mathematics, Medicine, Philosophy, Science, Mehmed II the Conquerer, Constantinople, Ottoman Empire, routes, Asia, Africa, Europe, merchants

Sample Lesson: Quarter 1 Unit 4 – Southwest Asia and North Africa

SS TN Standard(s):	7.18
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can summarize the achievements of Southwest Asian civilizations.
Key Academic Vocabulary:	Contributions, region’s scholars
Resources / Materials:	Paper for creating a look book foldable, 7.18 Golden Age Text, access to textbook/internet (Videos on regional contributions: 1001Inventions Youtube Channel and website)
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Last year when you studied ancient history, you learned about the invention of the wheel and connected it to its importance today. What is another technology from the past that has been updated and changed and is still used in your daily lives today?
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	What are the legacies of Southwest Asian civilizations?
High-Quality Text(s):	7.18 Golden Age Text, access to textbook/internet (Videos on regional contributions: 1001Inventions Youtube Channel and website)
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Using the text and/or online access, have students fill in the 3-5 facts on Southwest Asian Art and Architecture, Geography, Literature, Science and Philosophy, Medicine, and Mathematics in the chart.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	After listing facts for each of the categories, students should decide which innovation they think made the most significant impact on the modern world. They need to use at least one modern-day example as evidence to support their claim.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Place posters for each category around the room and have students go to the category they have chosen as the most important. They can share with others at their category to come up with a group consensus on its importance. Teacher can facilitate a student discussion with each category sharing their reasoning. If any categories were not chosen, the teacher can debrief that as a class discussion.
Weekly Assessment: <i>Guidance is provided weekly in the map to</i>	Describe four contributions that Southwest Asian scholars made to later civilizations. Use

support robust student writing every week that is strongly aligned to Social Studies content standards.

complete sentences and evidence to support your answer.

Homework:

N/A

Unit 4: Southwest Asia and North Africa - Week 1

Essential Question(s)	How does geography impact the development of a civilization? How does trade impact and change the world? How are civilizations influenced by other cultures? What are the basic beliefs of early Islam?
Student Outcomes	Students can identify and locate the geographical features of Southwest Asia and North Africa. Students can describe the origins and central features of Islam. Students can describe the diffusion of Arab culture in the early Middle Ages. Students can analyze the effects of trade and the role of merchants in early Medieval society.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 5 Lessons 1 and 3 Reader: 7.15 Maps: Middle East, Caliphate in 750 7.16 Excerpt: Islam 7.17 Excerpt: Arab Conquests, Maps: Iberian Peninsula, Spread of Islam in Africa 7.20 Map of Silk and Spice Trade Routes Maps/Videos/Images: Nystorm Atlas of World History p. 46-7 DBQ Project: Why Did Islam Spread So Quickly? Who am I? Geography activity Interactive Map of Medieval Trade Routes
Suggested Classroom Strategies and Protocols	Explanation Game: How did Islam spread through Africa and Spain? Question Starts: Role of Merchants in the Medieval World (Southwest Asia and East Asia) Rapid Fire Writing: Maps for 7.15 and 7.17 3-2-1: Geography of Southwest Asia
Assessment	Describe the importance of merchants in Arabian society and two impacts of the develop of trade routes through the Arabian region on Asia, Africa, and Europe. Use complete sentences and evidence to support your answer.
Standards	7.15 Identify and locate the geographical features of Southwest Asia and North Africa, including: Arabian Peninsula, Arabian Sea, Black Sea, Caspian Sea, Euphrates River, Mecca, Mediterranean Sea, Persian Gulf, Red Sea, Tigris River. 7.16 Describe the origins and central features of Islam: Key Person(s): Mohammad; Sacred Texts: The Quran and The Sunnah; Basic Beliefs: monotheism, Five Pillars. 7.17 Describe the diffusion of Islam, its culture, and the Arabic language. 7.20 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.

Unit 4: Southwest Asia and North Africa - Week 2

Essential Question(s)	How do civilization adapt when they are conquered by others? What are the legacies of Southwest Asian civilizations?
Student Outcomes	Students can summarize the achievements of Southwest Asian civilizations. Students can identify Mehmed II and his importance in expanding the Ottoman Empire.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 5 Lessons 2 and 3 Reader: 7.18 Golden Age 7.19 Ottoman's Sack Constantinople Maps/Videos/Images: Regional Contributions Activity TED Ed: The Complex Geometry of Islamic Design Videos on regional contributions: 1001Inventions Youtube Channel and website
Suggested Classroom Strategies and Protocols	Alphabet brainstorm: Southwest Asian Golden Age Gallery walk: Achievements of the Southwest Asian Golden Age Storyboard: Fall of the Byzantine Empire Character Chart: Mehmed II
Assessment	Describe four contributions that Southwest Asian scholars made to later civilizations. Use complete sentences and evidence to support your answer.
Standards	7.18 Summarize the contributions of the region's scholars in the areas of: Art, Geography, Literature, Mathematics, Medicine, Philosophy, Science. 7.19 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.