

## Grade 7 Social Studies: Quarter 4 Curriculum Map Scope and Sequence

Unit	Length	Unit Focus	Standards and Practices
Unit 12: Age of Exploration pt. 2	1 week	Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.64, 7.65
Unit 13: Test Review	5 weeks	Students will review key concepts for TN Ready.	TN Social Studies Practices: SSP.01-SSP.06
Unit 14: Project-Based Learning and Civics Inquiry	3 weeks	Students will engage in project based learning to synthesize information learned over the course of the year.	TN Social Studies Practices: SSP.01-SSP.06

## Grade 7 Social Studies: Quarter 4 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 4 Unit 12 – Age of Exploration pt. 2

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 12: Age of Exploration pt. 2	1 week	Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.64, 7.65	Students will conclude the Age of Exploration unit with a look at the impacts of colonization on the New World. This includes the Columbian exchange and the impacts of Spanish colonization in the development of the slave trade.

### Grade 7 Social Studies: Quarter 4 Unit 12 Vocabulary

#### Tier 2 Vocabulary

effects, transition

#### Tier 3 Vocabulary

Columbian Exchange, centuries, continent, Spanish colonization, mission system, encomienda system, Bartolome de la Casa, African slavery

## Sample Lesson: Quarter 4 Unit 12 – Age of Exploration pt. 2

<b>SS TN Standard(s):</b>	7.65
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can explain the impacts of Spanish colonization in the Americas. Students can describe the development of the African slave trade.
<b>Key Academic Vocabulary:</b>	Colonization, mission system, encomienda system, Bartolome de las Casas, slavery
<b>Resources / Materials:</b>	7.65 Excerpts on Encomienda System
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: What impacts did the Columbian exchange have on the indigenous peoples in the Americas? Describe at least three impacts of the Columbian exchange on the Americas.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	How does trade impact and change the world?
<b>High-Quality Text(s):</b>	Excerpts on Encomienda System
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Teachers may want to do a close read of each excerpt and all students to annotate and complete the task for that excerpt before moving onto the next excerpt. Teachers may modify the first excerpt to having students focus on the last paragraph as that offers several impacts in a shortened text.
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students will complete a modified <a href="#">3-2-1</a> on the excerpts.  On the first excerpt, students will identify three impacts of Spanish colonization on the indigenous peoples of the Americas. They can annotate these in the text and write a response explaining these impacts in their own words.  In the second excerpt, students will identify two outcomes of the New Laws on the indigenous peoples of the Americas. They can annotate these in the text and write a response explaining these impacts in their own words.  In the third excerpt, students will identify one outcome of the New Laws on African slavery. They can annotate it in the text and write a response explaining these impacts in their own words.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Students can create a <a href="#">cause and effect organizer</a> on the encomienda system in the Americas.
<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to</i>	N/A

<i>support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	
<b>Homework:</b>	N/A

## Unit 12: Age of Exploration pt. 2 - Week 1

<b>Essential Question(s)</b>	How does trade impact and change the world? How do civilizations adapt when they are conquered by others?
<b>Student Outcomes</b>	Students can analyze the Columbian Exchange and explains its impacts on Europe, Africa, Asia, and the Americas. Students can explain the impacts of Spanish colonization in the Americas. Students can describe the development of the African slave trade.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 12 Lesson 3  Reader: 7.64 Excerpts on the Columbian Exchange 7.65 Excerpts on Encomienda System  Maps/Videos/Images: Lesson Plan – <a href="#">America in Class, The Columbian Exchange</a> ; <a href="#">PBS Learning Media, The Columbian Exchange</a> Video – <a href="#">Griot B, Columbian Exchange</a> ; <a href="#">Columbian Exchange Rap</a> ; <a href="#">MrBettsClass, Columbus &amp; the New World</a> ; <a href="#">Khan Academy, The Ecomienda System</a>
<b>Suggested Classroom Strategies and Protocols</b>	3-2-1: Excerpts on Encomienda System – Identify 3 impacts of Spanish colonization on the indigenous peoples of the Americas in the first text, Identify 2 outcomes of the New Laws on the indigenous peoples of the Americas in the second text, and Identify 1 outcome of the New Laws on African slavery in the third text. (see sample lesson) Explanation Game: Excerpts on the Columbian Exchange.
<b>Assessment</b>	Describe four global impacts on from the Columbian Exchange on Europe, Africa, Asia, and the Americas during the 15 <sup>th</sup> and 16 <sup>th</sup> centuries. Use complete sentences and evidence to support your answer.
<b>Standards</b>	7.64 Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent. 7.65 Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa’s role in the transition to African slavery.

## Unit Overview: Quarter 4 Unit 13 – Test Review

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 13: Test Review	5 weeks	Students will review key concepts for TN Ready.	TN Social Studies Practices: SSP.01-SSP.06	Once teachers finish teaching new material, they should review their data and use time they have with their classes for review ahead of the Social Studies TCAP. Teachers should review data and reteach concepts that need to be retaught based on past student performance. Once material has been mastered, a variety of review activities can be completed prior to and during the testing window. Once the social studies test has been conducted and/or classes resume to the normal schedule, teachers can move on to the next unit on projects.

### Grade 7 Social Studies: Quarter 4 Unit 13 Vocabulary

#### Tier 2 Vocabulary

Dependent upon standards being covered for review.

#### Tier 3 Vocabulary

Dependent upon standards being covered for review.



## Sample Review Activity: Quarter 4 Unit 13 – Jeopardy and Trivia review games

<b>Submitted by:</b>	Jeopardy reviews by Katherine Martin Taylor, Treadwell Middle, Middle Ages review by Nancy Dickson, White Station Middle
<b>SS TN Standard(s):</b>	Standards on Southwest Asia/North Africa, China, or the European Middle Ages
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students will demonstrate mastery on all Southwest Asia/North Africa, China and/or European Middle Ages standards.
<b>Key Academic Vocabulary:</b>	Varies.
<b>Resources / Materials:</b>	'Southwest Asia & Northwest Asia Jeopardy' instructions and handout, 'China Jeopardy' instructions and handout, or Middle Ages to Early Modern Europe Trivia from SharePoint
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	<a href="#">Alphabet Brainstorm</a> : Facts and information about the unit being reviewed.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	How do civilizations rise and fall?
<b>High-Quality Text(s):</b>	Varies.
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Teachers can review the alphabet brainstorm answers and go over rules for the trivia game.
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Jeopardy: Students will be split into teams. One team will go at a time. The team will pick a category and a dollar amount. The higher the amount, the tougher the question. If the team answers the question correctly, they win the dollar amount. If they get it wrong, they lose the dollar amount. If they get the answer wrong, the other teams can "steal" for half the amount of money by raising their hands. However, if the other teams answer incorrectly, they will lose half the dollar amount. This should discourage students from guessing because wrong answers result in negative points/money.</p> <p>Students should write down ALL the answers on their jeopardy answer sheet in order to receive a classwork grade.</p> <p>Middle Ages trivia: Students can utilize <a href="#">Trashketball</a> rules.</p>
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Middle Ages trivia: Students should write a paragraph creating a summary of the information reviewed for the unit from the trivia game.

	<p>Jeopardy: Once all the questions have been answered, it is final jeopardy. Teams can wager as much money as their team has earned, but they must answer correctly EVERY part of final jeopardy question. Teams should have 2-4 minutes to write down the answers on their answer sheet and the teacher will check the answers to see who answered correctly. The team with the most money wins.</p>
<p><b>Weekly Assessment:</b> <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>	N/A
<p><b>Homework:</b></p>	N/A

## Sample Review Activity: Quarter 4 Unit 13 – Students as Teachers

<b>Submitted by:</b>	Nancy Dickson, White Station Middle
<b>SS TN Standard(s):</b>	All standards.
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students will demonstrate mastery of the seventh grade social studies standards.
<b>Key Academic Vocabulary:</b>	Varies.
<b>Resources / Materials:</b>	Students as Teachers review example in SharePoint
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	<b>List/Group/Label:</b> Students can be given a unit they have studied, then they will brainstorm a list of vocabulary associated with that unit, group the vocabulary words, and provide labels for each group.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	How do civilizations rise and fall?
<b>High-Quality Text(s):</b>	Varies
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Assign standards to individual students, pairs, or groups of students. Provide students with the text of the standard.  Students should create: A 5-minute review on the topic along with an organizer for students to take notes. A 5-10 question quiz on the topic along with an accompanying answer key.
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students will present their material to the class for review. Students listening will fill in the graphic organizer the group provides and take the quiz.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Students can quick write a summary of the information learned during the day's presentations.
<b>Weekly Assessment:</b> <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 13: Test Review - Weeks 1-5

<b>Essential Question(s)</b>	How do civilizations rise and fall?
<b>Student Outcomes</b>	Students will review information on civilizations studied in seventh grade.
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i></p> <p>Reader:          ‘Southwest Asia and North Africa Jeopardy’          ‘China Jeopardy’          ‘Middle Ages to Early Modern Europe Trivia’          ‘Students as Teachers’          Previous reader texts can be utilized according to the standard being reviewed or retaught.</p> <p>Maps/Videos/Images:          Review Games: Jeopardy, <a href="#">Family Feud</a>, <a href="#">Pyramid</a>, <a href="#">Wheel of Fortune</a>, <a href="#">Millionaire</a>, <a href="#">Deal or No Deal</a>, <a href="#">Trashketball</a>, <a href="#">Kaboom</a> (with vocabulary), <a href="#">True/False/Fix</a>, <a href="#">Around-The-Room</a>, <a href="#">Quiz/Quiz/Trade</a>, <a href="#">Plickers</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>Alphabet Brainstorm: Geographical features from seventh grade standards, achievements of Middle Ages, achievements of Early Modern European history, achievements of indigenous American civilizations</p> <p>Character Charts/Character Maps/Identity Charts: Major figures and ideas from the seventh grade standards, including: Genghis Khan, Kublai Khan, Silk Road, Zheng He, Marco Polo, Shogun, Justinian, Constantinople, Mehmed II, Ghana, Mali, Songhai, griots, Mansa Musa, Charlemagne, manors, William the Conqueror, Magna Carta, Pope Urban II, Saladin, Richard I, Crusades, Black Death, Feudalism, Joan of Arc, Reconquista, Medici Family, Thomas Aquinas, Leonardo da Vinci, Michelangelo, William Shakespeare, Johannes Gutenberg, William Tyndale, Martin Luther, Henry VIII, Mary I, St. Ignatius of Loyola, Jesuits, Queen Elizabeth I, Copernicus, Kepler, Galileo Galilei, Sir Francis Bacon, Sir Isaac Newton, Northeast/Southeast/Plains North American Indians, Maya, Aztec, Inca, Henry Hudson, Jacques Cartier, Vasco da Gama, Bartolomeu Dias, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci, Prince Henry the Navigator, Hernan Cortes, Francisco Pizarro, Columbian Exchange, Bartolome de la Casa.</p> <p>Generate/Sort/Connect/Elaborate or List/Group/Label: Geography, Achievements, Politics, Social Structures of any region/civilization.</p> <p>Create a Headline: Major people or events from standards.</p> <p>Give One, Get One: Major events from standards, ex: impacts of cultural diffusion across history, importance of trade, fall of feudalism, rebirth of the Renaissance, causes and outcomes of the Protestant Reformation, new ideas of the Scientific Revolution, routes of discovery during the Age of Exploration, impacts of the Columbian exchange.</p> <p>Human Timeline: Events of the Middle Ages (units on East Asia, Byzantine Empire, Southwest Asia and North Africa, West Africa, and Middle Ages in Western Europe) or the events of the Early Modern Europe and Age of Discovery units.</p>

	Life Road Maps or Storyboard: Any region/civilization from the standards. Two Minute Interviews: See above topics. Explanation Game: See above topics. Back to Back, Face to Face: See above topics. Poster Session: Assign student groups a unit or topic from a region to review.
<b>Assessment</b>	Dependent upon standard being taught.
<b>Standards</b>	Teachers should look over student data to evaluate which standards should be taught during review.

## Unit Overview: Quarter 4 Unit 14 – Project-Based Learning and Civics Inquiry

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 14: Project- Based Learning and Civics Inquiry	3 weeks	Students will engage in project based learning to synthesize information learned over the course of the year.	TN Social Studies Practices: SSP.01-SSP.06	Projects offer a flexible way to assess a student's learning for the year's study. This unit contains ideas for potential projects along with complete instructions for four projects.

### Grade 7 Social Studies: Quarter 4 Unit 14 Vocabulary

#### Tier 2 Vocabulary

Dependent upon standards being covered for projects.

#### Tier 3 Vocabulary

Dependent upon standards being covered for projects.

## Sample Project: Quarter 4 Unit 14 – Prominent Historical Figures Presentations

<b>Submitted by:</b>	Nancy Dickson, White Station Middle School
<b>SS TN Standard(s):</b>	7.40-7.52
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can demonstrate mastery of the Early Modern Europe standards
<b>Key Academic Vocabulary:</b>	Varies.
<b>Resources / Materials:</b>	Renaissance Period Research Project instructions and rubric in SharePoint.
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick-write: Who is the most important figure of the Renaissance? Why? Students should support their answer with 2-3 justifications.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	Was the Renaissance really a rebirth?
<b>High-Quality Text(s):</b>	Varies.
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Students should choose or be assigned a Renaissance era figure. Standards related figures include: the Medici Family, Thomas Aquinas, Leonardo da Vinci, Michelangelo, William Shakespeare, Johannes Gutenberg, Copernicus, Kepler, Galileo Galilei, Sir Francis Bacon, and Sir Isaac Newton.
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students will create a written summary of their figure, a poster with information about their figure, and create a 3-4 minute presentation to accompany the poster. Detailed instructions and a rubric are provided in the SharePoint file.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Students should write a reflective paragraph on their performance on the project.
<b>Weekly Assessment:</b> <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
<b>Homework:</b>	N/A



## Sample Project: Quarter 4 Unit 14 – Explorers Presentations

<b>Submitted by:</b>	Nancy Dickson, White Station Middle School
<b>SS TN Standard(s):</b>	7.59
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can identify the significance of the voyages and routes of discovery of European explorers during the Age of Exploration.
<b>Key Academic Vocabulary:</b>	Henry Hudson, Jacques Cartier, Vasco da Gama, Bartolomeu Dias, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci
<b>Resources / Materials:</b>	Explorer Project and Rubric from SharePoint
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Was the ‘age of discovery’ really an age of discovery? Justify your response with at least 2-3 arguments.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	What was the Age of Discovery?
<b>High-Quality Text(s):</b>	Varies
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	<p>Students will choose or be assigned an explorer from the standard. Students will create an eight slide PowerPoint on the explorer following the directions on the rubric.</p> <p>Students may work individually and create all eight slides on their own or work with a partner. If they work with a partner, both partners will collaborate on the first and last slide together, while one student will be responsible for slides 2/4/6 and the other for sliders 3/5/7.</p>
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students will create and present an eight slide PowerPoint on an explorer of their choice. Information will include the name of the explorer, biographical information, background information, which country funded their exploration, what they were looking for, their route of discovery, significance, and works cited.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Students can write a reflective paragraph on their presentation and project completion.
<b>Weekly Assessment:</b> <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

## Sample Project: Quarter 4 Unit 14 – Poster Project

<b>Submitted by:</b>	Katherine Martin Taylor, Treadwell Middle
<b>SS TN Standard(s):</b>	Any
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can demonstrate mastery on seventh grade social studies standards.
<b>Key Academic Vocabulary:</b>	Varies.
<b>Resources / Materials:</b>	'Social Studies Final Project Poster' handouts and instructions in SharePoint Includes: Checklist, Outline, Rough Plan, Paragraph Summary, Rubric, Exemplar
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: Which unit or units of study were the most interesting to you in social studies this year? Why?
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	What legacy do civilizations leave behind?
<b>High-Quality Text(s):</b>	Textbook, notes, and other sources.
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Students will be assigned groups. Groups should either choose or be assigned a unit from seventh grade social studies. Students will follow the checklist to create a poster with important information about their unit. Posters will include a title, at least four pictures, at least ten vocabulary words with definitions, and a paragraph summarization of key points on the unit.
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students will follow their checklist and work collaboratively on the outline, rough plan, summary, and creation of the poster. The checklist includes teacher approval of concepts and progress monitoring.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Teachers can create a class gallery walk of all posters with students leaving positive feedback or additions via post-it notes or comments on butcher paper.
<b>Weekly Assessment:</b> <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
<b>Homework:</b>	N/A

## Sample Project: Quarter 4 Unit 14 – World History Dictionary or Time Machine Project

<b>Submitted by:</b>	Katherine Martin Taylor, Treadwell Middle
<b>SS TN Standard(s):</b>	Any
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can demonstrate mastery of seventh grade social studies standards.
<b>Key Academic Vocabulary:</b>	Varies.
<b>Resources / Materials:</b>	'Choice Project World History Dictionary or Timeline' instructions and exemplars in SharePoint.
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick-write: If you could go back in time to any unit of study from seventh grade? Which one would it be? Why? What items from the future would you take with you? Why?
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	What legacy do civilizations leave behind?
<b>High-Quality Text(s):</b>	Textbook, notes, etc.
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher should explain the instructions and display exemplar work for both projects to the class and allow students to choose one of the two projects. Students should have their dictionary words and/or story details checked by the teacher and/or peers for accuracy before completing their final draft.
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Once students have chosen which project they will complete, they should work through the instructions for that project.</p> <p>For the World History Dictionary, students will choose twelve vocabulary words. They will write a one paragraph description for each word, including the definition and why it was important to study this year. They should also create a picture to go with vocabulary word. The words will be arranged into a dictionary book with a cover page.</p> <p>For the Time Machine, students will write a creative story in which they create a character who can travel through time and will visit five of the units studied over the course of the year. They will need to include at least five details about the unit visited, with at least one page of two paragraphs for each unit, and a page with pictures.</p>
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Teachers can create a class gallery walk of all posters with students leaving positive feedback or additions via post-it notes or comments on butcher paper.
<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to</i>	N/A

<i>support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	
<b>Homework:</b>	N/A

## Unit 14: Project-Based Learning and Civics Inquiry - Weeks 1-3

<b>Essential Question(s)</b>	How do societies develop? Why do societies rise and fall?
<b>Student Outcomes</b>	Students will review and demonstrate mastery of seventh grade social studies standards.
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i></p> <p>Reader:            ‘World History Dictionary or Time Machine Project’            ‘Poster Project’            ‘Explorers Presentations’            ‘Prominent Historical Figures Presentations’</p> <p>Maps/Videos/Images:  <a href="#">iProject</a> on seventh grade units  <a href="#">Stage a TV Contest or Build a Board Game</a>  <a href="#">A to Z book</a>, <a href="#">Video projects</a>, <a href="#">Build an action figure or historical trading cards</a>, <a href="#">interactive textbooks</a>, <a href="#">comics</a>, <a href="#">imaginary civilization</a>, <a href="#">historical journals</a>, <a href="#">historical interviews</a>, <a href="#">historical fiction</a>, <a href="#">civilization brochure or poster</a>, <a href="#">video project</a>, <a href="#">create a historical newspaper</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>Found Poems: Teachers can use previously used primary sources or reader texts for this activity or allow students to choose from a variety of primary sources from throughout the year to summarize their learning on a civilization or region.</p> <p>Human Timeline: Students can choose a concept (i.e. cultural diffusion) or region and create the timeline topics and cards for this activity. The best timelines can be tested by the class.</p> <p>Storyboard: Students can choose a concept or civilization and create an extended storyboard for that region or concept.</p> <p>Poster Session or Anchor Charts: Students can create posters or anchor charts for major concepts or regions.</p>
<b>Assessment</b>	Project serves as assessment.
<b>Standards</b>	All seventh grade standards.