



Recommended 7<sup>th</sup> Grade Curriculum Framework

<b>Content: SOCIAL STUDIES -- Grade 7</b>						
<b>Topic: Middle Ages (Weeks 28 – 36)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>Context</b>            Feudalism – government, social order, economic structure            Crusades            Islam – Historical Focus            Rise of National States including development of cities and exploration</p> <p><b>Core Content</b>  <b>SS M 1.1.1</b> Governments in the ancient world took different forms, (e.g., monarchies, democratic, republic).  <b>SS M 2.1.1</b> Culture in the ancient world was influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.  <b>SS M 3.3.2</b> Money (unit of account) can be used to express the market value of goods and services. Money makes it easier to trade, borrow, invest, and save.  <b>SS M 3.3.3</b> Competition among buyers and sellers impacts the price of goods and services.  <b>SS M 4.2.2</b> In ancient</p>	<p><b>Program of Studies</b>  <b>POS-SS-7-E-5</b> Examine relationships between personal and national economic activities.  <b>POS-SS-7-H-1</b> Students will develop a chronological understanding of early world history.  <b>POS-SS-7-H-2</b> Use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.  <b>POS-SS-H-3</b> Analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).</p>					

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<p>civilizations places and regions changed over time as new technologies, resources, and knowledge became available.  <b>SS M 4.3.2</b> In ancient civilizations, human populations may have changed and/or migrated because of factors such as: war, famine, disease, economic opportunity, and technology.  <b>SS M 5.3.4</b> Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies.</p>	<p><b><u>Academic Expectations &amp; Demonstrators</u></b>  <b>A.E. 2.15</b> Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy</p> <ul style="list-style-type: none"> <li>• Compare sources of authority and power.</li> </ul> <p><b>A.E. 2.16</b> Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <ul style="list-style-type: none"> <li>• Analyze the impact of social institutions (e.g., religious, educational, occupational, and political systems) in society.</li> </ul> <p><b>A.E. 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <ul style="list-style-type: none"> <li>▪ Analyze geographic characteristics (e.g., land forms, waterways, climate, and natural resources) to explain human and regional relationships.</li> </ul>					