

7th Grade Social Studies Mapping/Pacing Guide 2016-2017



Topics & Standards

Greece

Quarter 1

History

1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

Geography

12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.
13. Geographic factors promote or impede the movement of people, products and ideas.
14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

Government

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

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	<p>17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>Economics</p> <p>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>			
<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p>1 Week</p> <p>Rise of Greece</p>	<p>Unit: _____</p> <p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.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><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking 	<p>McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 3-Lesson1)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://sheg.stanford.edu/athenian-democracy (Reading Like a Historian lessons and activities)</p> <p>http://www.lib.utexas.edu/maps/index.html (Online maps and ancient maps)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning-“Differentiation and Remediation”</p>

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	<ul style="list-style-type: none"> Self-Check Quiz 	<ul style="list-style-type: none"> Research and Writing Skills Content/Academic Vocabulary Biographies 		
<p><i>2 Weeks</i></p> <p><i>Athens and Sparta</i></p> <p><i>Greece and Persia</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies 	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 3-Lesson 2-3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://www.lib.utexas.edu/maps/index.html (Online maps and ancient maps)</p> <p>http://sheg.stanford.edu/athenian-democracy (Reading Like a Historian lessons and activities)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>

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<p style="text-align: center;">2 Weeks</p> <p style="text-align: center;"><i>Glory, War and Decline</i></p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<p style="text-align: center;">Language Arts</p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-LITERACY.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><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 	<p style="text-align: center;">McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 3-Lesson 4)</p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://sheg.stanford.edu/athenian-democracy (Reading Like a Historian lessons and activities)</p> <p style="color: purple;">Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>
<p style="text-align: center;">2 Weeks</p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR 	<p style="text-align: center;">Language Arts</p> <p>CCSS.ELA-LITERACY.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 style="text-align: center;">McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 4-Lesson 1-2)</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com</p>

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<p><i>Greek Culture and Greek Mind</i></p>	<ul style="list-style-type: none"> • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 	<p>Defined Stem</p> <p>Discovery Learning</p>	<p>(GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/athenian-democracy (Reading Like a Historian lessons and activities)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>
<p><i>2 Weeks</i></p> <p><i>Alexander’s Empire and Hellenistic Culture</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 4-Lesson 3-4)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>

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	<p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none">• Lesson Review• Chapter Assessment• Progress Check• Self-Check Quiz	<p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none">• Study to Succeed• Graphic Novels• 21st century Communication and Critical Thinking• Research and Writing Skills• Content/Academic Vocabulary• Biographies		
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Topics & Standards

Rome

Quarter 2

History

1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

Geography

12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.

13. Geographic factors promote or impede the movement of people, products and ideas.

14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

Government

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.

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Economics

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
1 Week Founding of Rome	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Lesson Review Chapter Assessment Progress Check 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.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><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> Study to Succeed Graphic Novels 	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 5-Lesson 1)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://www.lib.utexas.edu/maps/index.html (Online maps and ancient maps)</p> <p>http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)</p>

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	<ul style="list-style-type: none"> Self-Check Quiz 	<ul style="list-style-type: none"> 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies 		<p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>
<p>2 Weeks</p> <p><i>Roman Republic and the End of the Republic</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies 	<p>McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 5-Lesson 2-3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>

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<p style="text-align: center;">1 Week</p> <p style="text-align: center;"><i>Rome Builds an Empire</i></p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<p style="text-align: center;">Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 	<p style="text-align: center;">McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 5-Lesson 4)</p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)</p> <p>http://www.pbs.org/empires/romans/educators/lesson7.html (lessons and resources about Rome)</p> <p style="color: purple;">Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>
<p style="text-align: center;">2 Weeks</p> <p style="text-align: center;"><i>Roman Way of Life</i></p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p>	<p style="text-align: center;">Language Arts</p> <p>CCSS.ELA-LITERACY.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 style="text-align: center;">McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 6-Lesson 1)</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p>

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	<ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	<p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies 	<p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)</p> <p>http://www.pbs.org/empires/romans/educators/lesson7.html (lessons and resources about Rome)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>
<p><i>2 Weeks Decline of Rome</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p>	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.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><u>McGraw-Hill Text Literacy Resources</u></p>	<p>McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 6-Lesson 2)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)</p>

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	<u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	<ul style="list-style-type: none"> Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies 		<p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>
<p><i>1 Week</i></p> <p><i>Byzantine Empire</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies 	<p>McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 6-Lesson 3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>

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Topics & Standards

*Feudalism
and the
Middle Ages
Renaissance
Reformation*

Quarter 3

History

1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.
4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.
5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.
6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.
7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.

Geography

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12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.

13. Geographic factors promote or impede the movement of people, products and ideas.

14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

Government

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.

Economics

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p>2 Weeks</p> <p><i>Middle Ages and Feudalism</i></p> <p><i>Europe and Asia</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 13-Lesson 1-2)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://sheg.stanford.edu/medieval (Reading Like a Historian lessons and activities)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>
<p>1 Week</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p>	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific</p>	<p>McGraw Hill Discovering our Past: A History of the World</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p>

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<p><i>Kingdoms and Crusades</i></p>	<ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<p>to domains related to history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 	<p>(Chapter 13-Lesson 3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/first-crusade (Reading Like a Historian lessons and activities)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>
<p><i>2 Weeks</i></p> <p><i>Rise of the Church and Christianity</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.6-8.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2</p> <p>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>McGraw Hill</p> <p>Discovering our Past: A History of the World</p> <p>(Chapter 13-Lesson 4)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/roman-empire-christianity (Reading Like a Historian lessons and activities)</p>

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	<p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 		<p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>
<p>2 Weeks</p> <p><i>The Late Middle Ages Renaissance Begins</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking 	<p>McGraw Hill</p> <p>Discovering our Past: A History of the World (Chapter 13-Lesson 5) (Chapter 14-Lesson 1)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>

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	<ul style="list-style-type: none"> Progress Check Self-Check Quiz 	<ul style="list-style-type: none"> Research and Writing Skills Content/Academic Vocabulary Biographies 		
<p><i>1 Week</i></p> <p><i>New Ideas and Literature</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.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><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies 	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 14-Lesson 2)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://sheg.stanford.edu/confucianism-daoism (Reading Like a Historian lessons and activities)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>

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<p><i>1 Week</i></p> <p><i>Reformation Catholics and Protestants</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 14-Lesson 3-4)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/martin-luther (Reading Like a Historian lessons and activities)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</p>
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Topics & Standards

West Africa Global Age Exploration

Quarter 4

History

8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.

9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.

10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.

11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) between previously unconnected parts of the world reshaped societies in ways still evident today.

Geography

12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.

13. Geographic factors promote or impede the movement of people, products and ideas.

14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

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Government

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

Economics

19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies

<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
2 Weeks <i>Islam The Spread of Islam</i>	UBD Framework Unit: _____ Formative/Summative Assessments <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS 	Language Arts CCSS.ELA-LITERACY.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.	McGraw Hill Discovering our Past: A History of the World (Chapter 8-Lesson 1-3)	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) www.earth.google.com

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<p><i>Life in the Islamic World</i></p>	<ul style="list-style-type: none"> • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 	<p>Defined Stem</p> <p>Discovery Learning</p>	<p>(Interactive map site)</p> <p>http://asiasociety.org/countries-history/trade-exchange/silk-road-spreading-ideas-and-innovations (Silk Road-Islamic Contributions)</p> <p>http://sheg.stanford.edu/expansion-islamic-empire (Reading Like a Historian lessons and activities)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>
<p><i>2 Weeks</i></p> <p><i>The Rise of African Civilizations</i></p> <p><i>African Governments and Religions</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p>	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 9-Lesson 1-2)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://www.worldtrek.org/odyssey/teachers/malilessons.html (lesson plans and resources on Mali)</p> <p>http://sheg.stanford.edu/mansa-musa (Reading Like a Historian lessons and activities)</p>

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	<u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<u>McGraw-Hill Text Literacy Resources</u> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 		http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml (lesson plans and resources on Africa) <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>
<p><i>1 Week</i></p> <p><i>African Society and Culture</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels 	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 9-Lesson 3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://edsitement.neh.gov/lesson-plan/lesson-2-trekking-timbuktu-trade-ancient-west-africa-student-version (lessons and activities)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>

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	<ul style="list-style-type: none"> Chapter Assessment Progress Check Self-Check Quiz 	<ul style="list-style-type: none"> 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies 		
<p><i>2 Week</i></p> <p><i>Age of Exploration</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.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><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> Study to Succeed Graphic Novels 	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 15-Lesson 1)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://sheg.stanford.edu/confucianism-daoism (Reading Like a Historian lessons and activities)</p> <p>http://daphne.palomar.edu/scrout/colexc.htm (Columbian Exchange)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>

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		<ul style="list-style-type: none"> • 21st century Communication and Critical Thinking • Research and Writing Skills • Content/Academic Vocabulary • Biographies 		
<p><i>1 Week</i></p> <p><i>Spanish Conquest in the Americas</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Study to Succeed • Graphic Novels • 21st century Communication and Critical Thinking • Research and Writing Skills 	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 15-Lesson 2)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>

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		<ul style="list-style-type: none"> Content/Academic Vocabulary Biographies 		
<p><i>1 Week</i></p> <p><i>Exploration and Worldwide Trade</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies 	<p>McGraw Hill Discovering our Past: A History of the World (Chapter 15-Lesson 3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.earth.google.com (Interactive map site)</p> <p>http://sheg.stanford.edu/middle-passage (Reading Like a Historian lessons and activities)</p> <p>http://daphne.palomar.edu/scrout/colexc.htm (Non-fictional text on Columbian Exchange)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</p>

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