Content Area	Social Studies		Grade Level	7th Grade
Course Name/Course Code	7th Grade Social Studies			

Standard	Grade Level Expectations (GLE)	GLE Code
1. History	1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence	SS09-GR.7-S.1-GLE.1
	2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another	SS09-GR.7-S.1-GLE.2
2. Geography	1. Use geographic tools to gather data and make geographic inferences and predictions	SS09-GR.7-S.2-GLE.1
	2. Regions have different issues and perspectives	SS09-GR.7-S.2-GLE.2
3. Economics	1. Supply and demand influence price and profit in a market economy	SS09-GR.7-S.3-GLE.1
	2. Manage personal credit and debt (PFL)	SS09-GR.7-S.3-GLE.2
4. Civics	1. The different forms of government and international organizations and their influence in the world community	SS09-GR.7-S.4-GLE.1
	2. Compare how various nations define the rights, responsibilities and roles of citizens	SS09-GR.7-S.4-GLE.2

Colorado 21st Century Skills
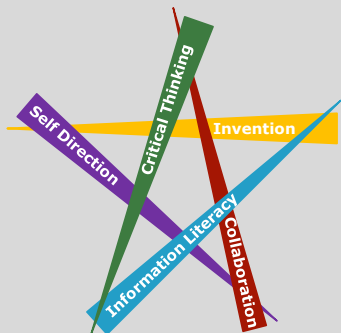
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

Reading Standards
- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards
- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Haves and Have-Nots	6-9 weeks	1
Rules, Roles, and Religions	6-9 weeks	2
Ch…Ch…Ch…Ch…Changes	6-9 weeks	3
What's It Worth?	6-9 weeks	4

Unit Title	Haves and Have-Nots		Length of Unit	6-9 weeks	
Focusing Lens(es)	Power		**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.7-S.1-GLE.1 SS09-GR.7-S.1-GLE.2 SS09-GR.7-S.2-GLE.1 SS09-GR.7-S.2-GLE.2	SS09-GR.7-S.3-GLE.1 SS09-GR.7-S.3-GLE.2 SS09-GR.7-S.4-GLE.1 SS09-GR.7-S.4-GLE.2
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.7		**CCSS Writing Standards for Literacy in History/Social Studies 6-8**	CCSS.WHST.6-8.1, CCSS.WHST.6-8.4, CCSS.WHST.6-8.9	
Inquiry Questions (Engaging-Debatable):	• Why do some people have more than others? (SS09-GR.7-S.3-GLE.2)* • Why do people and/or nation states build power and keep it? • What makes one nation state more powerful than another?				
Unit Strands	History, Geography, Economics, Civics				
Concepts	International, interdependence, technological advances, taxes, resources, manufacturing, profit, market economy, supply and demand, common interests, wealth, exploitation, intra-societal, imperialism, feudalism, democracy, monarchy, colonialism				

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Competition for wealth (power) frequently encourages exploitation of resources (human, environmental) (SS09-GR.7-S.3-GLE.2-EO.b,c; IQ.3)* and (SS09-GR.7-S.4-GLE.1-EO.d)	What examples from the Eastern Hemisphere show how resources (human, environmental) have been exploited?	How has exploitation of resources been justified over time and in different cultures? (SS09-GR.7-S.4-GLE.1-EO.d; IQ.1)
Unequal distribution of resources often results in conflict between and amongst social groups in a struggle for power (SS09-GR.7-S.3-GLE.2-EO.b,c)* and (SS09-GR.7-S.2-GLE.2-EO.c)	What are some examples of conflicts in the Eastern Hemisphere that have originated due to an imbalance in resources? (SS09-GR.7-S.2-GLE.2-EO.c)	How does conflict affect the distribution of resources? (SS09-GR.7-S.2-GLE.2-EO.c)
Competition for wealth can facilitate technological advancement (SS09-GR.7-S.1-GLE.2-EO.d; RA.3) and (SS09-GR.7-S.4-GLE.2-EO.b,d; RA.1)	Why was Europe able to dominate African regions during the early 1900's? (SS09-GR.7-S.2-GLE.1-EO.a,b) How did the lack of technological advancements in feudal Russia hinder them economically?	What are some technological advances over time that led to unequal power relationships?

Physical geography dictates the scarcity of a resource, which often has a corresponding influence on its value (SS09-GR.7-S.1-GLE.1-EO.b,c) and (SS09-GR.7-S.2-GLE.2-EO.d; RA.2) and (SS09-GR.7-S.3-GLE.1-EO.c)	Why have resources such as silk, spices, and gold been highly valued over time? (SS09-GR.7-S.3-GLE.1-EO.c)	How do geographic, social, and cultural factors influence the value of resources?
Changes in social, economic, and political priorities/values often lead to intra-societal and international conflict (SS09-GR.7-S.1-GLE.2-EO.e) and (SS09-GR.7-S.4-GLE.1-EO.e; IQ.3) and (SS09-GR.7-S.4-GLE.2-EO.c; IQ.3)	How do countries/governments determine the social, economic, and political priorities in relation to its responsibility toward its citizens? How did the status/value of gold in the early 20th century lead to intra-social conflict in South Africa?	How might a country alter its values system to accommodate social, economic, and political priorities? How might a country act like a bully?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• How a society distributes power (monarchy vs. democracy) and how that distribution affects allocation of resources (SS09-GR.7-S.2-GLE.2-EO.d) and (SS09-GR.7-S.4-GLE.2-EO.a) • Ways different societies distribute wealth – tyrannies, feudalism, communalism (SS09-GR.7-S.3-GLE.2-EO.b,c; RA.1)* • That differing viewpoints in resource distribution (geographic, human, technology) lead to power imbalances (SS09-GR.7-S.4-GLE.2-EO.b,c; IQ.2,3) • Examples of inter-societal and international conflicts that stemmed from resource imbalances • The social, political, and economic relationships between an empire and a colony • The background and causes of major intra-societal and international conflicts in the Eastern Hemisphere (SS09-GR.7-S.1-GLE.2-EO.c,e) • How conflict and the pursuit of resources has shaped the formation of India, China, the Middle East, and parts of Africa (SS09-GR.7-S.3-GLE.2-EO.b; IQ.1)*	• Use and create thematic maps (SS09-GR.7-S.2-GLE.2-EO.a) • Recognize and analyze patterns and themes around colonialism • Explain the different power relationships amongst regions with different resources • Identify ways in which advanced technology has influenced different power relationships • Explain ways in which wealth is often related to power • Analyze historical sources for accuracy and point of view (SS09-GR.7-S.1-GLE.1-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Competition for resources and technological advancement may lead to conflict and the exploitation of others.*
Academic Vocabulary:	Analyze, interpret, compare, contrast, locate, resources, interdependence
Technical Vocabulary:	International, imperialism, supply/demand, feudalism, democracy, monarchy, region, culture, society , conflict, cooperation, international, technological advances, taxes, manufacturing, profit, market economy, common interests, wealth, exploitation, intra-societal, colonialism, supply and demand, nation states

 * Denotes connection to Personal Financial Literacy (PFL)

Unit Title	Rules, Roles, & Religion		Length of Unit	6-9 weeks	
Focusing Lens(es)	Identity		**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.7-S.1-GLE.1 SS09-GR.7-S.1-GLE.2 SS09-GR.7-S.2-GLE.2	SS09-GR.7-S.4-GLE.1 SS09-GR.7-S.4-GLE.2
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.3, CCSS.RH.6-8.5, CCSS.RH.6-8.7, CCSS.RH.6-8.9		**CCSS Writing Standards for Literacy in History/Social Studies 6-8**	CCSS.WHST.6-8.1, CCSS.WHST.6-8.6, CCSS.WHST.6-8.10	
Inquiry Questions (Engaging-Debatable):	• How do you develop your individual identity? Group identity? • How have ideas of right and wrong changed over time? • What is one's responsibility as a member of a group? • When should you follow the rules and when should you break them?				
Unit Strands	History, Geography, Civics				
Concepts	Authority, culture, religion, citizenship, government, responsibility, ethics/morality, rules/laws, identity, tradition, beliefs, ideas, ideology, institutions				

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Strong beliefs (religious, political, ideological, cultural) contribute to the development of both an individual's identity and the identity of a culture (SS09-GR.7-S.1-GLE.1-EO.b) and (SS09-GR.7-S.1-GLE.2-EO.e)	How does following the Five Pillars of Islam guide/define a Muslim? How does following the teaching of the Torah and the Ten Commandments define the identity of Jewish people?	How do one's actions demonstrate adherence to a certain belief system?
Changing ideas about justice and equality transform societal rules and social/individual consequences (SS09-GR.7-S.1-GLE.2-EO.e)	How did Hammurabi's Code define the roles and responsibilities of the citizen? (SS09-GR.7-S.1-GLE.2-EO.b) How did Ten Commandments influence life in ancient Judea/Israel? (SS09-GR.7-S.1-GLE.2-EO.b) How did Jesus' teachings alter ideas of right and wrong for Christians? (SS09-GR.7-S.1-GLE.2-EO.b)	In what ways does religion promote justice and equality? In what ways does religion hinder justice and equality?

Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order (SS09-GR.7-S.1-GLE.2-EO.c,e) and (SS09-GR.7-S.4-GLE.1-EO.e) and (SS09-GR.7-S.4-GLE.2-EO.e)	How did Rome maintain an empire? How did the Catholic Church become a regional power? Why did Christianity take hold in Europe? What are the characteristics of "good governance?" (SS09-GR.7-S.4-GLE.2-EO.e)	What is the difference between power and authority?
Rules derive their power from the consent of the governed (SS09-GR.7-S.4-GLE.1-EO.a,b,c) and (SS09-GR.7-S.4-GLE.2-EO.a,e)	How did Martin Luther challenge the authority of the Catholic Church? How has the Universal Declaration of Human Rights protected rights of individuals since World War II? How is the notion "derives its power from the consent of the governed" a key principle of good governance? (SS09-GR.7-S.4-GLE.2-EO.e) What are specific examples of governments in the Eastern Hemisphere that demonstrate good governance? (SS09-GR.7-S.4-GLE.2-EO.d)	What happens when individuals and institutions disagree over issues of authority? (SS09-GR.7-S.4-GLE.2-EO.a)

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
- Foundations, development and tenets of world religions (Hinduism, Judaism, Islam, Christianity, etc.) (SS09-GR.7-S.1-GLE.2-EO.c,e) - Different codes of law (Hammurabi / Ten Commandments, constitutions, etc.) - Roles and responsibilities of governments and the governed (SS09-GR.7-S.4-GLE.2-EO.b,c,e) - Different forms of government and how they derive their authority (SS09-GR.7-S.4-GLE.2-EO.a) - Methods and routes of diffusion of ideas (e.g. the Crusades and the Silk Road) (SS09-GR.7-S.1-GLE.1-EO.a) and (SS09-GR.7-S.1-GLE.2-EO.a,e) and (SS09-GR.7-S.2-GLE.2-EO.d)	- Compare and contrast similarities and differences within systems of religion, and codes of law - Identify the characteristics of different forms of government - Explain ways in which authority systems exert control - Discuss the responsibilities of belonging to a specific group - Recognize influences on a student's own identity - Analyze historical sources for accuracy and point of view (SS09-GR.7-S.1-GLE.1-EO.b)

Curriculum Development Overview
Unit Planning for 7th Grade Social Studies

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

    EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Individuals interact with institutions of authority and power (both religious and civil) to engage within the larger society.*
Academic Vocabulary:	Compare, contrast, authority, culture, identity, individual, responsibility, institution, beliefs
Technical Vocabulary:	Catholicism, Islam, Muslim, Judaism, Buddhism, Hinduism, Daoism, tenets, religion, ethics, morals, Hammurabi's Code, Ten Commandments, authority, citizenship, government, rules/laws, tradition, beliefs, ideology, institutions religion, tenets

Unit Title	Ch…Ch…Ch…Ch…Changes!		Length of Unit	6-9 weeks

Focusing Lens(es)	Continuity and Change	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.7-S.1-GLE.2 SS09-GR.7-S.2-GLE.1 SS09-GR.7-S.2-GLE.2 SS09-GR.7-S.3-GLE.1 SS09-GR.7-S.3-GLE.2

CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.7, CCSS.RH.6-8.8	CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.2, CCSS.WHST.6-8.4, CCSS.WHST.6-8.5, CCSS.WHST.6-8.6

Inquiry Questions (Engaging-Debatable):	• What are the societal benefits of continuity/stability? (SS09-GR.7-S.1-GLE.2-EO.b; IQ.1) • Who defines a "civilized" or "uncivilized" society? (SS09-GR.7-S.1-GLE.2-N.2,3) • How does technology affect the way we live?

Unit Strands	History, Geography, Economics

Concepts	Distribution, interdependence, place, value, supply and demand, environment, tools, technology, region, migration, evolution, economy, resources, wants and needs, commodities, emigrate, immigrate, trade, scarcity, cultural maintenance

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
The supply and demand of resources can spur trade to satisfy the needs of diverse groups (SS09-GR.7-S.2-GLE.2-EO.d) and (SS09-GR.7-S.3-GLE.1-EO.a,b) and (SS09-GR.7-S.3-GLE.2-EO.b)*	Why was salt more important than gold in Saharan Africa? How did the commodities traded along the Silk Road meet the demands of consumers along the trade route? (SS09-GR.7-S.1-GLE.2-EO.e) and (SS09-GR.7-S.3-GLE.1-EO.d)	What things have held economic value in the past? What or who determines the value of resources over time?
Individuals and societies often adapt to their environment through technological innovation (SS09-GR.7-S.1-GLE.2-EO.d) and (SS09-GR.7-S.2-GLE.1-EO.b; RA.2)	What was the significance of the wheel, the plow and the invention of writing?	How is technology helpful and how is it harmful?
People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life (SS09-GR.7-S.1-GLE.2-EO.e) and (SS09-GR.7-S.3-GLE.2-EO.d)*	What are some of the push factors for the migration of Sudanese into Chad in the early 2000's? What factors have facilitated Chinese cultural maintenance in San Francisco? (SS09-GR.7-S.1-GLE.2-EO.d) and (SS09-GR.7-S.2-GLE.2-EO.d)	Why might a country restrict the migration of its people both within and outside of the country?

Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations (SS09-GR.7-S.2-GLE.1-EO.b) and (SS09-GR.7-S.2-GLE.2-EO.d)	How are tribal societies and early city-states similar and different in their need for interdependence?	Do people still separate themselves into tribes? How do people organize themselves?
Major technological advancements can define a time period (SS09-GR.7-S.1-GLE.2-EO.d)	How did the water wheel transform farming in ancient Greece during the Hellenistic period? What technologies define the Renaissance? How has the definition of technology changed over time?	How might future humans define our time period?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• Patterns of human migration (SS09-GR.7-S.1-GLE.2-EO.a) and (SS09-GR.7-S.2-GLE.1-EO.a,b) • The social, political, cultural, and technological development within topics such as ancient China, early African civilizations, and the Medieval world (SS09-GR.7-S.1-GLE.2-EO.d) • The foundation of different ages of human development (e.g. Paleolithic, Neolithic, Bronze Age, Iron Age) • Scarcity determines value (supply and demand) (SS09-GR.7-S.3-GLE.1-EO.a,b) and (SS09-GR.7-S.3-GLE.2-EO.d)* • How humans adapt to and interact with their environment (SS09-GR.7-S.2-GLE.2-EO.d)	• Map patterns of human migration, settlement, and trade routes (SS09-GR.7-S.2-GLE.1-EO.a) • Ask and answer questions after examining geographic sources (SS09-GR.7-S.2-GLE.1-EO.d) • Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere (SS09-GR.7-S.2-GLE.1-EO.c) • List and explain major advances in technology (SS09-GR.7-S.1-GLE.2-EO.d) • Provide examples of how humans have adapted to and interacted with their environment (SS09-GR.7-S.2-GLE.2-EO.d) • Define supply and demand and explain how resource scarcity determines value

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
   EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Physical, social, and technological advances trend toward greater complexity in order to meet increasing needs.*
Academic Vocabulary:	Technology, tools, compare, contrast, cause and effect, value, environment, interdependence, resources, place, value
Technical Vocabulary:	Hunter-gatherer, tribalism, family groups, domestication, agriculture, barter, migration, population, supply and demand, distribution, region, economy, social organization, wants and needs, commodities, Paleolithic, Neolithic, Bronze Age, Iron Age, trade, emigrate, immigrate, scarcity, cultural maintenance

* Denotes connection to Personal Financial Literacy (PFL)

Unit Title	What's it Worth?		Length of Unit	6-9 weeks	
Focusing Lens(es)	Innovation/Choice	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.7-S.1-GLE.1 SS09-GR.7-S.1-GLE.2 SS09-GR.7-S.2-GLE.2	SS09-GR.7-S.3-GLE.1 SS09-GR.7-S.3-GLE.2 SS09-GR.7-S.4-GLE.1	
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.4, CCSS.RH.6-8.6, CCSS.RH.6-8.9	**CCSS Writing Standards for Literacy in History/Social Studies 6-8**	CCSS.WHST.6-8.7, CCSS.WHST.6-8.8, CCSS.WHST.6-8.9		
Inquiry Questions (Engaging-Debatable):	• How do your economic choices affect others? (SS09-GR.7-S.3-GLE.1-EO.b,d; RA.3) • How can economic choices encourage innovation? • How do you decide what to buy? • What trade-offs occur when the government encourages technological and scientific innovation? (SS09-GR.7-S.3-GLE.2-RA.2)*				
Unit Strands	History, Economics, Civics				
Concepts	Interaction, innovation, invention, taxes, income, expenses, consumer, economy, currency, value, production, distribution, finance, citizen, civilization, conflict, era, technology, mass communication, nationalism, capitalism, communism, socialism, guild, consumer, producer, exploration				

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Competition and cooperation drive innovation, which allows for consumer choice (SS09-GR.7-S.3-GLE.1-EO.d,e)	How did competition and cooperation among guilds in medieval Europe benefit both consumers and producers?	In what ways might a government hinder innovation, development, and new industries? How do you decide what to buy?
Mass communication introduces individuals to new opportunities, goods, services, and ideas (SS09-GR.7-S.1-GLE.1-EO.a) and (SS09-GR.7-S.1-GLE.2-EO.a)	How is the invention of the printing press an example of one of the first forms of mass communication? How did the printing press facilitate the spread of new ideas?	How can the mass media influence people's opinions of their government?
Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy (SS09-GR.7-S.1-GLE.2-EO.e; RA.2)	How did the "opening" of the Silk Road promote a global economy? (SS09-GR.7-S.1-GLE.2-EO.e) How was the formation of the European Union a reaction to the globalized economy?	How might a common currency among all nations promote or hinder a global economy?
Governments often make decisions regarding the use of taxes based on their perceptions of the needs of the governed (SS09-GR.7-S.4-GLE.1-EO.d,e)	How were the Crusades financed? Who paid for Columbus' ships? (SS09-GR.7-S.1-GLE.2-EO.b)	What happens when a government's decisions consistently represent the priorities of a (privileged) minority of the governed?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Personal financial decisions have consequences (SS09-GR.7-S.3-GLE.2-EO.a; RA.1)* • Factors such as supply and demand, and cooperation and competition determine price (SS09-GR.7-S.3-GLE.1-EO.b,c,d) • Innovation and invention can lead to advances in technology • How people interact and are interconnected over key periods or eras in the Eastern Hemisphere (SS09-GR.7-S.1-GLE.2-EO.a) • The foundation and development of key historical topics such as feudalism, Medieval Europe, Crusades, exploration, etc. (SS09-GR.7-S.1-GLE.2-EO.a,c) • Mass communication facilitates the dissemination of ideas (SS09-GR.7-S.1-GLE.2-EO.a,b) • How governments support their expenditures through taxation of its citizens and businesses (SS09-GR.7-S.4-GLE.1-EO.c,d,e)	• Distinguish between wants and needs regarding financial decisions • Identify advances in communication technologies • Compare and contrast economic systems throughout the Eastern Hemisphere • Use geographic tools to analyze and interpret GDP data for various countries and make predictions about the development of a global economy (SS09-GR.7-S.2-GLE.2-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Personal choices and governmental purchasing power can influence innovation and policies.*
Academic Vocabulary:	Interaction, invention, technology, government, policies, justify, evaluate, influence, causes, effects, innovation, infrastructure
Technical Vocabulary:	Taxes, income, expenses, consumer, economy, currency, value, production, distribution, finance, citizen, civilization, conflict, era, technology, mass communication, nationalism, capitalism, communism, socialism, guild, consumer, producer, GDP, printing press, feudalism, Medieval Europe, Crusades, exploration, Silk Road

* Denotes a connection to Personal Financial Literacy (PFL)