## Grade 7 World Cultures

### Unit 1: Religious and Trade Empires
- **Duration**: 18 days (4 period) 36 days (7 period)
- **Assessed Standards**:
  - **Standard 2.0 Peoples of the Nations and World**: Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
  - **Standard 5.0 History**: Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
  - **Standard 6.0 Skills and Processes**: Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.
    - Analyzing Historical Perspectives (D2.His4)
    - Making Historical Connections (D2.His.1)
    - Historical causation (D2.His14)
    - Analyzing Historical Sources (D2.His.13)
    - Creating/Supporting Historical Explanations (D4.2)

### Description / Big Ideas
- How did religion and trade influence the development and fall of the Byzantine Empire?
- How did religion and trade influence the development and expansion of the Islamic Empire?
- How did religion and trade influence the development of the West African Kingdoms?
- How did trade influence the development of the Song Dynasty?
- What defines a Golden Age?

### Essential Questions
- How did religion and trade influence the development and expansion of Empires in Asia and Africa?

### End of Unit Assessment
- County-created unit assessment which includes SR questions based on document analysis and a written response
- Teacher created assessment based on content covered in class.
- Additional teacher-created writing assignment, project, performance task, or other major assignment.

### Unit 2: Medieval Europe
- **Duration**: 14 days (4 period) 28 days (7 period)
- **Assessed Standards**:
  - **Standard 2.0 Peoples of the Nations and World**: Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
  - **Standard 5.0 History**: Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections

### Description / Big Ideas
- How did the feudal system provide structure in society?
- How did the manor system help people to meet their economic needs and wants?
- What were the social, political and economic roles of the Catholic Church during the Middle Ages?
- What role did towns and guilds play in medieval society?

### Essential Questions
- How did social, political and economic institutions provide stability in Medieval Europe?

### End of Unit Assessment
- County-created unit assessment which includes SR questions based on document analysis and a written response
- Teacher created assessment based on
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|                        | 17 days (4 period) | to the present in their communities, Maryland, the United States, and the world.  
- **Standard 6.0 Skills and Processes**: Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  - Analyzing Historical Perspectives (D2.His4)  
  - Making Historical Connections (D2.His.1)  
  - Analyzing Historical Sources (D2.His.13)  
  - Creating/Supporting Historical Explanations (D4.2) | - How did religion influence, medieval art, architecture, music and literature during the Middle Ages?  
- How did technology influence life in the Middle Ages? | content covered in class.  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |
|                        | 34 days (7 period) | - **Standard 2.0 Peoples of the Nations and World**: Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
- **Standard 5.0 History**: Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.  
- **Standard 6.0 Skills and Processes**: Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  - Analyzing Historical Perspectives (D2.His4)  
  - Making Historical Connections (D2.His.1) | - Why were there hostilities between Eastern and Western powers in the Middle East?  
- How did the crusades contribute to cultural diffusion throughout the world?  
- How did the Black Death transform Medieval Europe?  
- How did the Mongols contribute to cultural diffusion?  
- How did the tsars lead to the growth of Russia as a Nation-State?  
- What factors led to the rise of England, France and Spain as nation-states?  
- How did key events lead to political, social and economic change throughout various regions around the world prior to the Renaissance? | County-created unit assessment which includes SR questions based on document analysis and a written response AND Teacher created assessment based on content covered in class.  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |
# 2022-2023 Grade 7 World History Year at a Glance

**Pre-requisites: None**

## Grade 7 World Cultures

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<td>34 days (7 period)</td>
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<tr>
<td><strong>Unit 4: Pre-Columbian Americas</strong></td>
<td><strong>Standard 2.0 Peoples of the Nations and World:</strong> Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.</td>
<td><strong>How did ancient people arrive in the Americas?</strong></td>
<td>How did pre-Columbian societies develop, thrive, and collapse in the Americas?</td>
<td>County-created unit assessment which includes SR questions based on document analysis and a written response AND Teacher created assessment based on content covered in class. Additional teacher-created writing assignment, project, performance task, or other major assignment.</td>
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<td><strong>Standard 5.0 History:</strong> Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.</td>
<td><strong>How did the physical environment of the Americas impact the cultural development of ancient people?</strong></td>
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<td><strong>Standard 6.0 Skills and Processes:</strong> Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</td>
<td><strong>What role did the political organizations/structures play in the development of pre-Columbian civilizations?</strong></td>
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<td>o Making Historical Connections (D2.His.1)</td>
<td><strong>How were pre-Columbian civilizations organized?</strong></td>
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<td>o Historical causation (D2.His.14)</td>
<td><strong>How did pre-Columbian civilizations interact with each other?</strong></td>
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<td>o Analyzing Historical Sources (D2.His.13)</td>
<td><strong>How did religion influence culture, art, and architecture?</strong></td>
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<td>o Creating/Supporting Historical Arguments (D4.1)</td>
<td><strong>How did scientific innovations impact life in pre-Columbian civilizations?</strong></td>
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<td><strong>What factors led to the decline of pre-Columbian civilizations?</strong></td>
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## Historical Thinking Skills

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<tr>
<td>Making Historical Connections (D2.His.1)</td>
<td>Analyze connections among events and developments in broader historical contexts.</td>
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<tr>
<td>Analyzing Historical Sources and Evidence (D2.His.13)</td>
<td>Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, purpose and content.</td>
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<tr>
<td>Analyze Historical Perspectives (D2.His.4)</td>
<td>Analyze multiple factors that influenced the perspectives of people during different historical eras.</td>
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<td>Analyzing Historical Causation (D2.His.14)</td>
<td>Explain multiple causes and effects of events and developments in the past.</td>
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<td>Creating/Supporting Arguments (D4.1)</td>
<td>Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</td>
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<tr>
<td>Creating/Supporting Explanations (D4.1)</td>
<td>Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</td>
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