

Grade 7 World Cultures Year at a Glance

Pre-requisites: None

Grade 7 World Cultures	Duration	Assessed Standards	Description / Big Ideas	Essential Questions	End of Unit Assessment
Unit 1: Religious and Trade Empires	20 days (4 period) 40 days (7 period)	<ul style="list-style-type: none"> • Social • Political • Interactions • Analyze Historical Sources (D2.His.13) • Analyze Historical Perspectives (D2.His.4) • Analyze Historical Causation (D2.His.14) • Creating/Supporting a Historical Explanation (D4.2) 	<ul style="list-style-type: none"> • 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? 	How did religion and trade influence the development and expansion of Empires in Asia and Africa?	County-created unit assessment which includes <ul style="list-style-type: none"> • 20 SR questions – including stimulus-based questions. • 1 constructed response Additional teacher-created writing assignment, project, performance task, or other major assignment.
Unit 2: Medieval Europe	24 days (4 period) 48 days (7 period)	<ul style="list-style-type: none"> • Social • Culture • Economic • Making Historical Connections (D2.His.1) • Analyzing Historical Sources (D2.His.13) • Historical Perspectives (D2.His.14) • Creating/Supporting a Historical Explanation (D4.2) 	<ul style="list-style-type: none"> • 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? • How did religion influence, medieval art, architecture, music and literature during the Middle Ages? • How did technology influence life in the Middle Ages? 	How did social, political and economic institutions provide stability in Medieval Europe?	County-created unit assessment which includes <ul style="list-style-type: none"> • 20 SR questions – including stimulus-based questions. • 1 constructed response Additional teacher-created writing assignment, project, performance task, or other major assignment.
Unit 3: Times of Change	21 days (4 period) 42 days (7 period)	<ul style="list-style-type: none"> • Political • Interaction • Cultural • Historical Connections (D2.His.1) • Historical Sources (D2.His.13) • Historical Causation (D2.His.14) • Creating/Supporting a historical Explanation (D4.2) 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 20 SR questions – including stimulus-based questions. • 1 constructed response Additional teacher-created writing assignment, project, performance task, or other major assignment.

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Unit 2: Pre-Columbian Americas	23 days (4 period) 46 days (7 period)	<ul style="list-style-type: none"> • Interaction • Culture • Economics • Historical Connections (D2.His.3) • Historical Causation (D2.His.14) • Analyzing Historical Sources (D2.His.13) • Creating/Supporting Historical Arguments (D4.1) 	<ul style="list-style-type: none"> • How did ancient people arrive in the Americas? • How did the physical environment of the Americas impact the cultural development of ancient people? • What role did the political organizations/structures play in the development of pre-Columbian civilizations? • How were pre-Columbian civilizations organized? • How did pre-Columbian civilizations interact with each other? • How did religion influence culture, art, and architecture? • How did scientific innovations impact life in pre-Columbian civilizations? • What factors led to the decline of pre-Columbian civilizations? 	How did pre-Columbian societies develop, thrive, and collapse in the Americas?	County-created unit assessment which includes <ul style="list-style-type: none"> • 20 SR questions – including stimulus-based questions. • 1 constructed response Additional teacher-created writing assignment, project, performance task, or other major assignment.
Unit 5: Financial Literacy	5 days (4 period) 10 days (7 period)	<ul style="list-style-type: none"> • Maryland Financial Literacy Standards <ul style="list-style-type: none"> ○ 1.8.A-C, E ○ 2.8.A-C ○ 3.8.A, C, D 	<ul style="list-style-type: none"> • apply the appropriate use of credit • analyze ways to maximize creditworthiness • analyze elements of a contract • explain how employee benefits affect employees • explain the importance of purchasing diverse types of insurance • describe the effects of taxes on individuals and consumers 	How can individuals make effective personal financial decisions?	End of unit evaluation

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

Thematic Content Standards	Description
<i>Social</i>	Examine the roles of individuals with societies based on characteristics such as social class, gender, and ethnicity.
<i>Political</i>	Analyze the development and role of government in shaping the development of early societies and civilizations.
<i>Interaction</i>	Explain how physical and human characteristics interact to influence the development of societies and civilizations.
<i>Cultural</i>	Determine how and why cultures developed both unique and shared characteristics, including art, religion, customs, government, and social structures.
<i>Economic</i>	Examine the ways in which societies and civilizations used available resources to meet their needs, both internally and through trade.