7th Grade Social Studies

Nine Weeks	Units/Chapters
1st Nine Weeks	Module 1 Module 2 Module 3 Start Module 4
2nd Nine Weeks	Finish Module 4 Module 5 Module 6 Module 7 Module 8 Start Module 9
3rd Nine Weeks	Finish Module 9 Module 10 Module 11 Module 12 Module 13 Start Module 14
4th Nine Weeks	Finish Module 14 Module 15 Module 16 Module 17 Module 18 Module 19 Module 20

7th Grade Social Studies

Unit/Topic: Module 1- A Geographer's World			
Essential Question(s): How does the use of geographic tools help us view the world in new ways?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Studying Geography, p. 4-9 (1 period)	7.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. I can use geography to help me view the world in new ways.	Geography, landscape, social science, region	Module 1, Lesson 1 Graphic Organizer and Questions, textbook resources, interactive classroom activity
Lesson 2: The Branches of Geography, p. 9-15 (2 periods)	6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: how a bill becomes a law, how interest rates are raised or lowered). I can differentiate between geography's two main branches--physical geography and human geography.	Physical geography, human geography, cartography, meteorology	Branches of Geography PPT Template (student's design), textbook resources, card matching activity
Lesson 3: Themes of Geography, p. 15-19 (1 period)	6-8.LH.4.1 - Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts. I can recall the five themes and the six essential elements of geography to understand how geographers organize their studies of the world.	absolute location, relative location, environment	Whole-group on whiteboard, textbook resources, hands-on card review
Lesson 4: The Geographer's Tools, p. 19-23	**7.G.1** - Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific.	map, globe, GPS, GIS	Module 1, Lesson 4 Graphic Organizer and Questions, textbook resources, interactive classroom activity

Unit/Topic: Module 1- A Geographer's World			
Essential Question(s): How does the use of geographic tools help us view the world in new ways?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
(1 period)	6-8.LH.4.1 I can give examples of the many tools geographers use to study the world.		
Other Standards Used Throughout 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Unit/Topic: Module 2- The Physical World			
Essential Question(s): Why do we study Earth and its physical systems? *Some lessons or activities may be skipped depending on students' prior knowledge.*			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 2: Water on Earth, p. 45-51	N/A - Introductory material (skip or condense with Lesson 1)	freshwater, glaciers, surface water,	2.1 and 2.2 PowerPoint Notes, Vocabulary, textbook resources, card review

Unit/Topic: Module 2- The Physical World			
Essential Question(s): Why do we study Earth and its physical systems? *Some lessons or activities may be skipped depending on students' prior knowledge.*			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
(2 periods)	I can explain how water is a dominant feature on Earth's surface and is essential for life.	precipitation, groundwater, water vapor, water cycle	
Lesson 3: The Land, p. 51-59 (2 periods)	**7.G.4** - Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. I can state how processes below and on the Earth's surface shape the planet and give examples of the physical features that result.	landforms, continents, plate tectonics, lava, earthquakes, weathering, erosion, alluvial deposition	+1 Strategy, Analyze Visuals: Impact of Landforms, textbook resources, card matching review
Lesson 4: Weather and Climate, p. 61-67 (2 periods)	**7.G.6**- Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia and the Southwest Pacific. 6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: how a bill becomes a law, how interest rates are raised or lowered). I can summarize how the sun, location, wind, water, and mountains affect weather, climate, and people.	weather, climate, prevailing winds, ocean currents, front	Graphic organizer and questions, textbook resources, interactive classroom activity

Unit/Topic: Module 2- The Physical World			
Essential Question(s): Why do we study Earth and its physical systems? *Some lessons or activities may be skipped depending on students' prior knowledge.*			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 5: World Climates, p. 67-76 (1 period)	**7.G.4** - Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. 6-8.LH.2.3 I can identify Earth's five major climate zones and categorize the zones by temperature, precipitation, and plant life.	monsoons, savannas, steppes, permafrost	World Climate Research Project and Presentation, textbook resources, classroom matching game
Lesson 6: Environments and Biomes, p. 76-81 (1 period)	**7.G.4** - Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. and 6-8.LH.2.3 I can outline how plants, animals, and the environment, including soil, interact with and affect one another.	environment, ecosystem, biome, habitat, extinct, humus, desertification	Main Ideas and Summary, 2.6 and 2.7 Highlight Discussion, Questions, textbook resources, interactive classroom activity
Lesson 7: Natural Resources, p. 81-88 (1 period)	**7.G.5** - Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country. and 6-8.LH.2.3	natural resource, renewable resources, nonrenewable resources, deforestation, reforestation, fossil fuels,	Main Ideas and Summary, 2.6 and 2.7 Highlight Discussion, Questions, textbook resources, interactive classroom activity

Unit/Topic: Module 2- The Physical World			
Essential Question(s): Why do we study Earth and its physical systems? *Some lessons or activities may be skipped depending on students' prior knowledge.*			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	I can compare Earth's natural resources and their valuable uses, and evaluate how their availability affects people in many ways.	hydroelectric power	
Module 2 Additional Activities and Assessments: Module 2 Quizlet, Module 2 Gimkit, World Climate Zone Research Project and Presentation, Module 2 Vocabulary Quiz, hexagonal thinking, card review and matching activities, Module 2 test **Other Standards Utilized Throughout:** 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Unit/Topic: Module 3: The Human World			
Essential Question(s): Which geographic concepts are most useful for understanding the world's people?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Elements of Culture, p. 95-105	**7.H.3** Assess the development of sub-Saharan civilizations in Africa and the importance of	culture, culture trait, culture	3.1 Analyze Visuals (Culture Traits)

Unit/Topic: Module 3: The Human World			
Essential Question(s): Which geographic concepts are most useful for understanding the world's people?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
(3 periods)	political and trading centers to the spread of resources, disease, and culture. 7.LH.4.1 Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **7.G.2** Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. Examples: language, religion, recreation, clothing, diet, fine arts, family structure, and traditions. **7.H.15** Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources. I can define culture, a group's shared practices and beliefs, and explain how that differs from group to group and changes over time while maintaining features common to all societies.	region, ethnic group, multicultural society, cultural diffusion, cultural universals, social institutions, heritage, universal theme, technology	3.1 Guided Reading Questions, Module 3 Vocabulary, textbook resources, My Culture project
Lesson 2: Population, p. 96 - 112 (2 periods)	**7.G.1** Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific. **7.G.7** Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns. Examples: life expectancy, income, literacy rate, industry, education, natural resources, and climate,	population, population density, birthrate, migration	Population density maps, population density worksheets, interactive classroom activity, textbook resources

Unit/Topic: Module 3: The Human World			
Essential Question(s): Which geographic concepts are most useful for understanding the world's people?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	7.G.9 Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific. and 7.LH.4.1 I understand that population studies are an important part of geography and can explain how they are used.		
Lesson 3: Settlement Patterns, p. 113-117 (1 period)	**7.G.7** Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns. Examples: life expectancy, income, literacy rate, industry, education, natural resources, and climate, I can describe the factors that influence where people settle and how settlements develop.	settlement, trade route, urban, suburb, metropolitan area, megalopolis, rural, spatial pattern, linear settlements, cluster settlements, grid settlements, commerce	Textbook resources, notes using +1 strategy, interactive classroom activity
Lesson 4: Human-Environment Interaction, p. 118-125 (1 period)	**7.G.5.** Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country. **7.G.7** Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia and the Southwest Pacific. I can analyze how specific environments present distinct opportunities for people to meet their	terraced farming, slash-and-burn agriculture, center-pivot irrigation, fracking	Textbook resources, notes using +1 strategy, interactive classroom activity

Unit/Topic: Module 3: The Human World			
Essential Question(s): Which geographic concepts are most useful for understanding the world's people?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	needs and unique challenges to which they must adapt.		

Module 3 Additional Activities and Assessments:
Module 3 Quizlet, Module 3 Blooket Review, Culture Wheels, Module 3 Study Guide, Module 3 Assessment, card matching review games, hexagonal thinking, instructional strategies

Other Standards Utilized Throughout Unit:
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Unit/Topic: Module 4: Government and Citizenship			
Essential Question(s): How do systems of government affect the roles of Citizens across the globe?			
Some activities or lessons may be skipped depending on students' prior knowledge.			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: A World of Nations, p. 131-136	**7.C.3.** Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens I understand how the world is divided into many different nations that interact together to trade, protect their national interests, resolve conflict, and address global issues.	borders, sovereign nation, foreign policy, diplomacy, national interest, United Nations, human rights, humanitarian aid	Module 4 Vocabulary, 4.1 Jigsaw, 4.1 PowerPoint Main Ideas, textbook resources, interactive classroom activity
Lesson 2: World Governments, p. 137-144	**7.C.2** Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. **7.C.3** Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens. I can explain the differences between the governments of the world, and how some countries struggle with human rights abuses.	limited government, constitution, democracy, direct democracy, representative democracies, common good, unlimited government, totalitarian governments	4.2 Concept Map, textbook resources, card matching game
Lesson 3: Citizenship, p. 145-152	**7.C.3.** Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens I can describe how the rights and freedoms of citizenship in representative democracies (like the United States) come with important duties and responsibilities.	representative government, draft, jury duty, political parties, interest groups, public opinion, nonrepresentative governments	4.3 Worksheet, Discussion, textbook resources
Module 4: Additional Activities and Assessments:			

Unit/Topic: Module 4: Government and Citizenship			
Essential Question(s): How do systems of government affect the roles of Citizens across the globe?			
Some activities or lessons may be skipped depending on students' prior knowledge.			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Module 4 Written Summary, Module 4 Quiz, Module 4 test, Module 4 vocabulary, hexagonal thinking, interactive strategies and activities **Other standards utilized throughout:** 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Unit/Topic: Module 5: Economics			
Essential Question(s): How does studying economics give us more insight into a county or region?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Economics Basics p. 159-163	**7.E.1** Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and Southwest Pacific. Examples: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers. **7.E.2** Illustrate how international trade requires a system for exchanging currency between and among countries. I can describe how economic systems help people buy the goods and services they need.	economy, scarcity, opportunity cost, profit, factors of production, income, contraction, expansion, economic independence	5.1 questions, Module 5 vocabulary, textbook resources, interactive economy activity,
Lesson 2: Economic Systems p. 164-172	**7.E.1** Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and Southwest Pacific. Examples: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers. I understand world economies by studying factors of production, economic activities, and levels of development.	traditional economy, command economy, market economy, mixed economies, free enterprise system, public goods, agricultural industries, manufacturing industries, retail industries, service industries, gross domestic product (GDP), developed countries,	5.2 Concept Map - Economic Systems, GDP activity, Voluntary Trade PPT and activity, human vs. physical capital, textbook resources

Unit/Topic: Module 5: Economics			
Essential Question(s): How does studying economics give us more insight into a county or region?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
		developing countries	
Lesson 3: Money and Banking p. 173-178	**7.E.3** Identify ways that societies deal with helpful and harmful externalities in Africa, Asia or Southwest Pacific. Examples: government support of public education and governments taxing or regulating pollution I can explain how people and businesses sell goods and services to earn income, which they can then use to build wealth.	barter, money, medium of exchange, store of value, unit of account, interest rate, assets, savings, investment	Textbook resources, trading activity
Lesson 4: Living in a Global Economy p. 179-184	**7.E.2** Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and Southwest Pacific. Examples: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers. I can analyze how global connections have made cultural exchange, trade, and a cooperative world community possible.	globalization, popular culture, trade barrier, free trade	Textbook Resources, RCC Prompt: Globalization with Newsela articles
Module 5 Additional Activities and Assessments: RCC Prompt: Globalization Module 5 Quiz Module 5 Test Vocabulary Quiz Hexagonal thinking, interactive classrooms activities, Iron Chef, card review games			

Unit/Topic: Module 6: Early Civilization of the Fertile Crescent and the Nile valley			
Essential Question(s): How did the geography of the Fertile Crescent and the Nile Valley lead to the development of advanced civilizations?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Geography and River Valley Civilizations p. 191-195	**7.H.1**--Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies. Examples: River civilizations include Nile River Valley (ancient Egypt), Tigris and Euphrates rivers (Mesopotamia), Indus River (India/Pakistan), and Huang He River (ancient China). I can detail how the valleys of the Tigris and Euphrates rivers were the site of the world's first civilizations.	Fertile crescent, silt, civilization, irrigation, canals, surplus, division of labor	Iron Chef Mesopotamia EduProtocol, textbook resources, photos, maps
Lesson 2: Sumerian Civilization p. 196-205	**7.H.1** **7.H.15**--Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources. I can detail how the valleys of the Tigris and Euphrates rivers were the site of the world's first civilizations.	Sumer, city-state, empire, polytheism, priests, social hierarchy, cuneiform, pictographs, scribe, epics, architecture, ziggurat	People of Mesopotamia PowerPoint, chart comparing ancient Mesopotamia and ancient Egypt (word document), textbook resources, Ancient Mesopotamian Artifact stations and log, textbook resources

Unit/Topic: Module 6: Early Civilization of the Fertile Crescent and the Nile valley			
Essential Question(s): How did the geography of the Fertile Crescent and the Nile Valley lead to the development of advanced civilizations?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 3: Later Peoples of the Fertile Crescent p. 205-210	**7.H.1**	Hammurabi' Code Chariot /Babylon Alphabet	Discuss Hammurabi's code of laws Interpret maps showing the size of Babylonian and Assyrian Empires and a map of Phoenicia Compare/Contrast achievements of the empires
Lesson 4: Geography and the Nile Valley Kingdoms p. 211-220	**7.H.1** I can examine how the Egyptian civilization developed in the Nile Valley, and the Egyptian government and religion were closely connected during the Old Kingdom.	Nile River, Upper Egypt, Lower Egypt, cataracts, delta, pharaoh, dynasty, Old Kingdom, theocracy, nobles, afterlife, mummies, pyramids, engineering	Ancient Egypt EdPuzzle, Intro to Ancient Egypt PearDeck Presentation, textbook resources, map, photos
Lesson 5: The Middle and New Kingdoms p. 221-230	**7.H.1** I can differentiate how during the Middle and New Kingdoms, order was restored in Egypt, and Egyptians made lasting achievements in writing, art, and architecture.	Middle Kingdom, New Kingdom, Kush, trade routes, hieroglyphics, papyrus, Rosetta Stone, sphinxes, obelisk	Middle and New Kingdoms Peardeck, comparison chart, textbook resources
Lesson 6: Kingdom of Kush p. 231-238	**7.H.1** **7.H.15** I can conclude that the kingdoms of Kush, which arose south of Egypt, developed advanced civilizations with large trading networks.	Nubia, ebony, ivory, Meroe, trade network, merchants, exports, imports	Kingdom of Kush PearDeck, comparison chart, Ancient Egyptian Artifacts Iron Chef, textbook resources
Module 6 Additional Activities and Assessments: Ancient Mesopotamian Artifacts Stations, Ancient Egyptian Iron Chef Ancient Mesopotamian and Ancient Egypt Jeopardy Ancient Mesopotamia and Egypt Test			

Unit/Topic: Module 6: Early Civilization of the Fertile Crescent and the Nile valley			
Essential Question(s): How did the geography of the Fertile Crescent and the Nile Valley lead to the development of advanced civilizations?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Module 6 Quiz, Vocabulary Hexagonal Thinking, Interactive Strategies and classroom activities Photos and maps Senet Tournament **Other Standards Utilized Throughout:** 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Unit/Topic: Module 7: World Religions of Southwest Asia			
Essential Question(s): How do religious beliefs shape peoples' lives and behaviors?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Origins of Judaism, p. 245-252	**7.H.2** -- Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. Examples: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. I can explain how the Israelites formed a great kingdom in Israel and started a religion called Judaism.	Judaism, Canaan, Exodus, rabbis, monotheism, Torah	Religions WebQuest, textbook resources, vocabulary
Lesson 2: Origins of Christianity, p. 253-260	**7.H.2** **7.G.3** -- Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time. I can describe that Christianity is a religion based on the life and teachings of Jesus of Nazareth, and it spread throughout the Roman Empire.	Messiah, Christianity, Bible, Bethlehem, Resurrection, disciples, saint	Religions WebQuest, textbook resources, vocabulary
Lesson 3: Origins of Islam, p. 261-268	**7.H.2** **7.H.5** -- Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time. I can summarize that Islam is a religion based on the teachings of Muhammad, that it arose in Arabia, and is based on the sacred texts called the Qur'an and the Sunnah.	oasis, Mecca, Islam, Muslims, Qur-an, Medina, mosque, jihad, Sunnah, Five Pillars of Islam	Religions WebQuest, textbook resources, vocabulary
Module 7 Additional Activities and Assessments:			

Unit/Topic: Module 7: World Religions of Southwest Asia			
Essential Question(s): How do religious beliefs shape peoples' lives and behaviors?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Religions WebQuest Module 7 Quiz and/or Test Religions RCC Prompt Religions Video Inside Mecca Interactive Classroom Activities and Strategies: Iron Chef, card matching, hexagonal thinking review **Other Standards Utilized Throughout:** 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Unit/Topic: Module 8: Arabian Peninsula to Central Asia			
Essential Question(s): Can the Arabian Peninsula to Central Asia region achieve stability after a long history of conflict?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Physical Geography, p. 275-281	**7.H.1** -- Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies. **7.G.1** -- Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific. I can describe how the Arabian Peninsula to Central Asia is an extremely dry region with valuable oil and mineral resources	Arabian Peninsula, Persian Gulf, Tigris River, Euphrates River, oasis, wadis, fossil water, landlocked, Pamirs, Fergana Valley, Aral Sea, Kara-Kum, Kyzyl Kum	Iron Chef, vocabulary, textbook resources, maps, photos, PowerPoint/PearDeck presentation
Lesson 2: The Arabian Peninsula, p. 282-287	**7.H.2** -- Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. Examples: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. I can explain how most countries of the Arabian Peninsula share three main characteristics: Islamic religion and culture, monarchy as a form of government, and valuable oil resources.	Islam, Shia, Sunni, OPEC, quota	textbook resources, vocabulary, notes, Arabian Peninsula PowerPoint, OPEC activity and worksheet, Demand for Oil
Lesson 3: Iraq, p. 288-292	**7.H.13** -- Identify and explain the significance of historical events in the Middle East since the end of World War II. Examples: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization	embargo, Baghdad	vocabulary, textbook resources, notes, interactive class activity, PowerPoint/PearDeck presentation

Unit/Topic: Module 8: Arabian Peninsula to Central Asia			
Essential Question(s): Can the Arabian Peninsula to Central Asia region achieve stability after a long history of conflict?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present), Arab Spring (2011-present) **7.H.14** -- Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts. I can explain that Iran is a country with a rich culture and natural resources, and describe how it faces the challenge of rebuilding after many years of conflict.		
Lesson 4: Iran, p. 293-297	**7.H.2** **7.H.5** **7.C.2** -- Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. I can discuss how Islam is a huge influence on the government and daily life in Iran.	shah, Esfahan, revolution, Tehran, theocracy	vocabulary, textbook resources, notes, interactive class activity, PowerPoint/PearDeck presentation
Lesson 5: Central Asia, p. 298-304	**7.H.14** I can compare the similar histories, traditions, and challenges of different ethnic groups in Central Asia and describe how they create unique cultures in the countries of Central Asia.	Samarqand, nomads, yurt, Taliban, Kabul, dryland farming, arable	vocabulary, textbook resources, notes, interactive class activity, PowerPoint/PearDeck presentation
Module 8 Additional Activities and Assessments: Module 8 Quiz and/or Test, Vocabulary Quiz			

Unit/Topic: Module 8: Arabian Peninsula to Central Asia			
Essential Question(s): Can the Arabian Peninsula to Central Asia region achieve stability after a long history of conflict?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Hexagonal Thinking, interactive classroom activities, Iron Chef, vocabulary practice, map skills **Other Standards Utilized Throughout Unit:** 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Unit/Topic: Module 9: The Eastern Mediterranean			
Essential Question(s): In what ways has religion been a big influence on the development of Eastern Mediterranean nations?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Physical Geography, p. 311-314	**7.G.1** -- Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific.	Dardanelles, Bosporus, Sea of Marmara, Jordan River, Dead Sea, Syrian Desert	Map skills, Iron Chef, textbook resources, vocabulary, interactive classroom activity, Dardanelles video

Unit/Topic: Module 9: The Eastern Mediterranean			
Essential Question(s): In what ways has religion been a big influence on the development of Eastern Mediterranean nations?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	7.G.4 -- Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. **7.G.5** -- Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country. **7.G.6** -- Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia and the Southwest Pacific. I can describe the Eastern Mediterranean and explain that it is a region with a dry climate and valuable resources, and that it sits in the middle of three continents.		
Lesson 2: Turkey, p. 315 - 318	**7.H.5**-- Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time. **7.H.14** -- Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.	Istanbul, janissaries, Ankara, secular	textbook resources, vocabulary, PowerPoint/PearDeck presentation

Unit/Topic: Module 9: The Eastern Mediterranean			
Essential Question(s): In what ways has religion been a big influence on the development of Eastern Mediterranean nations?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	I can establish that while Turkey has historically been more Asian than European, its leaders are seeking to develop closer economic ties to Europe.		
Lesson 3: Israel, p. 319-324	**7.H.5** **7.C.2** **7.H.13** -- Identify and explain the significance of historical events in the Middle East since the end of World War II. Examples: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001-present), Arab Spring (2011-present) I can explain that Israel and the Palestinian Territories are home to Jews and Arabs, and I can analyze why they continue to struggle over the region's land.	Judaism, Diaspora, Jerusalem, Zionism, kosher, kibbutz, Gaza, West Bank	textbook resources, vocabulary, PowerPoint/PearDeck presentation, Israeli-Arab Conflict information and checkpoint worksheet
Lesson 4: Syria, Lebanon, and Jordan, p. 325 -328	**7.C.1** -- Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. Examples: Australia, India, and South Africa. **7.C.2** **7.G.2** Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. Examples: language, religion,	Damascus, Beirut, Bedouins, Amman	textbook resources, vocabulary, PowerPoint/PearDeck presentation, Syrian refugees worksheet and activity

Unit/Topic: Module 9: The Eastern Mediterranean			
Essential Question(s): In what ways has religion been a big influence on the development of Eastern Mediterranean nations?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	recreation, clothing, diet, fine arts, family structure, and traditions I can evaluate how Syria, Lebanon, and Jordan are Arab nations coping with religious diversity.		

Additional Activities and Assessments:
Module 9 Quiz and/or Test, Module 9 Vocabulary Test
Promises video, notes, and Barriers to Understanding Assessment
Hexagonal Thinking, interactive classroom activities and strategies, vocabulary review
Map skills work, infographic creation and analysis

Other Standards Utilized Throughout Unit:
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Unit/Topic: Module 10: North Africa			
Essential Question(s): Why has it been hard to establish democracy in North Africa?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Physical Geography, p. 335-338	**7.H.1**- Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies. **7.G.4** -- Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. **7.G.5** -- Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country. **7.G.6** -- Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia and the Southwest Pacific. I can describe North Africa as a dry region with limited water and resources.	Sahara, Nile River, silt, Suez Canal, oasis, Atlas Mountains	textbook resources, vocabulary, PowerPoint/Peardeck presentation, map skills work, Iron Chef
Lesson 2: Egypt, p. 339-344	**7.H.1** **7.H.11** -- Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development	Alexandria, Cairo, Arab Spring	textbook resources, vocabulary, PowerPoint/Peardeck presentation, Arab Spring political cartoons activity

Unit/Topic: Module 10: North Africa			
Essential Question(s): Why has it been hard to establish democracy in North Africa?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	of these societies from both European and indigenous perspectives. **7.E.1** Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and Southwest Pacific. **7.G.2** -- Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. I can discuss how Egypt is rich in history and Islamic culture.		
Lesson 3: Libya, Tunisia, Algeria, and Morocco, p. 345-350	**7.H.14** -- Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts. **7.C.2** Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. **7.G.3** -- Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time. I can explain that the countries in North Africa face great change due to popular protests and political instability.	dictator, Maghreb, souks, free port	textbook resources, vocabulary, PowerPoint/Peardeck presentation, card game review
Additional Activities and Assessments: Module 10 Quiz and/or Test, Module 10 Vocabulary Quiz			

Unit/Topic: Module 10: North Africa			
Essential Question(s): Why has it been hard to establish democracy in North Africa?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Arab Spring What Would You Do? Essay Map Skills, Hexagonal thinking, interactive classroom activities and strategies, card matching review, small and large group discussion North African Country Project **Other Standards Utilized Throughout Unit:** 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Unit/Topic: Module 11: History of Sub-Saharan Africa			
Essential Question(s): How is the story of Africa the story of humankind?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Human Beginnings in Africa, p. 357-363	**7.H.15**--Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific. **7.G.3**--Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time. I can describe how during the Stone Age, the early inhabitants of Africa learned to make tools and adapt to their environments.	Olduvai Gorge, hominids, hunter-gatherers, rock art, nomads	Textbook resources, Iron Chef, vocabulary (skip if behind in curriculum)
Lesson 2: Kingdoms in Africa, p. 364-371	**7.H.2** -- Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. **7.H.3** -- Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers to the spread of resources, disease, and culture **7.H.5** -- Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time. I can explain that between 300 and 1500, the people of Africa formed powerful kingdoms in several parts of the continent.	Coptic Christianity, silent barter, Timbuktu, mosque, Gao, Djenne, Bantu migration	Textbook resources, vocabulary, PowerPoint/PearDeck presentation (skip if behind in curriculum)

Unit/Topic: Module 11: History of Sub-Saharan Africa			
Essential Question(s): How is the story of Africa the story of humankind?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 3: Africa in Global Trade, p. 372-375	**7.H.3** **7.H.6** -- Compare and contrast the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific and analyze the impact slavery had on different civilizations. **7.H.11** -- Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives. I can examine how Africa's wealth and mineral resources attracted the attention of traders from other parts of the world, whose actions eventually led to the enslavement of millions of Africans.	Swahili, Middle Passage, Gold Coast	Atlantic Slave Trade Stations, bell work questions from text, textbook resources, vocabulary
Lesson 4: Imperialism and Independence, p. 377-384	**7.C.1**--Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. **7.G.1**-- Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific. **7.G.3** **7.H.11** -- Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long- and short-term impact that colonization and imperialism had on	entrepreneurs, imperialism, ethnocentrism, Suez Canal, Berlin Conference, Boers, nationalism	Imperialism in Africa PowerPoint, Africa in 1914 map, textbook resources, vocabulary, genocide in Rwanda and Darfur PowerPoint and discussion

Unit/Topic: Module 11: History of Sub-Saharan Africa			
Essential Question(s): How is the story of Africa the story of humankind?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	the social, political, and economic development of these societies from both European and indigenous perspectives. I can identify the effects of Europeans once again creating colonies in Africa in the late 1800s, and analyze their influence in African politics and economics.		
Module 11 Additional Activities and Assessments: Module 11 Quiz and/or Test, Module 11 Vocabulary Quiz interactive class activities and strategies, iron chef, hexagonal thinking, card matching Africa worksheet, quizlet, review activity **Other Standards Utilized Throughout Unit:** 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts			

Unit/Topic: Module 12: West and Central Africa			
Essential Question(s): How are West and Central Africa shaped by their diverse climates and people groups?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Physical Geography, p. 391-395	**7.G.1** - Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific.	Niger River, zonal, Sahel, desertification,	Iron Chef, PowerPoint/PearDeck presentation, textbook resources, vocabulary, map skill work

Unit/Topic: Module 12: West and Central Africa			
Essential Question(s): How are West and Central Africa shaped by their diverse climates and people groups?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	7.G.2 - Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. Examples: language, religion, recreation, clothing, diet, fine arts, family structure, and traditions **7.G.4** - Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. **7.G.6** - Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia and the Southwest Pacific. I can describe how West Africa is a region mostly of plains, while the Congo River and tropical forests are important features of Central Africa's physical geography.	savanna, Congo Basin, basin, Congo River, Zambezi River	
Lesson 2: West Africa, p. 398-406	**7.H.14** - Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts. **7.C.1** - Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. Examples: Australia, India, and South Africa	Timbuktu, animism, extended family, Lagos, famine	PowerPoint/PearDeck presentation, textbook resources, vocabulary, interactive class activity, video

Unit/Topic: Module 12: West and Central Africa			
Essential Question(s): How are West and Central Africa shaped by their diverse climates and people groups?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	7.G.7 - Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns. Examples: life expectancy, income, literacy rate, industry, education, natural resources, and climate I can explain that powerful early kingdoms, European slave trade and colonization, and traditions from a mix of ethnic groups have all influenced West African culture.		
Lesson 3: Central Africa, p. 407-414	**7.H.11** - Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives. **7.G.8** - Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific. **7.H.14** **7.C.1** I can analyze Central Africa's history and culture and how it has been influenced by native traditions and European colonizers.	Kongo Kingdom, dialects, periodic market, copper belt, Kinshasa, inflation, malaria, malnutrition	PowerPoint/PearDeck presentation, textbook resources, vocabulary, interactive class activity, video
Module 12 Additional Activities and Assessments:			

Unit/Topic: Module 12: West and Central Africa			
Essential Question(s): How are West and Central Africa shaped by their diverse climates and people groups?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Module 12 Quiz and/or Test, Module 12 Vocabulary Quiz West and Central Africa Country Project Interactive classroom activity or strategy, group activity, hexagonal thinking, Iron Chef, card review **Other standards utilized throughout:** 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital text			

Unit/Topic: Module 13: East and Southern Africa			
Essential Question(s): How has human migration affected the culture and geography of East and Southern Africa?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Physical Geography, p. 421-425	**7.G.1** - Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific.	rift valley, Great Rift Valley, escarpment, Mount	Textbook resources, vocabulary, PowerPoint/PearDeck presentation, map skill work, Iron Chef

Unit/Topic: Module 13: East and Southern Africa			
Essential Question(s): How has human migration affected the culture and geography of East and Southern Africa?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	7.G.2 - Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. Examples: language, religion, recreation, clothing, diet, fine arts, family structure, and traditions **7.G.4** - Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. **7.G.5** - Compare and contrast the distribution of natural resources in Africa, Asia, and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country. I can describe that rift valleys, plateaus, grassy plains, and diverse climate and vegetation types shape life in East and Southern Africa.	Killimanjaro, Serengeti Plain, veld, Namib Desert, droughts	
Lesson 2: East Africa, p. 426-432	**7.H.2** - Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. **7.H.11** - - Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives. **7.H.14** - Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different	Zanzibar, imperialism, safari, geothermal energy, Darfur, genocide, Mogadishu	Textbook resources, vocabulary, PowerPoint/PearDeck presentation, interactive classroom activity, Rwanda/Darfur genocide presentation

Unit/Topic: Module 13: East and Southern Africa			
Essential Question(s): How has human migration affected the culture and geography of East and Southern Africa?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	organizations have utilized to address these conflicts. **7.G.7** - Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns. **7.G.8** - Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific. I can explain how East Africa's history and geography have contributed to cultural diversity and ongoing challenges.		
Lesson 3: Southern Africa, p. 433-442	**7.H.11** **7.C.1** - Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. Examples: Australia, India, and South Africa" **7.C.2** - Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. Examples: Japan, North Korea, India, South Africa, and China **7.C.3** - Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.	Great Zimbabwe, Cape of Good Hope, Boers, Afrikaners, apartheid, townships, sanctions, Cape Town, enclave	Textbook resources, vocabulary, PowerPoint/PearDeck presentation, Nelson Mandela video and biography, interactive class activity

Unit/Topic: Module 13: East and Southern Africa			
Essential Question(s): How has human migration affected the culture and geography of East and Southern Africa?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	I can analyze how nations in Southern Africa have struggled with inequality and conflict since their independence.		

Module 13 Additional Activities and Assessments:
Module 13 Quiz and/or Test, Module 13 Vocabulary Quiz
Interactive classroom activity or strategy, group activity, hexagonal thinking, Iron Chef, card review, videos
RCC Prompt

Other standards utilized throughout:
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital text

Unit/Topic: Unit 14: Indiana Early Civilizations, Empires, and World Religions			
Essential Question(s): What role did religion play in the development of Indian civilizations and empires?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Early Indian Civilizations, p. 449-457	**7.H.1**- Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies. I can describe why Indian civilization first developed along the Indus River.	Indus River, Harappa, Mohenjo-Daro, Sanskrit, caste system	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, Iron Chef
Lesson 2: Hinduism, p. 458-462	**7.H.2** - Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. Examples: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. I can explain how Hinduism, the largest religion in India, developed out of ancient Indian beliefs and practices.	reincarnation, karma, nonviolence	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, Religions WebQuest
Lesson 3: Buddhism, p. 463-469	**7.H.2** I can explain how Buddhism began in India and became a major religion.	fasting, meditation, nirvana, missionaries	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, Religions WebQuest
Lesson 4: Sikhism, p. 470-473	**7.H.2** I can detail how Sikhism originated in the Punjab region of India and has grown to include nearly 25 million followers around the world.	langar, gurdwaras	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, Religions WebQuest, EdPuzzle
Lesson 5: Indian Empires, p. 474-482	**7.H.7** - Trace the rise, spread and influence of the Mongols.	mercenaries, edicts, metallurgy,	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, interactive class activity

Unit/Topic: Unit 14: Indiana Early Civilizations, Empires, and World Religions			
Essential Question(s): What role did religion play in the development of Indian civilizations and empires?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	7.C.2 - Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. I can analyze how the Mauryas, the Guptas, and the Mughals built great empires in India and made important contributions to the arts and sciences.	alloys, inoculation, Hindu-Arabic numerals	

Module 14 Additional Activities and Assessments:
Module 14 Quiz and/or Test, Module 14 Vocabulary Quiz, RCC Prompt
Interactive classroom activity or strategy, group activity, hexagonal thinking, Iron Chef, card review, videos
Religions WebQuest
Religions Comparison Chart

Other standards utilized throughout:
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital text

Unit/Topic: Module 15: The Indian Subcontinent			
Essential Question(s): What role did geography play in shaping the history and cultures of the Indian Subcontinent?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Physical Geography, p. 489-492	**7.G.1**- Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific. **7.G.4** - Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. I can describe the physical geography of the Indian Subcontinent, including the unique physical features and a variety of climates and resources.	subcontinent, Mount Everest, Ganges River, delta, Indus River, monsoons	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, map skills
Lesson 2: India, p. 493-502	**7.H.11** - Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives. **7.C.1** - Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. **7.C.2** - Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. **7.G.7** - Identify current trends and patterns of rural and urban population distribution in selected	Delhi, colony, partition, Hinduism, Buddhism, Jainism, Sikhism, caste system, Mumbai (Bombay), Kolkata (Calcutta), urbanization, green revolution	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, video worksheet

Unit/Topic: Module 15: The Indian Subcontinent			
Essential Question(s): What role did geography play in shaping the history and cultures of the Indian Subcontinent?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns. I can explain how ancient civilizations and powerful empires have shaped the history of India, which today features a blend of modern and traditional cultures.		
Lesson 3: India's Neighbors, p. 503-506	**7.H.14** - Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts. **7.C.2** - Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. **7.G.2** - Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. **7.G.7** - Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns. I can analyze how despite having cultural differences, the countries the border India share similar challenges.	Sherpas, Kashmir, Dhaka, Kathmandu	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, worksheet
Module 15 Additional Activities and Assessments: Module 15 Quiz and/or Test, Module 15 Vocabulary Quiz Interactive classroom activity or strategy, group activity, hexagonal thinking, Iron Chef, card review, videos			

Unit/Topic: Module 15: The Indian Subcontinent			
Essential Question(s): What role did geography play in shaping the history and cultures of the Indian Subcontinent?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Other standards utilized throughout: 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Unit/Topic: Module 16: Early Civilizations of China			
Essential Question(s): How did the progression of ruling dynasties shape the culture of ancient China?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Early China and the Han Dynasty, p. 513-520	**7.H.1** - Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of	Chang Jiang, Huang He, mandate of heaven, Xi'an, Great Wall,	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, dynasty notes graphic organizer, Confucius quotes, Confucianism/Daoism EdPuzzle

Unit/Topic: Module 16: Early Civilizations of China			
Essential Question(s): How did the progression of ruling dynasties shape the culture of ancient China?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	those civilizations are related to their respective forms of government and social hierarchies. **7.H.4** - Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia. **7.H.8** - Describe the dynastic cycle and the cultural and technological contributions of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming). Examples: Zhou - established Feudalism leading to Warring States Period, Mandate of Heaven, start of Confucianism, Daoism, and Legalism; Qin - "China", Terracotta Army, Great Wall; Han - Silk Road starts, paper & compass, merit-based jobs; Tang - gunpowder, woodblock printing, clocks & porcelain; Song - paper money, moveable type; Ming - international trade/isolation, porcelain arts I can explain how early Chinese history was shaped by four dynasties - the Shang, the Zhou, the Qin, and the Han.	sundial, seismograph, acupuncture, Silk Road	
Lesson 2: The Sui, Tang, and Song Dynasties, p. 521-527	**7.H.2** - Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. Examples: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. **7.H.8** I can describe that later Chinese dynasties were periods of economic, cultural, and technological accomplishments, including Confucian thought.	Grand Canal, Kaifeng, porcelain, woodblock printing, gunpowder, compass, bureaucracy, civil service, scholar-official	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, interactive class activity

Unit/Topic: Module 16: Early Civilizations of China			
Essential Question(s): How did the progression of ruling dynasties shape the culture of ancient China?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 3: The Yuan and Ming Dynasties, p. 528-534	**7.H.7** - Trace the rise, spread and influence of the Mongols. Examples: Yuan dynasty, Marco Polo, Black Death, feudalism. **7.H.8** **7.H.10** - Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. Examples: voyages of the Ming dynasty, and Ibn Battuta I can recount that the Chinese were ruled by foreigners during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty.	Beijing, Forbidden City, isolationism	Textbook resources, vocabulary, PowerPoint/PearDeck Presentation, group activity
Module 16 Additional Activities and Assessments: Module 16 Quiz and/or Test, Module 16 Vocabulary Quiz Interactive classroom activity or strategy, group activity, hexagonal thinking, Iron Chef, card review, videos Mulan ballad, Mulan video, comparison, questions, and connections to ancient Chinese culture essay **Other standards utilized throughout:** 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Unit/Topic: Module 17: China, Mongolia, and Taiwan			
Essential Question(s): How can history and geography help us understand population patterns in China, Mongolia, and Taiwan?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Physical Geography, p. 541-544	**7.G.1**- Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific. **7.G.4** Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation." **7.G.5** Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country. I can describe the physical features, climate, and resources that vary across China, Mongolia, and Taiwan.	Himalayas, Plateau of Tibet, Gobi, North China Plain, Huang He, loess, Chang Jiang	China Geography WS, textbook resources, PowerPoint/PearDeck, interactive group activity
Lesson 2: China, p. 545-552	**7.C.2** Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. Examples: Japan, North Korea, India, South Africa, and China **7.C.3** Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens. **7.G.2** Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. Examples: language, religion,	Bejing, Tibet, command economy, Shanghai, Hong Kong, dialect, Daoism, Confucianism, pagodas	textbook resources, PowerPoint/PearDeck, interactive group activity

Unit/Topic: Module 17: China, Mongolia, and Taiwan			
Essential Question(s): How can history and geography help us understand population patterns in China, Mongolia, and Taiwan?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	recreation, clothing, diet, fine arts, family structure, and traditions I can explain how China's economy and cities are growing rapidly and that the Chinese have little political freedom and many environmental problems.		
Lesson 3: Mongolia and Taiwan, p. 553-558	**7.C.2, 7.C.3, 7.G.2** I can determine that Mongolia is a rugged land with a nomadic way of life and growing cities, while Taiwan is a densely settled and industrialized island.	gers, Ulaanbaatar, Taipei, Kao-hsiung	textbook resources, PowerPoint/PearDeck, interactive group activity

Module 17 Additional Activities and Assessments:
Module 17 Quiz and/or Test, Module 17 Vocabulary Quiz
Interactive classroom activity or strategy, group activity, hexagonal thinking, Iron Chef, card review, videos

Other standards utilized throughout:
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Unit/Topic: Module 18: Japan and the Koreas			
Essential Question(s): How does geography affect daily life in Japan and the Koreas?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Physical Geography, p. 563-566	**7.G.1** - Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific. **7.G.4** - Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. I can describe that Japan and the Koreas are rugged, mountainous areas, surrounded by water.	Fuji, Korean Peninsula, tsunamis, fishery	Textbook resources, interactive classroom activity, map activity
Lesson 2: Japan, p. 567-574	**7.H.9** - Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions. **7.H.12** - Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II. **7.C.2** - Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. **7.G.2** - Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific.	Kyoto, shoguns, samurai, kimonos, Diet, Tokyo, work ethic, trade surplus, tariff, Osaka	Textbook resources, graphic organizer, Japanese Constitution comparison, PowerPoint/PearDeck presentation

Unit/Topic: Module 18: Japan and the Koreas			
Essential Question(s): How does geography affect daily life in Japan and the Koreas?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	I can describe how Japan has overcome many challenges to become one of the most highly developed countries in Asia.		
Lesson 3: The Koreas, p. 574-582	**7.H.9** **7.H.14** - Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts. **7.C.3** - Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens. I can analyze how the two Koreas share a common history and culture, but that they have very different governments and economies.	Silla, kimchi, Seoul, demilitarized zone, Pyongyang	Textbook resources, card review, PowerPoint/PearDeck presentation

Module 18 Additional Activities and Assessments:
Interactive classroom activity or strategy, group activity, hexagonal thinking, Iron Chef, card review, videos

Other standards utilized throughout:
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences. 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Unit/Topic: Module 19: Southeast Asia			
Essential Question(s): What characteristics unite the diverse nations of Southeast Asia?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Physical Geography, p. 589-593	**7.G.1** - Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific. **7.G.4** - Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. I can describe how Southeast Asia is a tropical region of peninsulas, islands, and waterways with diverse plants, animals, and resources.	Indochina Peninsula, Malay Peninsula, Malay Archipelago, archipelago, New Guinea, Borneo, Mekong River	Map activity, Textbook resources, PowerPoint/PearDeck presentation
Lesson 2: Mainland Southeast Asia, p. 596-603	**7.H.11** - Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives. **7.G.1** I can explain that people, ideas, and traditions from China, India, Europe, and elsewhere have shaped Southeast Asia's history and culture. I can explain how many farming areas of modern-day, Mainland Southeast Asia are poor but working to improve their economies.	Timor, domino theory, wats, Yangon, human rights, Bangkok, klongs, Phnom Penh, Hanoi	Textbook resources, travel brochure, project, PowerPoint/PearDeck presentation

Unit/Topic: Module 19: Southeast Asia			
Essential Question(s): What characteristics unite the diverse nations of Southeast Asia?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 3: Island Southeast Asia Today, p. 604-608	**7.H.14** - Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts. **7.C.1** - Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. I can conclude that the countries of Island Southeast Asia range from wealthy and urban to poor and rural.	Timor-Leste, kampong, Jakarta, Kuala Lumpur, free ports, sultan, Java, Manila	textbook resources, travel brochure, project, PowerPoint/Pear Deck presentation

Module 19 Additional Activities and Assessments:
Module 19 Quiz and/or Test, Module 19 Vocabulary Quiz
Interactive classroom activity or strategy, group activity, hexagonal thinking, Iron Chef, card review, videos
Southeast Asia/Oceania travel brochure project

Other standards utilized throughout:
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Unit/Topic: Module 20: Oceania and Antarctica			
Essential Question(s): Has isolation proven to be helpful or harmful to the region of Oceania and Antarctica?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
Lesson 1: Australia and New Zealand, p. 615-621	**7.H.10** - Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. **7.H.11** - Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives. **7.C.2** - Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. **7.G.1** - Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific. I can describe that Australia and New Zealand share a similar history and culture but have unique natural environments.	Great Barrier Reef, coral reef, Aborigines, Maori, Outback	Textbook resources, travel brochure, project, PowerPoint/PearDeck presentation
Lesson 2: The Pacific Islands, p. 622-627	**7.G.3** - Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time. **7.G.5** - Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific,	Micronesia, Melanesia, Polynesia, atoll, territory	Textbook resources, travel brochure, project, PowerPoint/PearDeck presentation

Unit/Topic: Module 20: Oceania and Antarctica			
Essential Question(s): Has isolation proven to be helpful or harmful to the region of Oceania and Antarctica?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
	such as deserts, basins, plains, mountains, and rivers, and describe their formation. I can explain that the Pacific Islands have tropical climates, rich cultures, and unique challenges.		
Lesson 3: Antarctica, p. 628-632	**7.G.7** - Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns. **7.G.9** - Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific. I can analyze how Antarctica's unique environment has made it an important site for research.	ice shelf, icebergs, Antarctic Peninsula, polar desert, ozone layer	Textbook resources, travel brochure, project, PowerPoint/PearDeck presentation

Module 20 Additional Activities and Assessments:
Module 20 Quiz and/or Test, Module 20 Vocabulary Quiz
Interactive classroom activity or strategy, group activity, hexagonal thinking, Iron Chef, card review, videos
Southeast Asia/Oceania Travel Brochure

Other standards utilized throughout:
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Unit/Topic: Module 20: Oceania and Antarctica			
Essential Question(s): Has isolation proven to be helpful or harmful to the region of Oceania and Antarctica?			
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative) Assessment (summative)**
6-8.LH.4.1: Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			