

IAA Curriculum

Content Area	Social Studies	Grade	7
Course Name	World Civilizations		

Unit	Unit 1: Module 2: The Stone Ages and Early Cultures					
Concepts	Learn how the earliest people learned to make tools, hunt, gather food, and even create art					
Big Ideas	Hunter-gatherer societies developed language, art, religion.					
Essential Understandings	Why was the invention of farming revolutionary?					
Competencies	Students will be able to develop an understanding of how the earliest people to inhabit the earth lived and survived during the Stone Age and explain about their daily lives and contributions to history.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			Stone Age, Culture, Farming, Revolution,, Neolithic, Domestication, Hunter-Gatherer, Agriculture, Nomad,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.P,			

			CC.1.4.7.Q			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

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Unit	Unit 2- Module 3: The Fertile Crescent, Mesopotamia, and the Persian Empire					
Concepts	Learn about the key events in the unification of early civilizations in Southwest Asia					
Big Ideas	Technical advances, inventions, and religions changed the lives of those in the early Mesopotamia area.					
Essential Understandings	What factors helped unify early civilizations in Southwest Asia?					
Competencies	Students will be able to explain the significance of the unification of early civilizations in Southwest Asia and describe why this was important in creating a prosperous area in that part of the world.					
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(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			Mesopotamia, Persian Empire, Fertile Crescent, Civilization, Unification, Asia, Gilgamesh, Technology, Invention, Religion
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.P,			

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Unit	Unit 3 Module 4: Kingdoms of the Nile					
Concepts	Learn about the geography of early Egypt as well the development of kingdoms in Egypt					
Big Ideas	Life in Egypt was influenced by pharaohs, religion, roles in society, and trade.					
Essential Understandings	Why were Egyptians able to create such a long-lasting civilization?					
Competencies	Students will be able to construct well thought out educated statements about the contributions of ancient Egypt to the modern world along with how the ancient kingdom came to be one of history's most dominant and prosperous.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			Egypt, Nile River, Kingdom, Geography, Pharaoh, Hieroglyphics, Trade, Development, Old Kingdom,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.P,			

			CC.1.4.7.Q			
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Formative Assessments	Thesis outlines, Primary Source Analysis,					
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Content Area	Social Studies	Grade	7
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Unit	Unit 4 Module 5: Ancient India					
Concepts	Learn about the ancient civilization of India, scientific advancements in metal working, medicine, and other sciences.					
Big Ideas	The people of India made many contributions in the arts and sciences.					
Essential Understandings	How does India's rich history and culture affect the world today?					
Competencies	Students will be able to develop a strong understanding of ancient Indian civilization and in detail describe why they were advanced in many scientific fields in comparison to other ancient civilizations.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			India, Hinduism, Buddhism, Religion, Caste System, Sanskrit, Ancient, Metal Working, Medicine, Science.
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.P,			

			CC.1.4.7.Q			
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Summative Assessments	DBQ Essay,					
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Unit	Unit 5 China - Module 6 & Mod 15
Concepts	Learn about the geography, history, and culture of ancient China, a culture that influences the world even today.
Big Ideas	Early Chinese dynasties encouraged art and learning, helping to shape the culture that would last for centuries in China.
Essential Understandings	How do the people, events and ideas that shaped ancient China continue to influence the world?
Competencies	Students will be able to compare and contrast ancient China to the previous ancient civilizations already learned as well as making connections to the present day with cultural influences of the past.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			China, Influence, Culture, Dynasty, Century,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J,			

			CC.1.4.7.P, CC.1.4.7.Q			
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Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
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Unit	Unit 6: Module 8: Ancient Greece					
Concepts	Learn about Greece - home to one of the great ancient civilizations					
Big Ideas	Ancient Greece was the birthplace of Western democracy, literature, philosophy, athletics, and medicine.					
Essential Understandings	Why might historians consider Ancient Greece the first Western civilization?					
Competencies	Students will be able to develop an understanding of why Greece is considered to be one of the major historical hubs of ideas, culture, and geography and how these attributes played a role in making ancient Greece one of the world's greatest treasures.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			Ancient Greece, Western Civilization, Historian, Sparta, Democracy, Medicine, Literature, Philosophy, Athletics,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I,			

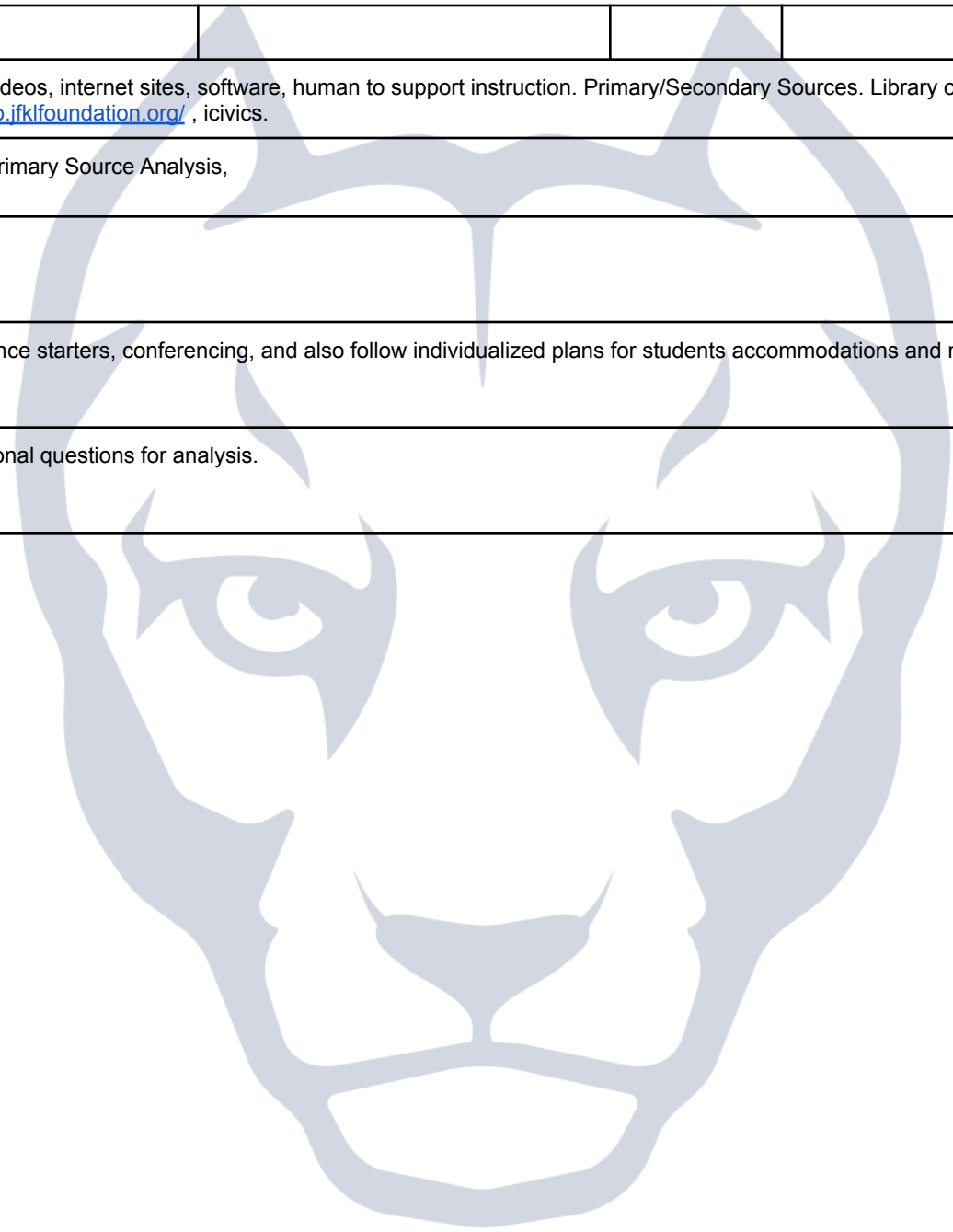
			CC.1.4.7.J, CC.1.4.7.P, CC.1.4.7.Q			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
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Unit	Unit 7 Module 10: Ancient Rome					
Concepts	Learn about Rome's growth from a small city into the center of one of the most powerful civilizations of the ancient world					
Big Ideas	Rome's willingness to accept outsiders and borrow technology from its neighbors allowed Rome to become a regional power.					
Essential Understandings	Was Rome more successful as a republic or an empire?					
Competencies	Students will be able to elaborate on the attributes that made ancient Rome one of the world's greatest civilizations and in turn be able to share what inventions, technology, and culture they created that are still used in the modern world.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			Rome, Republic, Empire, City, Senate, Gladiator, Caesar, Power, Emperor, Region
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.P, CC.1.4.7.Q			

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Unit	Unit 8 Early Religions : Module 5, 7, 11, 13					
Concepts	<p>Learn about the beginnings of Hinduism and Buddhism</p> <p>Learn about the life and death of Jesus and about the spread of Christianity in the first centuries after Jesus' death</p> <p>Learn about a religion called Islam and the leader who brought the religion's message to Arab peoples</p> <p>Learn how the beliefs and practices of Judaism connect the ancient and modern worlds?</p>					
Big Ideas	Each civilization birthed a different religion which in turned played a significant role in creating a culture, government, and society.					
Essential Understandings	How did the various world religions play a role in each ancient civilization?					
Competencies	Students will be able to compare and contrast the major religions of the ancient civilizations and in turn describe how they played a role in shaping culture and society in their daily lives.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			Religion, Christianity, Jesus, Hinduism, Buddhism, Islam, Judaism, Arab, Practice,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I,			

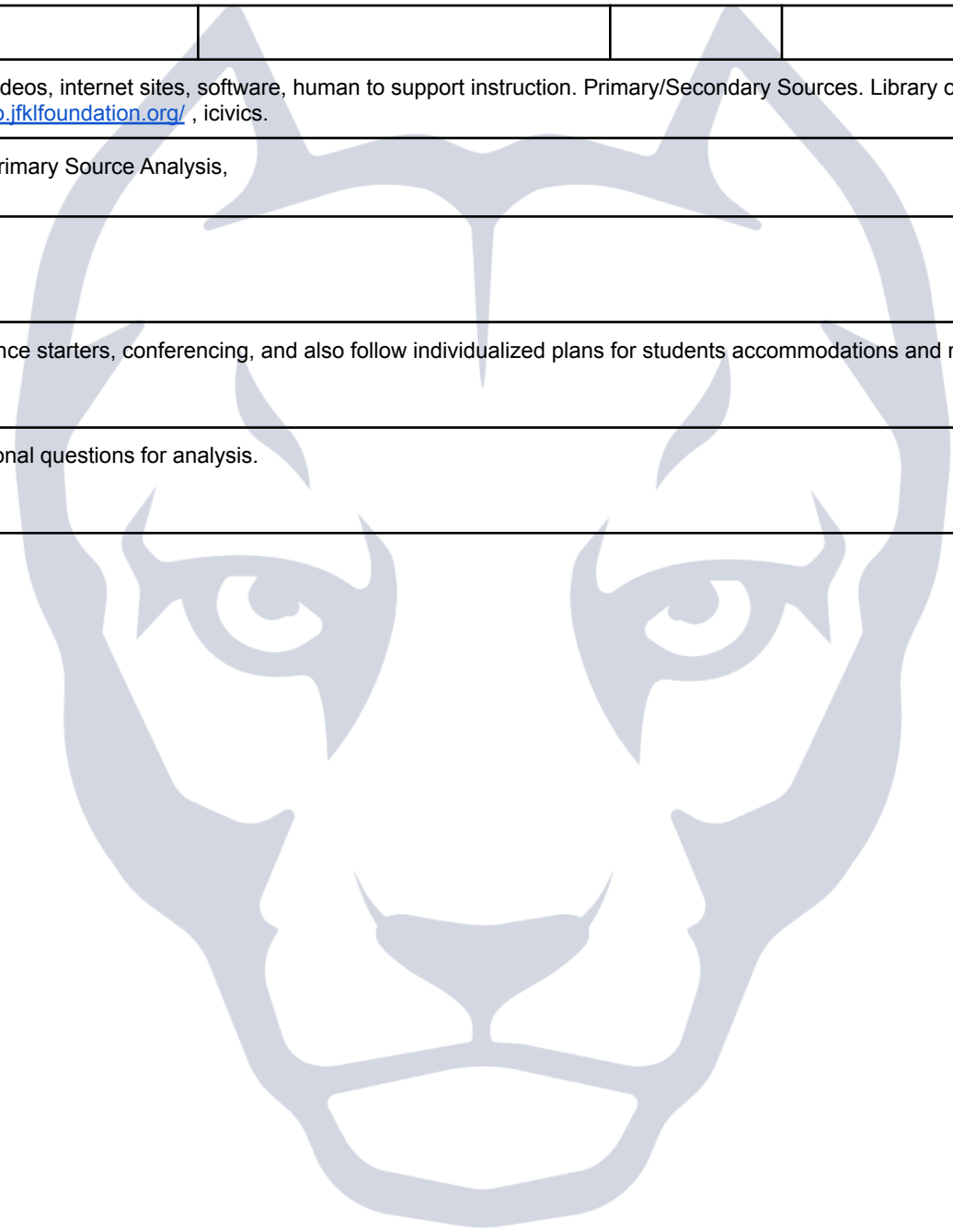
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Unit	Unit 9: Module 12: Civilizations of Eastern Europe					
Concepts	Learn about the development of the Byzantine Empire and Russia in eastern Europe					
Big Ideas	Geography, trade, and religious ties connected the civilizations of the Byzantine Empire and early Russia.					
Essential Understandings	How might trade have changed the way eastern European society developed?					
Competencies	Students will be able to explain the importance and impact the Byzantine Empire and Russia had on the development of Eastern Europe.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			Eastern Europe, Byzantine Empire, Russia, Civilizations, Trade, Geography
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.P, CC.1.4.7.Q			

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Unit	Unit 10 Module 14: Early African Civilizations					
Concepts	Learn about the geography, early cultures, and great empires of Africa Learn about the ways religion, trade, and natural resources all influenced how early African civilizations developed					
Big Ideas	Religion, trade, and natural resources all influenced how early African civilizations developed.					
Essential Understandings	What was more important for the development of African societies, trade or warfare?					
Competencies	Students will be able to develop an understanding of early African civilizations and compare and contrast these achievements to other ancient cultures throughout the world.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			Africa, Empire, Empire, Natural Resources, Religion, Trade, Influence, Warfare, Society, Sahara Desert
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.P,			

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Course Name	World Civilizations		

Unit	Unit 11: Module 16 Japan					
Concepts	Learn how Japan's geography greatly influenced the development of Japanese culture					
Big Ideas	Surrounded by water, the early Japanese were largely free from outsiders.					
Essential Understandings	How did periods of isolation followed by contact with other cultures influence the development of Japanese society?					
Competencies	Students will be able to construct thoughts about the role of geography and contact with outside cultures by Japan in shaping the development of their country.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 8.1.7.A, 8.4.7.A, 8.4.7.C,			Japan, Isolation, Culture, Geography, Influence, Development, Outsiders
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.7.B, CC.1.2.7.F, CC.1.2.7.H, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.P, CC.1.4.7.Q			

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