

The Arizona History and Social Science Standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education:

- Social studies prepares the nation's youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.

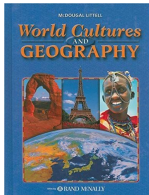
### ***Seventh Grade - Integrated Global Studies; Scientific Revolution & Enlightenment - present***

The content focus will be viewed through historical and geographic lenses. Seventh grade students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. United States history will be taught as it intersects with global issues

- Influence of the Scientific Revolution on innovation and the Enlightenment on the concept of rights
- Revolutions around the world such as the American Revolution, French Revolution, Russian Revolution, the Cultural Revolution (Mao Zedong), and Latin American revolutions
- Global imperialism and its lasting consequences on regional conflict, stability, indigenous peoples, and human movement, including slavery and involuntary migrations
- Impact of industrialization and the rise of organized labor
- Global depressions
- World War I and World War II including the time period between the wars with the rise of fascism
- Cold War including origins, nuclear deterrence, and outcome
- Global conflicts and their consequences such as the Korean War, Vietnam War, Arab-Israeli Conflict, and Gulf War
- Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

#### District Resources:

McDougal Littell



My Perspectives



World Book



Workman



**Also:** [www.classzone.com](http://www.classzone.com) Click Social Studies(middle school), click state of Az, Click GO (find book). Click on World Cultures and Geography and you will have the activities, quizzes, and resources for each unit.

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	<i>C1: Civic virtues and democratic principles are key components of the American political system.</i>	<i>E1: A financially literate individual understands how to manage income, spending, and investment.</i>	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	<i>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i>	E3: Individuals and institutions are interdependent within market systems. <i>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

#### The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions** - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions** - Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources** - Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims** - Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions** - Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action** - To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

**Year-Long Standards**

**DISCIPLINARY SKILLS AND PROCESSES**

**Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.**

- 7.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.
- 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

**Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.**

- 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP2.2 Explain how and why perspectives of people have changed over time.
- 7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

**Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions & communicate their conclusions.**

- 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
- 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.

**Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.**

- 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3 Organize applicable evidence into a coherent argument.
- 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

**Year Snapshot -Units by Quarters**

QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
PEGS & Rules, Procedures, Community Building (3 weeks )	Renaissance (2 weeks)	Reformation (2 weeks)	Scientific Revolution and Enlightenment (3 weeks)	Age of Exploration and Colonization (3 weeks)	Age of Revolution – American and French (3 weeks)	Industrial Revolution (2 weeks)	Imperialism (3 weeks)	World War I (3 weeks)	Great Depression and WWII (4 weeks)	Cold War (2 weeks)	Modern History (3 weeks)
7.C4.1 7.G3.1 7.G4.1 7.E2.1 7.E2.2 7.E3.1 7.E3.2 7.E5.2 7.G1.1 7.G1.2 7.H4.2	7.C4.1 7.C4.2 7.C4.3 7.G4.4 7.H1.2 7.H3.2 7.H3.4 7.H3.5	7.C4.1 7.C4.2 7.C4.3 7.G4.1 7.G4.4 7.H2.1 7.H2.2 7.H3.1 7.H3.4	7.C4.1 7.C4.2 7.C4.3 7.C4.4 7.G4.1 7.G4.4 7.H1.2 7.H3.1 7.H3.4 7.H3.5	7.C4.1, 7.E5.1 7.E5.3, 7.G1.1 7.G1.2, 7.G2.1 7.G2.2, 7.G3.1 7.G3.2, 7.G3.3 7.G3.4, 7.G4.1 7.G4.2, 7.G4.3 7.G4.4, 7.H1.1 7.H1.2, 7.H2.1 7.H3.1, 7.H3.2 7.H3.4, 7.H3.5 7.H4.1	7.C4.1 7.C4.4 7.E3.3 7.E3.4 7.E5.2 7.G3.1 7.G3.4 7.G4.4 7.H2.1 7.H2.2 7.H3.2 7.H3.3 7.H3.4	7.C4.1 7.C4.4 7.E3.3 7.E3.4 7.E5.2 7.G3.1 7.G3.4 7.G4.4 7.H1.2 7.H3.1 7.H3.4 7.H3.5	7.H1.1, 7.H2.1 7.H2.2, 7.H3.2 7.H3.4, 7.H4.1 7.G1.2, 7.G2.1 7.G2.2, 7.G3.1 7.G3.2, 7.G3.3 7.G3.4, 7.G4.1 7.G4.3, 7.G4.4	7.C2.1, 7.C4.3 7.E2.1, 7.G1.1 7.G1.2, 7.G3.1 7.G4.4, 7.H1.2 7.H2.1, 7.H2.2 7.H3.1, 7.H3.2 7.H3.3, 7.H3.4 7.H3.5	7.C2.1, 7.C4.3 7.C2.1, 7.C4.3 7.E2.1, 7.E5.1 7.E5.3, 7.G1.1 7.G2.1, 7.G2.2 7.H1.1, 7.H1.2 7.H2.1, 7.H2.2 7.H3.1, 7.H3.2 7.H3.4, 7.H3.5 7.H4.1	7.C2.1, 7.C4.1 7.C4.3, 7.C4.4 7.E5.2, 7.G1.1 7.G2.1, 7.G2.2 7.G3.1, 7.G4.1 7.H1.1, 7.H1.2 7.H2.1, 7.H2.2 7.H3.1, 7.H3.2 7.H3.5	<i>Standards will vary by topic selected</i>

Standard	ELA	ELP Standard	Rationale
7.SP2.3, 7.SP3.2, 7.SP3.4	7.RL.1, 7.RL.2, 7.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can quote accurately from a text, determine themes, and compare and contrast characters.
7.SP3.5	7.RL.4	Standard 2	Content Standards to pull literature from include the following: 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G1.1, 7.G1.2, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2
	7.RL.5	Standard 1	
	7.RL.6		
7.SP1.1, 7.SP1.2, 7.SP1.3, 7.SP2.1, 7.SP2.2, 7.SP2.3, 7.SP3.2, 7.SP3.3, 7.SP3.4	7.RL.7	Standard 1	
	7.RL.9		
7.SP1.1, 7.SP1.2, 7.SP1.4, 7.SP2.1, 7.SP2.2, 7.SP2.3, 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2	7.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
7.SP1.1, 7.SP1.4, 7.SP3.1, 7.SP3.2,	7.RI.1, 7.RI.2, 7.RI.3	Standard 1	Content Standards to use for informational texts include: 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G1.1, 7.G1.2, 7.G2.1, 7.G2.2, 7.G3.1
7.SP3.2, 7.SP3.3, 7.SP3.4, 7.SP3.5	7.RI.4	Standard 2	7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2
	7.RI.5	Standard 1	
	7.RI.6		
7.SP3.6, 7.SP3.7, 7.SP4.1, 7.SP4.2, 7.SP4.3, 7.SP4.4	7.RI.7	Standard 1	
	7.RI.8	Standard 8	
	7.RI.9		
7.SP1.1, 7.SP1.2, 7.SP1.4, 7.SP2.1, 7.SP2.2, 7.SP2.3, 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2	7.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2, 7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.E5.4, 7.E5.5, 7.E5.6, 7.E5.7, 7.E5.8, 7.E5.9, 7.E5.10	7.W.1	Standard 4, 8, 9	Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.
	7.W.2, 7.W.3	Standards 3, 9	
	7.W.4	Standard 9	
7.G1.1, 7.G1.2, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2	7.W.5	Standard 5	
	7.W.6	Standard 6	
	7.W.7, 7.W.8, 7.W.9	Standard 7	
	7.W.10		
7.SP1.1, 7.SP1.2, 7.SP1.3, 7.SP1.4,	7.SL.1	Standard 6	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement. These include: 7.C2.1, 7.C4.1, 7.C4.2, 7.C4.3, 7.C4.4, 7.E2.1, 7.E2.2, 7.E3.1, 7.E3.2,
	7.SL.2	Standard 1	
	7.SL.3	Standard 8	
7.SP3.6, 7.SP3.7, 7.SP4.1, 7.SP4.2,	7.SL.4	Standard 3, 4, 7, 9	
	7.SL.5		

7.SP4.3, 7.SP4.4	7.SL.6	Standard 5	7.E3.3, 7.E3.4, 7.E5.1, 7.E5.2, 7.E5.3, 7.G1.1, 7.G1.2, 7.G2.1, 7.G2.2, 7.G3.1, 7.G3.2, 7.G3.3, 7.G3.4, 7.G4.1, 7.G4.2, 7.G4.3, 7.G4.4, 7.H1.1, 7.H1.2, 7.H2.1, 7.H2.2, 7.H3.1, 7.H3.2, 7.H3.3, 7.H3.4, 7.H3.5, 7.H4.1, 7.H4.2
	7.L.1, 7.L.2, 7.L.3	Standard 1	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	7.L.4, 7.L.5	Standard 2	
	7.L.6	Standards 4, 5, 8	

### 7th Grade History and Social Science Standards Reference

#### CIVICS

*Citizens have individual rights, roles, and responsibilities.*

7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.

*Process, rules, and laws direct how individuals are governed and how society addresses problems.*

7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.

7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.

7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.

Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.

#### ECONOMICS

*By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.*

7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.

Individuals and institutions are interdependent within market systems.

7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.

7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.

7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.

7.E3.4 Explain ways in which money facilitates exchange.

*The interconnected global economy impacts all individuals and groups in significant and varied ways.*

7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.

7.E5.2 Compare the various economic systems.

7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

#### GEOGRAPHY

*The use of geographic representations and tools helps individuals understand their world.*

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

- Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

*Human-environment interactions are essential aspects of human life in all societies.*

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

*Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.*

7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.

7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

*Global interconnections and spatial patterns are a necessary part of geographic reasoning.*

7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.

7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions

7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

**HISTORY**

*The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.*

7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.

7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.

*Cycles of conflict and cooperation have shaped relations among people, places, and environments.*

7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.

7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.

*Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.*

7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.

7.H3.2 Analyze how economic and political motivations impact people and events.

7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.

7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.

*Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.*

7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.

7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.

Quarter 1			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
<b>Unit 1: PEGS &amp; Rules, Procedures, Community Building (3 weeks)</b>			
7.E2.1 7.E2.2 7.E3.1 7.E3.2 7.E5.2 7.G1.1 7.G1.2 7.H4.2	<p><b>Political</b></p> <ul style="list-style-type: none"> <li>○ Government types: Oligarchy, Monarchy, Theocracy, Democracy, Anarchy, Republic</li> <li>○ Explain the role(s) of government</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>○ Geographical boundaries (continent, countries, cities)</li> <li>○ Identify landforms on a world map. (mountains, lakes, rivers, etc)</li> <li>○ Five themes of geography: location, place, human interaction, movement, regions</li> <li>○ Tools of a map to interpret the information provided</li> <li>○ Absolute and relative location (latitude and longitude)</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>○ Law of supply and demand</li> <li>○ Scarcity, need for raw materials</li> <li>○ Opportunity cost</li> <li>○ Factors of production</li> <li>○ Market vs command economy</li> </ul>	constitution government authority conflict employment supply demand finance environment climate natural resource culture language traditions values morals	<p><i>McDougal Littell :</i></p> <ul style="list-style-type: none"> <li>● Chapter 2 Section 1 - The Five Themes of Geography</li> </ul> <p><i>My Perspectives:</i>                      6th Grade Unit 5 - Exploration (Geography, Culture))</p> <ul style="list-style-type: none"> <li>● <a href="#">A Long Way Home</a></li> </ul> <p><i>World Book:</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Political</a></li> <li>● Social Studies Power                             <ul style="list-style-type: none"> <li>○ <a href="#">Culture</a></li> <li>○ <a href="#">Parts of the World</a></li> <li>○ <a href="#">Types of Government</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Private vs public ownership of property</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Parts of culture: family, language, traditions, history, arts, food, religion, morals/values,</li> <li>Cultural diffusion/fluidity of culture across civilizations</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">What is an Economy?</a></li> <li><a href="#">A Global Economy</a></li> <li><a href="#">How Business Works</a></li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Unit 2: Renaissance (2 weeks)</b>			
<p>7.C4.1 7.G3.1 7.G4.1 7.G4.4 7.H1.2 7.H3.2 7.H3.4 7.H3.5</p>	<ul style="list-style-type: none"> <li>Major artistic, literary, and technological contributions of individuals during the Renaissance:             <ul style="list-style-type: none"> <li>Petrarch</li> <li>The Medici Family</li> <li>Machiavelli</li> <li>Gutenberg</li> <li>Leonardo da Vinci</li> <li>Raphael</li> <li>Michelangelo</li> </ul> </li> <li>Characteristics of Renaissance humanism in works of art.</li> </ul>	<p>secularism humanism usury patron Cosmi De'medici Leonardo Da Vinci Michelangelo Raphael printing press <i>the prince</i> Gutenberg</p>	<p><b>McDougal Littell :</b></p> <ul style="list-style-type: none"> <li>Chapter 11 Section 1, 2 and 3</li> </ul> <p><b>World Book:</b></p> <ul style="list-style-type: none"> <li><a href="#">Renaissance</a></li> <li>Timeline             <ul style="list-style-type: none"> <li><a href="#">The Renaissance</a></li> </ul> </li> </ul> <p><b>Workman <i>World History Notebook</i>:</b></p> <ul style="list-style-type: none"> <li><i>The Renaissance</i> Pgs 214-224</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Unit 3::Reformation (2 weeks)</b>			
<p>7.C4.1 7.C4.2 7.C4.3 7.G4.1 7.G4.4 7.H2.1 7.H2.2 7.H3.1 7.H3.4</p>	<ul style="list-style-type: none"> <li>Significance and authority of the Catholic Church</li> <li>Origins and outcomes of the overall Protestant Movement:             <ul style="list-style-type: none"> <li>Luther's 95 Theses</li> <li>Transition of power from the Church to secular authorities</li> <li>Changing role of religion in daily life</li> <li>Religious divisions across cultures (ex.Huguenots/ Catholics in France)</li> </ul> </li> <li>Leaders and their respective movements:             <ul style="list-style-type: none"> <li>Martin Luther - Lutheranism</li> <li>John Calvin - Calvinism</li> <li>Henry VIII - Anglicanism</li> <li>Ferdinand and Isabella - Spanish Inquisition</li> </ul> </li> </ul>	<p>Protestantism 95 theses relics indulgences excommunication Martin Luther peace of Augsburg John Calvin King Henry Viii Spanish Armada Huguenots Edict Of Nantes inquisition</p>	<p><b>McDougal Littell :</b></p> <ul style="list-style-type: none"> <li>Chapter 11 Section 1, 2 and 3</li> </ul> <p><b>World Book:</b></p> <ul style="list-style-type: none"> <li><a href="#">Reformation</a></li> <li><a href="#">Religious Discrimination</a></li> <li>Timeline             <ul style="list-style-type: none"> <li><a href="#">The Reformation</a></li> </ul> </li> </ul> <p><b>Workman <i>World History Notebook</i>:</b></p> <ul style="list-style-type: none"> <li><i>The Reformation</i> Pgs 224 -234</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Quarter 2</b>			
<b>AZ State Standards</b>	<b>Background Information and Learning Targets</b>	<b>Vocabulary</b>	<b>Curricular Resources</b>
<b>Unit 4: Scientific Revolution and Enlightenment (3 weeks)</b>			
<p>7.C4.1 7.C4.2 7.C4.3</p>	<ul style="list-style-type: none"> <li>Important leaders and their contributions             <ul style="list-style-type: none"> <li>Sir Francis Bacon - Scientific Method</li> </ul> </li> </ul>	<p>scientific method Geocentric/ Heliocentric Nicolaus Copernicus</p>	<p><b>McDougal Littell :</b></p> <ul style="list-style-type: none"> <li>Ch 11 Sec 3 - The Age of Revolution</li> </ul>



<p>7.C4.4 7.G4.1 7.G4.4 7.H1.2 7.H3.1 7.H3.4 7.H3.5</p>	<ul style="list-style-type: none"> <li>○ Astronomers - Galileo &amp; Copernicus/Heliocentrism, Kepler/Planetary Orbits</li> <li>○ Newton - Gravity, Calculus, Laws of Motion</li> <li>○ Descartes - Modern philosophy</li> <li>○ John Locke - social contract, tabula rasa, influences on early American government</li> <li>○ Rousseau - human nature</li> </ul>	<p>Elliptical Galileo Newton Descartes Enlightened despot John Locke Rousseau Social contract</p>	<p><b>World Book:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Enlightenment</a></li> </ul> <p><b>Workman <i>World History</i>:</b></p> <ul style="list-style-type: none"> <li>● <i>The Scientific Revolution and The Enlightenment</i> Pgs 266-276</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<p><b>Unit 5: Age of Exploration and Colonization (3 weeks)</b></p>			
<p>7.C4.1 7.E5.1 7.E5.3 7.G1.1 7.G1.2 7.G2.1 7.G2.2 7.G3.1 7.G3.2 7.G3.3 7.G3.4 7.G4.1 7.G4.2 7.G4.3 7.G4.4 7.H1.1 7.H1.2 7.H2.1 7.H3.1 7.H3.2 7.H3.4 7.H3.5 7.H4.1</p>	<ul style="list-style-type: none"> <li>● Motivations for European exploration:             <ul style="list-style-type: none"> <li>○ Northwest Passage</li> <li>○ Spread of religion(s)</li> </ul> </li> <li>● European explorations and outcomes: Columbus, Cortes, Pizarro, Magellan, Hudson, Cartier, Champlain, etc.</li> <li>● Columbian Exchange - causes, results, long-term effects</li> <li>● Development of European colonies/empires in the New World - colonization, mercantilism</li> <li>● Colonies of the New World             <ul style="list-style-type: none"> <li>○ Spain - New Spain, Spanish Philippines, Caribbean, God, Gold, Glory</li> <li>○ France - New France/Quebec, fur trade</li> <li>○ Great Britain - 13 colonies, triangle trade, Pacific islands, different regions</li> </ul> </li> <li>● European slave trade (part of Triangle Trade in GB colonies) causes, institutionalization across New World</li> <li>● Colonial conflicts             <ul style="list-style-type: none"> <li>○ Native Americans vs settlers (throughout different colonies)</li> <li>○ 7 Years War - causes, results, outcomes</li> </ul> </li> </ul>	<p>Prince Henry the Navigator Vasco Da Gama Christopher Columbus Hernan Cortes Francisco Pizarro Inca Empire Aztec Empire conquistador Amerigo Vespucci Ferdinand Magellan Circumnavigate immunity Jamestown colony pilgrims Plymouth Seven Years War Guerrilla Warfare</p>	<p><b>McDougal Littell :</b></p> <ul style="list-style-type: none"> <li>● Ch 6 Sec 2 Ancient Latin America</li> <li>● Ch 7 Sec 1 - The Roots of Modern Mexico</li> <li>● Ch 11 Sec 2 - Traders, Explorers and Colonists</li> </ul> <p><b>World Book Links:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Exploration</a></li> <li>● <a href="#">Colonization</a></li> <li>● Social Studies Power             <ul style="list-style-type: none"> <li>○ <a href="#">English Exploration</a></li> <li>○ <a href="#">French Exploration</a></li> <li>○ <a href="#">Spanish Exploration</a></li> <li>○ <a href="#">Ancient Exploration</a></li> </ul> </li> <li>● Timelines             <ul style="list-style-type: none"> <li>○ <a href="#">Christopher Columbus</a></li> <li>○ <a href="#">Lewis and Clark Expedition</a></li> <li>○ <a href="#">Exploring the World</a></li> </ul> </li> <li>● <a href="#">eBooks</a> <ul style="list-style-type: none"> <li>○ The Aztec</li> <li>○ The Inca</li> <li>○ The Maori</li> </ul> </li> </ul> <p><b>Workman <i>World History</i>:</b></p> <ul style="list-style-type: none"> <li>● <i>Europe Sets Sail</i> Pgs 235-247</li> <li>● <i>Europe Explores Asia</i> Pgs 248-254</li> <li>● <i>American Colonies</i> Pgs 255 - 264</li> </ul>
<p><b>Unit 6: Age of Revolution – American and French (3 week)</b></p>			
<p>7.C4.1 7.C4.3 7.C4.4 7.G3.3 7.G4.4 7.H2.1</p>	<ul style="list-style-type: none"> <li>● American Revolution             <ul style="list-style-type: none"> <li>○ Causes - taxation, British mismanagement, cultural differences between colonials and British</li> <li>○ Results - American independence, foundations of the new republic</li> </ul> </li> <li>● French Revolution</li> </ul>	<p>Republic Constitution King George III Declaration of Independence separation of powers</p>	<p><b>McDougal Littell :</b></p> <ul style="list-style-type: none"> <li>● Ch 7 Sec 2 - Mexican Revolution</li> <li>● Ch 8 Sec 2 - Independence and Revolution</li> <li>● Ch 9 Sec 1 - Establishing Independence</li> <li>● Ch 11 Sec 3 - Age of Revolution</li> </ul>



<p>7.H2.2 7.H3.2 7.H3.3 7.H3.4</p>	<ul style="list-style-type: none"> <li>○ Causes - widening economic disparities, social disconnect between populace and nobility, over taxation of lower class, Enlightenment philosophies on rights and humanities</li> <li>○ Concepts - natural rights, liberty from oppression, economic and social equality, national fraternity, popular sovereignty, universal suffrage, political spectrum (conservative to liberal, reactionary)</li> <li>● Napoleonic France             <ul style="list-style-type: none"> <li>○ Birth from failed French republic - plebiscites, consolidation of power by 1802</li> <li>○ Napoleonic Code, consolidation of Revolutionary goals into lasting reforms under</li> <li>○ Napoleonic Wars</li> <li>○ End of French dominance in Europe with fall of Napoleon</li> </ul> </li> </ul>	<p>natural rights King Louis XVI Estates-General Bourgeoisie Proletariat suffrage Tennis Court Oath Declaration of the Rights of Man and of the Citizen Guillotine Napoleon Bonaparte</p>	<p><i>World Book Links:</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Revolution</a></li> <li>● <a href="#">American Independence</a></li> <li>● Social Studies Power             <ul style="list-style-type: none"> <li>○ <a href="#">What is a Revolution?</a></li> <li>○ <a href="#">The American Revolution</a></li> <li>○ <a href="#">International Cooperation</a></li> </ul> </li> <li>● Timelines             <ul style="list-style-type: none"> <li>○ <a href="#">United States: Revolutionary War Years</a></li> </ul> </li> </ul> <p><i>Workman World History Notebook:</i></p> <ul style="list-style-type: none"> <li>● <i>Monarchies Rise in Europe</i> (background) Pgs. 277- 286</li> <li>● <i>The American Revolution</i> Pgs. 287 - 296</li> <li>● <i>The French Revolution</i> Pgs. 297 - 306</li> <li>● <i>Nationalism Across Europe and Independence Movements in South Africa and Haiti</i> Pgs 307-314</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
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**Quarter 3**

AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
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**Unit 7: Industrial Revolution (2 weeks)**

<p>7.C4.1 7.C4.4 7.E3.3 7.E3.4 7.E5.2 7.G3.1 7.G4.4 7.H1.2 7.H3.1 7.H3.4 7.H3.5</p>	<ul style="list-style-type: none"> <li>● Concepts             <ul style="list-style-type: none"> <li>○ Origins in the British textile industry</li> <li>○ effects of machines replacing skilled labor - see Luddites</li> <li>○ capitalism driving innovation and invention of new technologies</li> <li>○ Application of capitalist ideals to industrialism</li> <li>○ Rise of communism/socialism movements in response to unfettered capitalist industrialism                 <ul style="list-style-type: none"> <li>▪ growth and early struggles of unions</li> <li>▪ rise of communism in Europe</li> <li>▪ Russian Revolution</li> </ul> </li> <li>○ Outcomes of mass production of goods</li> <li>○ Decrease in wages and overall working conditions in industrial capacities</li> <li>○ Results of increased need for labor force - child labor, women in the workforce</li> <li>○ Growth of urban centers</li> </ul> <li>● Effects of new technology (inventions/innovations) on societies             <ul style="list-style-type: none"> <li>○ Cotton gin - increase in slavery</li> </ul> </li> </li></ul>	<p>worker’s rights child labor labor union Urbanization steam engine telegraph Morse Code mass production cotton gin locomotive child labor Wright Brothers Capitalism Communism Bolshevik Vladimir Lenin</p>	<p><i>McDougal Littell :</i></p> <ul style="list-style-type: none"> <li>● Ch 11 Sec 3 - Age of Revolution</li> <li>● Ch 11 Sec 4 - The Russian Empire</li> <li>● Ch 12 Sec 1 - European Empires</li> </ul> <p><i>My Perspectives:</i> Unit 3 - Turning Points</p> <ul style="list-style-type: none"> <li>● “A Christmas Carol”</li> </ul> <p><i>World Book:</i></p> <ul style="list-style-type: none"> <li>● Social Studies Power             <ul style="list-style-type: none"> <li>○ <a href="#">Building and Manufacturing</a></li> </ul> </li> <li>● Timelines             <ul style="list-style-type: none"> <li>○ <a href="#">Inventions that Changed the World 1800BC - 2007</a></li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Railroads/Locomotives, Automobiles, Airplanes - transportation of people and goods</li> <li>○ Telegraph, Telephone, Radio - rapid communication</li> <li>○ Production machines - enable mass production of goods</li> </ul>		<p>Workman <b>World History Notebook:</b></p> <ul style="list-style-type: none"> <li>● <i>The Industrial Revolution</i> Pgs 325-337</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Unit 8: Imperialism (3 weeks)</b>			
<p>7.H1.1 7.H2.1 7.H2.2 7.H3.2 7.H3.4 7.H4.1 7.G1.2 7.G2.1 7.G2.2 7.G3.1 7.G3.2 7.G3.3 7.G3.4 7.G4.1 7.G4.3 7.G4.4</p>	<ul style="list-style-type: none"> <li>● New Imperialism (Africa, Asia, the Pacific)             <ul style="list-style-type: none"> <li>○ Compare/contrast to Old Imperialism (Americas)</li> <li>○ Imperialism in Africa                 <ul style="list-style-type: none"> <li>▪ Race for Africa - who owns what (areas, resources)</li> <li>▪ Treatment of indigenous peoples - abused workforce, reduction or total loss of political power</li> <li>▪ Stripping of any and all resources for European home nation</li> </ul> </li> <li>○ Imperialism in Asia                 <ul style="list-style-type: none"> <li>▪ Development of British India, French Indochina</li> <li>▪ Imperialism in China</li> <li>▪ Opium Wars, spheres of influence, extraterritoriality</li> <li>▪ Rise of Japan as Asian imperial power</li> <li>▪ Meiji Restoration</li> <li>▪ Modernization of Japanese gov't, economy</li> <li>▪ Reasons for and results of Japanese imperialism/expansionism into 20th century - Sino-Japanese and Russo-Japanese Wars, control of Korea</li> </ul> </li> </ul> </li> <li>● Causes of imperialism             <ul style="list-style-type: none"> <li>○ need for raw materials, luxury goods</li> <li>○ European political competition</li> </ul> </li> <li>● Effects and Outcomes of imperialism             <ul style="list-style-type: none"> <li>○ Spread of global trade - raw materials to empires, new technologies and sciences to third world</li> <li>○ Growth of European imperial rivalries (Germany, GB)</li> <li>○ imperial conflict (Boer Wars, Opium Wars, etc.)</li> <li>○ Destruction of native cultures and lands</li> <li>○ Long-term implications (after withdrawal of European powers post-WWII)</li> </ul> </li> </ul>	<p>Indigenous East India Company Opium War Partition Exploit Extraterritoriality Scramble for Africa Meiji Restoration Self-determination Sphere of influence</p>	<p><b>McDougal Littell :</b></p> <ul style="list-style-type: none"> <li>● Ch 15 - North Africa and Southwest Asia: Place and Times</li> <li>● Ch 17 - Africa south of the Sahara: Geography and History</li> <li>● Ch 18 - Western and Central Africa</li> <li>● Ch 19 - Eastern and Southern Africa</li> <li>● Ch 20 - Southern Asia: Place and Times</li> <li>● Ch 21 - India and Its Neighbors</li> <li>● Ch 24 - China and Its Neighbors</li> </ul> <p><b>World Book:</b></p> <ul style="list-style-type: none"> <li>● Social Studies Power             <ul style="list-style-type: none"> <li>○ <a href="#">Colonization and Imperialism</a></li> <li>● <a href="#">Timelines - World History</a></li> </ul> </li> </ul> <p><b>Workman <i>World History Notebook:</i></b></p> <ul style="list-style-type: none"> <li>● The European Quest for Imperialism Pgs 343-352</li> <li>● The Scramble for Africa Pgs. 353-359</li> <li>● Reactions to Colonization Pgs. 377-386</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Unit 9: World War I (3 weeks)</b>			
<p>7.SP1.2 7.SP1.3 7.SP1.4 7.SP2.1 7.SP2.3 7.SP3.1 7.SP3.2 7.SP3.4 7.SP4.1 7.SP4.2 7.SP4.3 7.C2.1</p>	<ul style="list-style-type: none"> <li>● Causes - Militarism, Alliances, Imperialism, Nationalism, assassination of Archduke Franz Ferdinand</li> <li>● Military Developments and Tactics             <ul style="list-style-type: none"> <li>○ Trench Warfare - effects on progress and type of war, soldier morale and expectancy at front, overall course of the war from 1914 - 1918                 <ul style="list-style-type: none"> <li>▪ Schlieffen Plan, German violation of Belgian neutrality, development of fronts (West, East, Southern), Russian ineptitude and eventual surrender due to Russian Revolution</li> </ul> </li> <li>○ Technologies - machine weapons, tanks, submarines, airplanes</li> </ul> </li> <li>● Effects of industrialization of the scale of the war             <ul style="list-style-type: none"> <li>○ Mass produced goods (weapons, uniforms, etc.) causes increased casualties</li> </ul> </li> </ul>	<p>Nationalism alliance militarism Imperialism stalemate Armistice reparations mobilization eastern front western front southern Front central powers</p>	<p><b>McDougal Littell :</b></p> <ul style="list-style-type: none"> <li>● Ch 12 Sec 2 Europe at War</li> </ul> <p><b>World Book:</b></p> <ul style="list-style-type: none"> <li>● Social Studies Power             <ul style="list-style-type: none"> <li>○ <a href="#">World War I</a></li> <li>● Timeline                 <ul style="list-style-type: none"> <li>○ <a href="#">World War I</a></li> </ul> </li> <li>● <a href="#">eBooks</a> <ul style="list-style-type: none"> <li>○ World War I</li> </ul> </li> </ul> </li> </ul>

<p>7.C4.3 7.E2.1 7.G1.1 7.G1.2 7.G3.1 7.G4.4 7.H1.2 7.H2.1 7.H2.2 7.H3.1 7.H3.2 7.H3.3 7.H3.4 7.H3.5</p>	<ul style="list-style-type: none"> <li>○ Increased public attention and information from mass media at home</li> <li>● Total War Aspects of WWI             <ul style="list-style-type: none"> <li>○ Activation of home-front initiatives amongst civilian populace - propaganda,</li> <li>○ Selective Service Act/Draft</li> <li>○ Women’s replacement of men in home economies - industrial labor force, women volunteers in combat zones</li> </ul> </li> <li>● Results and Aftermath of WWI and Treaty of Versailles             <ul style="list-style-type: none"> <li>○ League of Nations</li> <li>○ German blame, reparations, and disarmament</li> <li>○ Fear of future major conflicts</li> <li>○ Rise of new nations (self-determination at work) - Turkey, etc.</li> <li>○ Spanish Flu Epidemic</li> <li>○ Birth of Lost Generation - literature, art, musical impact</li> </ul> </li> </ul>	<p>allied powers Ultimatum Neutrality artillery Communism pandemic</p>	<p>Workman <b>World History Notebook</b>: ● <i>World War I</i> Pgs. 387-408</p> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
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**Quarter 4**

AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
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**Unit 10: Great Depression and WWII (4 weeks)**

<p>7.SP1.1 7.SP1.2 7.SP1.3 7.SP1.4 7.SP2.1 7.SP2.3 7.SP3.5 7.SP3.7 7.SP4.1 7.SP4.2 7.SP4.3 7.SP4.4 7.C2.1 7.C4.3 7.E2.1 7.E5.1 7.E5.3 7.G1.1 7.G2.1 7.G2.2 7.H1.1 7.H1.2 7.H2.1 7.H2.2 7.H3.1 7.H3.2 7.H3.4 7.H3.5 7.H4.1</p>	<ul style="list-style-type: none"> <li>● Causes of Great Depression             <ul style="list-style-type: none"> <li>○ Global isolationism (tariffs, trade deals)</li> <li>○ American stock market crash</li> <li>○ German economic collapse</li> </ul> </li> <li>● Impact of Great Depression/Causes of WWII             <ul style="list-style-type: none"> <li>○ German inability to pay reparations, French seizure of German Ruhr</li> <li>○ Rise of national fascism in Germany, Italy                 <ul style="list-style-type: none"> <li>■ Failure of democratic government, fears of socialism - Weimar Republic, Italian Liberal Party</li> <li>■ need for economic recovery spurred by military rearmament and military industrial complex</li> <li>■ Events - rise of Mussolini, election of Nazis/Hitler, Nuremberg Laws, remilitarization of Rhineland, Anschluss, appeasement (Sudetenland)</li> <li>■ Major Events of WWII in Europe</li> </ul> </li> <li>○ German invasion of Poland, resulting attack on France, French defeat, Battle of Britain</li> <li>○ German invasion of Eastern Europe, USSR - fascist alliances in Balkans, Siege of Leningrad, Battle of Stalingrad, defeat at Moscow</li> <li>○ American and British invasion of Normandy, resulting liberation of France</li> <li>○ Battle of the Bulge, Soviet capture of Berlin, V-E Day</li> </ul> </li> <li>● Major Events of WWII in Asia             <ul style="list-style-type: none"> <li>○ Japanese invasion of China - capture of Beijing, Shanghai, Nanking</li> <li>○ Chinese retreat, reconciliation between communists and nationalists (see later: Chinese Revolution in Cold War unit)</li> <li>○ Japanese invasion of Burma, Indochina</li> <li>○ Japanese attack on Pearl Harbor, American holdings in Pacific</li> <li>○ Japanese defeats by American forces across Pacific</li> <li>○ Atomic bombings of Hiroshima and Nagasaki</li> </ul> </li> </ul>	<p>fascism totalitarianism dictator Adolf Hitler Benito Mussolini appeasement allied powers axis power concentration camp island-hopping Winston Churchill Weimar Republic Nazi final solution Battle Of Britain Battle Of Stalingrad D-Day Battle Of The Bulge Pearl Harbor Hiroshima Nagasaki United Nations Franklin D. Roosevelt</p>	<p><i>McDougal Littell</i> :</p> <ul style="list-style-type: none"> <li>● Ch 12 Sec 2 Europe at War</li> <li>● Ch 24 Sec 5 Establishing Modern Japan</li> </ul> <p><i>My Perspectives</i>:</p> <p>7th Grade Unit 5 - Facing Adversity</p> <ul style="list-style-type: none"> <li>● <a href="#">The Dust Bowl</a></li> <li>● excerpt from <a href="#">The Grapes of Wrath</a></li> </ul> <p>7th Grade Unit 3 - Turning Points</p> <ul style="list-style-type: none"> <li>● Noor Inayat Khan from Women Heroes of WWII</li> </ul> <p>8th Grade Unit 2 - <a href="#">The Holocaust</a></p> <ul style="list-style-type: none"> <li>● <a href="#">The Diary of Anne Frank</a></li> <li>● <a href="#">Acceptance Speech for the Nobel Peace Prize</a></li> <li>● excerpt from <a href="#">Maus</a></li> <li>● television transcript <a href="#">Saving the Children</a></li> <li>● <a href="#">A Great Adventure in the Shadow of War</a></li> <li>● <a href="#">Irena Sendler - Rescuer of the Children of Warsaw</a></li> <li>● <a href="#">Quiet Resistance from Courageous Teen Resisters</a></li> <li>● <a href="#">Remembering a Devoted Keeper of Anne Frank's Legacy</a></li> <li>● <a href="#">I'll Go Fetch Her Tomorrow</a> from <a href="#">Hidden Like Anne Frank</a></li> </ul>
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	<ul style="list-style-type: none"> <li>● Holocaust                             <ul style="list-style-type: none"> <li>○ Blame on Jewish peoples, minorities for WWI loss, Treaty of Versailles terms against Germany</li> <li>○ Nuremberg Laws - enactment, world reception</li> <li>○ Growth of relocation efforts (early concentration camps, used for political prisoners, dissidents, undesirables)</li> <li>○ Final Solution - wartime efforts, expansion to conquered territories, complacency and collaboration amongst German and conquered populations</li> <li>○ Resistance efforts</li> </ul> </li> <li>● Results of WWII                             <ul style="list-style-type: none"> <li>○ Birth of United Nations</li> <li>○ Beginnings of new nations in Africa, Asia, Middle East, Pacific - creation of Israel</li> <li>○ American assistance in Japanese recovery post-war</li> <li>○ Growth of rivalry between Western and Eastern Europe, communism vs democratic capitalism                                     <ul style="list-style-type: none"> <li>■ development of NATO vs Warsaw Pact/Eastern Block</li> </ul> </li> </ul> </li> </ul>		<p><i>World Book:</i></p> <ul style="list-style-type: none"> <li>● Social Studies Power                             <ul style="list-style-type: none"> <li>○ <a href="#">World War II</a></li> </ul> </li> <li>● Timeline                             <ul style="list-style-type: none"> <li>○ <a href="#">World War II Asia and the Pacific</a></li> <li>○ <a href="#">World War II Europe and Northern Africa</a></li> </ul> </li> <li>● <a href="#">eBooks</a> <ul style="list-style-type: none"> <li>○ The Great Depression</li> <li>○ World War II in Europe</li> <li>○ World War II—Asian and Pacific Fronts</li> <li>○ World War II—European and North African Fronts</li> </ul> </li> </ul> <p><i>Workman <b>World History Notebook:</b></i></p> <ul style="list-style-type: none"> <li>● <i>The Great Depression</i> Pgs. 409-414</li> <li>● <i>World War II</i> Pgs. 427-448</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Unit 11: Cold War (2 weeks)</b>			
<p>7.C2.1 7.C4.1 7.C4.3 7.C4.4 7.E5.2 7.G1.1 7.G2.1 7.G2.2 7.G3.1 7.G4.1 7.H1.1 7.H1.2 7.H2.1 7.H2.2 7.H3.1 7.H3.2 7.H3.5</p>	<ul style="list-style-type: none"> <li>● Development of post-war tensions                             <ul style="list-style-type: none"> <li>○ Berlin Airlift, Separation of Germany</li> </ul> </li> <li>● Cold War Conflicts - causes, events, and outcomes taught within sub-units on following major Cold War flare-ups:                             <ul style="list-style-type: none"> <li>○ Chinese Communist Revolution</li> <li>○ Korean War</li> <li>○ Cuban Missile Crisis</li> <li>○ Vietnam War</li> </ul> </li> <li>● Cultural “war” aspects - sports, scientific achievements, etc.</li> <li>● Fall of Soviet Union, collapse of Eastern Block - causes, revolutions amongst satellite nations</li> </ul>	<p>Warsaw Pact NATO Cuban Missile Crisis Ho Chi Minh United Nations Mao Zedong Joseph Stalin West Germany/East Germany 38th Parallel</p>	<p><i>McDougal Littell :</i></p> <ul style="list-style-type: none"> <li>● Ch 12 Sec 3 The Soviet Union</li> </ul> <p><i>World Book:</i></p> <ul style="list-style-type: none"> <li>● Social Studies Power                             <ul style="list-style-type: none"> <li>○ <a href="#">The Cold War Era</a></li> </ul> </li> <li>● Timelines                             <ul style="list-style-type: none"> <li>○ <a href="#">Cold Era</a></li> </ul> </li> <li>● <a href="#">eBooks</a> <ul style="list-style-type: none"> <li>○ Cold War</li> </ul> </li> </ul> <p><i>Workman <b>World History Notebook:</b></i></p> <ul style="list-style-type: none"> <li>● <i>The Cold War</i> Pgs: 461-474</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Unit 12: Modern History (3 weeks to End of Year)</b>			
<p><i>Varies by topic selected</i></p>	<p><b>For this Unit, select from the following list of topics/themes for students to master.</b></p> <p><i>Suggestions for covering this content include: project based learning, source based written responses, or activity structured learning</i></p>	<p><i>Determined by selected unit of study</i></p>	<p><i>McDougal Littell :</i></p> <ul style="list-style-type: none"> <li>● Special Report - Terrorism and the War in Iraq pg. 746</li> </ul>

	<ul style="list-style-type: none"> <li>● <u>Conflict in the Middle East</u>- foundation of Israel, Arab-Israeli conflicts, Palestinian/Israeli conflicts, Persian Gulf War, Arab Spring, Syrian Civil War</li> <li>● <u>United Nation interventions</u> - Somalia, Bosnia, Darfur, Rwanda</li> <li>● <u>Hotspots/Possible Future Conflicts</u> - Taiwan, North Korea, Iran/Israel, Pakistan/India</li> <li>● <u>War on Terror</u> - 9/11 attacks, invasion of Afghanistan, invasion of Iraq, Iraqi conflict, ISIS</li> </ul>		<p><i>My Perspectives:</i></p> <p>7th Grade Unit 3 - Turning Points</p> <ul style="list-style-type: none"> <li>● <a href="#">Profile: Malala Yousafzai</a></li> </ul> <p>7th Grade Unit 5 - Facing Adversity</p> <ul style="list-style-type: none"> <li>● <a href="#">The Circuit</a></li> </ul> <p>Workman <b>World History Notebook:</b></p> <ul style="list-style-type: none"> <li>● <i>Modern Global Transformations</i> Pgs 485-495</li> <li>● <i>Global Security and Major World Events of Today</i> Pgs. 495-502</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
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