**7th Grade Social Studies MC3/GLCE Pacing**

**By Unit**

Unit 1 – An Introduction to World History

**H1.1 Temporal Thinking**

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world’s population and have lasting significance for future generations and to explain change and continuity.

 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

 7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

**H1.2 Historical Inquiry and Analysis**

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

 7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

 7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

**H1.4 Historical Understanding**

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

**G1.1 Spatial Thinking**

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

 7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

**G1.2 Geographical Inquiry and Analysis**

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

 7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

 7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

**G1.3 Geographical Understanding**

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

 7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

**G2.1 Physical Characteristics of Place**

*Describe the physical characteristics of places.*

 7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

**G2.2 Human Characteristics of Place**

*Describe the human characteristics of places.*

 7 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

**G4.1 Cultural Mosaic**

*Describe the characteristics, distribution and complexity of Earth’s cultural mosaic.*

People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

 7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

Unit 2 – Beginnings of Human Societies

**H1.1 Temporal Thinking**

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world’s population and have lasting significance for future generations and to explain change and continuity.

 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

 7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W1 WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.

*Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.*

**W1.1 Peopling of the Earth**

*Describe the spread of people in the Eastern Hemisphere in Era 1.*

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, and Australia.

 7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

**W1.2 Agricultural Revolution**

*Describe the Agricultural Revolution and explain why it was a turning point in history.*

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

 7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

 7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

*Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.*

**W2.1 Early Civilizations and Early Pastoral Societies**

*Analyze early Eastern Hemisphere civilizations and pastoral societies.*

During this era early civilizations and pastoral societies emerged. Many of the world’s most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

 7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

 • verbal vocalizations

 • standardization of physical (rock, bird) and abstract (love, fear) words

 • pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

**G1.1 Spatial Thinking**

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

**G1.2 Geographical Inquiry and Analysis**

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

 7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

 7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

**G2.1 Physical Characteristics of Place**

*Describe the physical characteristics of places.*

7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

**G2.2 Human Characteristics of Place**

*Describe the human characteristics of places*.

 7 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

**G3.2 Ecosystems**

*Describe the characteristics and spatial distribution of ecosystems on the Earth’s surface.*

The characteristics of major ecosystems on Earth’s surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.

 7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China’s humid east and arid west and the effects of irrigation technology).

**G4.3 Patterns of Human Settlement**

*Describe patterns, processes and functions of human settlement.*

Human settlements have a powerful influence in shaping the world’s different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

Unit 3 – Early Civilizations and Pastoral Peoples

**H1.1 Temporal Thinking**

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world’s population and have lasting significance for future generations and to explain change and continuity.

 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

**H1.2 Historical Inquiry and Analysis**

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

 7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

 7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

**H1.4 Historical Understanding**

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W1 WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.

*Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.*

**W1.1 Peopling of the Earth**

*Describe the spread of people in the Eastern Hemisphere in Era 1.*

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, and Australia.

 7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

**W1.2 Agricultural Revolution**

*Describe the Agricultural Revolution and explain why it was a turning point in history.*

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

 7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

 7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

 7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile).

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

*Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread*.

**W2.1 Early Civilizations and Early Pastoral Societies**

*Analyze early Eastern Hemisphere civilizations and pastoral societies.*

During this era early civilizations and pastoral societies emerged. Many of the world’s most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

 7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

 • verbal vocalizations

 • standardization of physical (rock, bird) and abstract (love, fear) words

 • pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

 7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

 7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

 7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).

 7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

**G1.1 Spatial Thinking**

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

**G1.2 Geographical Inquiry and Analysis**

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

 7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

 7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

 7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

**G1.3 Geographical Understanding**

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

 7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

 7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

**G2.1 Physical Characteristics of Place**

*Describe the physical characteristics of places.*

 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

**G2.2 Human Characteristics of Place**

*Describe the human characteristics of places.*

 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

**G3.2 Ecosystems**

*Describe the characteristics and spatial distribution of ecosystems on the Earth’s surface.*

The characteristics of major ecosystems on Earth’s surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.

 7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China’s humid east and arid west and the effects of irrigation technology).

**G4.1 Cultural Mosaic**

*Describe the characteristics, distribution and complexity of Earth’s cultural mosaic.*

People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

 7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

**G4.3 Patterns of Human Settlement**

*Describe patterns, processes and functions of human settlement.*

Human settlements have a powerful influence in shaping the world’s different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

 7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

**G4.4 Forces of Cooperation and Conflict**

*Explain how forces of conflict and cooperation among people influence the division and control of the Earth’s surface.*

Forces of cooperation and conflict divide Earth’s space and involve the control of land, resources, strategic routes, and domination of other peoples.

 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

Unit 4 – The Rise of Classical Empires and the Emergence of World Religions: 1000 B.C.E. to 500 C.E. (Era 3, Part 1)

**H1.1 Temporal Thinking**

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world’s population and have lasting significance for future generations and to explain change and continuity.

 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

**H1.2 Historical Inquiry and Analysis**

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

 7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

 7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

 7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.

**H1.4 Historical Understanding**

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

*Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.*

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world’s major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

**W3.1 Classical Traditions in Regions of the Eastern Hemisphere**

*Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.*

 7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).

 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

 7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

 7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

**W3.2 Growth and Development of World Religions**

*Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)*

Six of the world’s major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

 7 – W3.2.1 Identify and describe the beliefs of the five major world religions.

 7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

 7 – W3.2.3 Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6, p. 73)

**G1.1 Spatial Thinking**

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

**G1.2 Geographical Inquiry and Analysis**

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

 7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

**G1.3 Geographical Understanding**

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

 7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

 7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

**G2.2 Human Characteristics of Place**

*Describe the human characteristics of places.*

 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

 7 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

**G4.1 Cultural Mosaic**

*Describe the characteristics, distribution and complexity of Earth’s cultural mosaic.*

People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

 7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

**G4.3 Patterns of Human Settlement**

*Describe patterns, processes and functions of human settlement.*

Human settlements have a powerful influence in shaping the world’s different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

**G4.4 Forces of Cooperation and Conflict**

*Explain how forces of conflict and cooperation among people influence the division and control of the Earth’s surface.*

Forces of cooperation and conflict divide Earth’s space and involve the control of land, resources, strategic routes, and domination of other peoples.

 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

**C1.1 Nature of Civic Life, Politics, and Government**

*Describe civic life, politics and government and explain their relationships.*

Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

 7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

**C3.6 Characteristics of Nation-States**

*Describe the characteristics of nation-states and how nation-states may interact.*

The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.

 7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

**E3.1 Economic Interdependence**

*Describe patterns and networks of economic interdependence, including trade.*

Economic interdependence (trade) and economic development result in challenges and benefits for individuals, producers, and governments.

 7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

Unit 5 – Interactions, the Fall of Empires & Other Stories 1000 B.C.E. to 500 C.E. (Era 3, Part 2)

**H1.1 Temporal Thinking**

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world’s population and have lasting significance for future generations and to explain change and continuity.

 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

**H1.2 Historical Inquiry and Analysis**

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

 7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

 7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

 7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.

**H1.4 Historical Understanding**

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

*Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.*

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world’s major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

**W3.1 Classical Traditions in Regions of the Eastern Hemisphere**

*Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.*

 7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).

 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

 7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

 7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

**W3.2 Growth and Development of World Religions**

*Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)*

Six of the world’s major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

 7 – W3.2.1 Identify and describe the beliefs of the five major world religions.

 7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

 7 – W3.2.3 Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6, p. 73)

**G1.1 Spatial Thinking**

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

**G1.2 Geographical Inquiry and Analysis**

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

 7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

 7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

 7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

**G1.3 Geographical Understanding**

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

 7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

 7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

 7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

**G2.1 Physical Characteristics of Place**

*Describe the physical characteristics of places.*

 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

**G2.2 Human Characteristics of Place**

*Describe the human characteristics of places.*

 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

**G3.2 Ecosystems**

*Describe the characteristics and spatial distribution of ecosystems on the Earth’s surface.*

The characteristics of major ecosystems on Earth’s surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.

 7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China’s humid east and arid west and the effects of irrigation technology).

**G4.1 Cultural Mosaic**

*Describe the characteristics, distribution and complexity of Earth’s cultural mosaic.*

People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

 7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

**G4.2 Technology Patterns and Networks**

*Describe how technology creates patterns and networks that connect people, products and ideas.*

Technology affects the patterns and networks that develop on Earth and that enable people, products, and ideas to be exchanged.

 7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual’s ideas as voice and image messages on electronic networks such as the Internet).

**G4.3 Patterns of Human Settlement**

*Describe patterns, processes and functions of human settlement.*

Human settlements have a powerful influence in shaping the world’s different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

 7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

Unit 6: Patterns of Adaptation: Reorganizing and Restoring Order After the Fall of Empires 500 C.E. to 1000 C.E. (Era 4, Part 1)

**H1.1 Temporal Thinking**

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world’s population and have lasting significance for future generations and to explain change and continuity.

 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

 7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

**H1.2 Historical Inquiry and Analysis**

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

 7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

 7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

 7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.

**H1.4 Historical Understanding**

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

*Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.*

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world’s major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

**W3.1 Classical Traditions in Regions of the Eastern Hemisphere**

*Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.*

 7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).

 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

**W3.2 Growth and Development of World Religions**

*Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)*

Six of the world’s major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

 7 – W3.2.1 Identify and describe the beliefs of the five major world religions.

 7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

 7 – W3.2.3 Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6, p. 73)

**G1.1 Spatial Thinking**

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

**G1.2 Geographical Inquiry and Analysis**

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

 7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

 7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

 7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.

 7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

**G1.3 Geographical Understanding**

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

 7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

 7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

 7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

**G2.1 Physical Characteristics of Place**

*Describe the physical characteristics of places.*

 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

**G2.2 Human Characteristics of Place**

*Describe the human characteristics of places.*

 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

**G3.2 Ecosystems**

*Describe the characteristics and spatial distribution of ecosystems on the Earth’s surface.*

The characteristics of major ecosystems on Earth’s surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.

 7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China’s humid east and arid west and the effects of irrigation technology).

**G4.1 Cultural Mosaic**

*Describe the characteristics, distribution and complexity of Earth’s cultural mosaic.*

People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

 7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

**G4.2 Technology Patterns and Networks**

*Describe how technology creates patterns and networks that connect people, products and ideas.*

Technology affects the patterns and networks that develop on Earth and that enable people, products, and ideas to be exchanged.

 7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual’s ideas as voice and image messages on electronic networks such as the Internet).

**G4.3 Patterns of Human Settlement**

*Describe patterns, processes and functions of human settlement.*

Human settlements have a powerful influence in shaping the world’s different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

 7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

**G4.4 Forces of Cooperation and Conflict**

*Explain how forces of conflict and cooperation among people influence the division and control of the Earth’s surface.*

Forces of cooperation and conflict divide Earth’s space and involve the control of land, resources, strategic routes, and domination of other peoples.

 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

 7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).

**G5.1 Humans and the Environment**

*Describe how human actions modify the environment.*

 7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).

**E2.3 Role of Government**

*Describe how national governments make decisions that affect the national economy.*

Governmental decisions on taxation, spending, protections, and regulation affect the national economy.

 7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

**E3.1 Economic Interdependence**

*Describe patterns and networks of economic interdependence, including trade.*

Economic interdependence (trade) and economic development result in challenges and benefits for individuals, producers, and governments.

 7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

Unit 7: Converging Patterns: 1000 C.E. to 1450 C.E. (Era 4, Part 2)

**H1.1 Temporal Thinking**

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world’s population and have lasting significance for future generations and to explain change and continuity.

 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

**H1.2 Historical Inquiry and Analysis**

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

 7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

 7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

 7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.

**H1.4 Historical Understanding**

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

*Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.*

**W2.1 Early Civilizations and Early Pastoral Societies**

*Analyze early Eastern Hemisphere civilizations and pastoral societies.*

During this era early civilizations and pastoral societies emerged. Many of the world’s most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

 7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

 7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

*Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.*

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world’s major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

**W3.1 Classical Traditions in Regions of the Eastern Hemisphere**

*Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.*

 7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).

 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

**W3.2 Growth and Development of World Religions**

*Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)*

Six of the world’s major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

 7 – W3.2.3 Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6, p. 73)

**G1.1 Spatial Thinking**

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

**G1.2 Geographical Inquiry and Analysis**

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

 7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

**G1.3 Geographical Understanding**

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

 7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

 7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

**G2.2 Human Characteristics of Place**

*Describe the human characteristics of places.*

 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

 7 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

**G4.1 Cultural Mosaic**

*Describe the characteristics, distribution and complexity of Earth’s cultural mosaic.*

People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

 7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

**G4.3 Patterns of Human Settlement**

*Describe patterns, processes and functions of human settlement.*

Human settlements have a powerful influence in shaping the world’s different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

**G4.4 Forces of Cooperation and Conflict**

*Explain how forces of conflict and cooperation among people influence the division and control of the Earth’s surface.*

Forces of cooperation and conflict divide Earth’s space and involve the control of land, resources, strategic routes, and domination of other peoples.

 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).