| The Asian I Grade: 7 (Elem | | tional So | | Irriculum Mappir | Ŋġ | <u>School Year: 2018-2019</u> | | | |
|--|--------------|--|--|--|---|--|--|--|--|
| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments | | |
| Semester 1 | 18 Weeks | | | | | | | | |
| Chapter 1 The Medieval World | | | ELA and Literacy in History/ Social Studies – Reading and Writing | | | | Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip Two Roses and a Thorn Red/Green card Venn Diagrams Mind Maps et al | | |
| Unit 2 The fall of Rome and Spread of Christianity and Islam | 2 | R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.6; R 1.7; R 1.8; R | ELA and Literacy in History/ Social Studies – Reading and Writing | The Medieval World: The transformation of the Roman world and the spread of Christianity and Islam | Sequence historical events, developments and periods Use historical terms and concepts Identify a range of questions about the | Venn Diagram comparing Islam and Christianity. Timeline on spread of Islam and Christianity | Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions | | |

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Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|---------------------------|--------------|---|-------------------------|---------------------------------------|---|---|---|
| | Days | 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9 | | | past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Locate, compare, select and use information from a range of sources as evidence Identify and describe points of view, attitudes and values in primary and secondary sources Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms | | 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al |
| | | | | | (oral, graphic, written) and digital technologies | | |
| Unit 3 Key Features of | 2 | R 1.1; R 1.2; R | ELA and | The Medieval World: | Sequence historical events, | Make a feudal | 1. Partner Quizzes |
| the Medieval | | 1.2; R 1.3; R | Literacy in History/ | Key features of the medieval world | developments and | hierarchy pyramidDo work | 2. CREATE A |
| World | | 1.3, R 1.4; R | Social Studies | (feudalism, trade | periods | sheets on Silk Road, | VIDEO |
| world | | 1.4, R 1.5; R | – Reading and | routes, voyages of | Use historical | Trade and | 3. Think-pair- |
| | | 1.6; R1.7; | Writing | discovery, contact and | terms and concepts | Renaissance | share |
| | | 1.0, 11.7, | witting | discovery, contact and | | Renaissance | Share |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--------------|--------------|------------------|---------------------------------|-------------------------|--------------------------------------|------------------------|---------------------------------------|
| | • | | | | | | · · · · · · · · · · · · · · · · · · · |
| | | R 1.9; R | | conflict) | Identify a range | explorers. | 4. Make |
| | | 1.10 | | | of questions about the | | predictions |
| | | W 1.1; W | | | past to inform a historical | | 5. Postcard |
| | | 1.2; W | | | inquiry | | 6. Extension |
| | | 1.3; W | | | Identify and | | Projects |
| | | 1.4; W | | | locate relevant sources, | | 7. Metacognition |
| | | 1.5; W | | | using ICT and other | | 8. Exit Slip |
| | | 1.6; W | | | methods | | 9. Two Roses |
| | | 1.7; W | | | • Locate, compare, | | and a Thorn |
| | | 1.8 | | | select and use | | 10. Red/Green |
| | | | | | information from a range | | card |
| | | | | | of sources as evidence | | 11. Venn |
| | | | | | • Develop texts, | | Diagrams |
| | | | | | particularly descriptions | | 12. Mind Maps |
| | | | | | and explanations that | | 13. et al |
| | | | | | use evidence from a | | |
| | | | | | range of sources that are | | |
| | | | | | acknowledged | | |
| | | | | | • Use a range of | | |
| | | | | | communication forms | | |
| | | | | | (oral, graphic, written) | | |
| | | | | | and digital technologies | | |
| Unit 4 | 2 | R 1.1; R | ELA and | The Medieval World: | Sequence | • Do | 1. Partner |
| Changing | | 1.2; R | Literacy in | The emergence of | historical events, | Worksheets on the | Quizzes |
| Beliefs and | | 1.3; R | History/ | ideas about the world | developments and | Renaissance, The | 2. CREATE A |
| Knowledge in | | 1.4; R | Social Studies | and the place of | periods | Scientific Revolution, | VIDEO |
| Europe | | 1.5; R | Reading and | people in it by the end | Use historical | and the | 3. Think-pair- |
| | | 1.6; R | Writing | of the period (such as | terms and concepts | Enlightenment. | share |
| | | 1.7; R | _ | the Renaissance, the | Identify a range | Make a poster | 4. Make |
| | | 1.8; R | | Scientific Revolution | of questions about the | describing one of the | predictions |
| | | 1.9; R | | and the | past to inform a historical | three Epochs | 5. Postcard |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|---------------------------------|--------------|--|--|----------------|---|------------|---|
| | Days | Standard 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9; W 1.10 | Stranu | Enlightenment) | inquiry Identify and locate relevant sources, using ICT and other methods Locate, compare, select and use information from a range of sources as evidence Identify and describe points of view, attitudes and values in primary and secondary sources Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged | | Assessments6.ExtensionProjects7.Metacognition8.Exit Slip9.Two Rosesand a Thorn10.Red/Greencard11.VennDiagrams12.Mind Maps13.et al |
| | | | | | • Use a range of communication forms (oral, graphic, written) and digital technologies | | |
| Chapter 3 Medieval Europe | | | ELA and Literacy in History/ Social Studies – Reading and Writing | | | | Partner Quizzes CREATE A VIDEO Think-pair-share Make |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|---|--------------|---|--|--|--|--|---|
| Unit 2 What was it like to live in Medieval Europe? | 2 | R 1.1; 1.2; 1.3, 1.4; 1.7, 1.8, 1.9, 1.10 W 1.1, 1.2 1.3, 1.4, 1.5 1.6; 1.7, 1.8, 1.9, 1.10 | ELA and Literacy in History/ Social Studies – Reading and Writing | Medieval Europe: The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society | Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Locate, compare, select and use information from a range of sources as evidence Develop texts, particularly descriptions and explanations that | Draw a floor map of a medieval European house for peasant, or a Manor House or a Castle Write a researched narrative about visiting a medieval doctor Worksheet on Food in the Middle Ages | predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al 1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair- share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| rang | se evidence from a | | 11 |
|---|--|---|---|
| Unit 4 Warfare2R 1.1; 1.2; 1.3, 1.4; 1.7ELA and Literacy in History/ W1.1, Social StudiesMedieval Europe: continuity and change in society in ONE of the following areas: of qu punishment; military and defence systems; towns, cities and commerce•1.71.7Feading and Normerce0 qu of qu punishment; military and defence systems; towns, cities and commerce•1.71.7Feading and of qu punishment; military and defence systems; towns, cities and commerce•01.41.6Interview of qu punishment; military and defence systems; towns, cities and commerce•01.7Interview of sociew of | questions about the ast to inform a historical quiry | Worksheet Researched Narrative of a day in the life of a page, squire or a knight | 11. Venn Diagrams 12. Mind Maps 13. et al 13. et al 13. et al 14. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--|----------------------|----------------------------------|--|---|--|--|--|
| Unit 5 Castles and Siege Warfare | 2 | R 1.1; R 1.2; R 1.4; R 1.7 | ELA and Literacy in History/ Social Studies – Reading and Writing | Medieval Europe: Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce | Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Locate, compare, select and use information from a range of sources as evidence Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) | Make a model castle Sketch and label a castle Siege Warfare Computer Game | 1.PartnerQuizzes2.CREATE AVIDEO3.Think-pair-shareA4.Makepredictions5.Postcard6.ExtensionProjects7.Metacognition8.Exit Slip9.Two Rosesand a Thorn10.Red/Greencard11.11.VennDiagrams12.Mind Maps13.et al |
| Review and Mid Semester Test | Early Octobe r | | | | and digital technologies | | |
| Chapter 2 The Vikings | | | ELA and Literacy in History/ Social Studies | | | | Partner Quizzes CREATE A VIDEO |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | As | ssessments |
|--|--------------|------------------|--|--------------------|--|--|--|---|
| Units Unit 1 The Geography of the Viking World | | | Strand - Reading and Writing ELA and Literacy in History/ Social Studies - Reading and Writing | Content Content | Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from | Activities Diorama of a fjord and a Viking Village Map build of a Viking Empire | 3. share 4. predict 5. 6. Project 7. 8. 9. and a T 10. card 11. Diagran 12. 13. 1. Quizzes 2. VIDEO 3. share 4. predict 5. 6. Project | Think-pair- Make cions Postcard Extension S Metacognition Exit Slip Two Roses horn Red/Green Venn ms Mind Maps et al Partner S CREATE A Think-pair- Make cions Postcard Extension |
| | | | | | a range of sources as evidence • Draw conclusions | | 7. 8. 9. | Metacognition Exit Slip Two Roses |

Curriculum Mapping

Subject: History

<u>Grade: 7 (Elementary)</u>

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--------------------------|--------------|---|--|--|--|--|--|
| Unit 2 Viking Society | 2 | R1.1, 1.2, 1.3 1.4, 1.7, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10 | ELA and Literacy in History/ Social Studies – Reading and Writing | The Vikings: The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society | about the usefulness of sources • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Identify and locate relevant sources, using ICT and other methods • Use a range of communication forms (oral, graphic, written) and digital Technologies • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify the origin and purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of | Explanatory Diagram of Viking Society Diary Entry of a day in the life of a Viking Child Write a researched description of a Viking feast | and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al 1. et al 1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair- share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn |

Grade: 7 (Elementary)

Curriculum Mapping

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--------------------------|--------------|---|--|--|---|--|--|
| Unit 2 Viking Society | 2 | R1.1, 1.2, 1.3 1.4, 1.7, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10 | ELA and Literacy in History/ Social Studies – Reading and Writing | The Vikings: The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society | sources • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Identify and locate relevant sources, using ICT and other methods • Use a range of communication forms (oral, graphic, written) and digital technologies • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify the origin and purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of | Explanatory Diagram of Viking Society Diary Entry of a day in the life of a Viking Child Write a researched description of a Viking feast Discussion on daily life in Viking Society | 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al 13. et al 13. et al 14. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn |

Grade: 7 (Elementary)

Curriculum Mapping

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--------------------------|--------------|--|--|--|---|--|---|
| Unit 3 Viking Culture | 2 | R1.1, 1.2, 1.3 1.4, 1.5, 1.6 1.7, 1.8, 1.9, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10 | ELA and Literacy in History/ Social Studies – Reading and Writing | The Vikings: The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society | Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Identify and locate relevant sources, using ICT and other methods Use a range of communication forms (oral, graphic, written) and digital technologies Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources Develop texts, particularly descriptions and explanations that use evidence from a | Worksheet on Viking poetry Retell a Viking Saga Explain how the days of the week relate to Viking Gods | card 11. Venn Diagrams 12. Mind Maps 13. et al 1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair- share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card |

Grade: 7 (Elementary)

Curriculum Mapping

Subject: History

| 2 | R1.1, 1.2, 1.3 1.4, 1.7, 1.9, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6 1.7 | ELA and Literacy in History/ Social Studies – Reading and Writing | The Vikings: Significant developments and/ or cultural achievements that led to Viking expansion, including weapons and shipbuilding and the | range of sources that are acknowledged • Identify and locate relevant sources, using ICT and other methods • Use a range of communication forms (oral, graphic, written) and digital technologies • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Locate, compare, select and use information from | Build a model longship Make a Replica War Axe Draw a picture of yourself as a Viking warrior or Shieldmaiden | Diagran Diagran 12. 13. 13. Quizzes Quizzes VIDEO 3. share 4. predict | Mind Maps et al Partner CREATE A Think-pair- Make |
|---|---|---|--|---|---|--|--|
| | 1.6,1.7, 1.8, 1.9, 1.10 | | shipbuilding, and the extent of their trade | and use information from a range of sources as evidence Develop texts, particularly descriptions and evaluations that | Shieldmaiden | 5. 6. Project 7. | Postcard Extension |
| | | | | use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital | | 9. and a T 10. card 11. Diagrar 12. | Two Roses horn Red/Green Venn |
| 2 | 2 | 1.3 1.4, 1.7, 1.9, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, | 1.3 1.4, Literacy in 1.7, 1.9, History/ 1.10 Social Studies W1.1, – Reading and 1.2, 1.3, Writing 1.4, 1.5, 1.6,1.7, 1.8, 1.9, | 1.3 1.4,Literacy inSignificant1.7, 1.9,History/developments and/ or1.10Social Studiescultural achievementsW1.1,– Reading andthat led to Viking1.2, 1.3,Writingexpansion, including1.4, 1.5,weapons andshipbuilding, and the1.8, 1.9,Lexandre for their trade | R1.1, 1.2, R1.1, 1.2, ELA and 1.3 1.4, Literacy in 1.7, 1.9, History/ Social Studies W1.1, Reading and 1.2, 1.3, Writing 1.4, 1.5, 1.6, 1.7, 1.10 Notice and the extent of their trade 1.10 Social Studies Writing Significant Social Studies Witing Subject of their trade Subject of their trade<td>2R1.1, 1.2, 1.3, 1.4, 1.7, 1.9, 1.10ELA and Literacy in 1.10The Vikings: Significant developments and/ or cultural achievements that led to Viking expansion, including useapons and 1.6, 1.7, 1.8, 1.9, 1.10The Vikings: Significant developments and/ or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their tradeUse a range of communication forms (oral, graphic, written) and digital technologies• Build a model longship2R1.1, 1.2, Literacy in 1.00ELA and Literacy in Social StudiesThe Vikings: significant developments and/ or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade• Use historical terms and concepts • Identify a range of questions about the past inquiry • Locate, compare, select and use information from a range of sources as evidence • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital</td><td>2R1.1, 1.2, 1.3, 1.4, 1.2, 1.2,ELA and Literacy in 1.7, 1.9, 1.10The Vikings: Significant developments and/or cultural achievements that led to Viking expansion, including 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10The Vikings: Significant developments and/or cultural achievements that led to Viking expansion, including expansion, including and use information from a range of sources as evidence • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital• Use a range of communication forms of core of vourself as of use of sources as evidence • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital• Use a range of communication forms of card communication forms (oral, graphic, written) and digital• Use a range of communication forms (oral, graphic, written) and digital1.1</br></br></br></br></br></br></br></br></br></br></br></br></br></td> | 2R1.1, 1.2, 1.3, 1.4, 1.7, 1.9, 1.10ELA and Literacy in 1.10The Vikings: Significant developments and/ or cultural achievements that led to Viking expansion, including useapons and 1.6, 1.7, 1.8, 1.9, 1.10The Vikings: Significant developments and/ or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their tradeUse a range of communication forms (oral, graphic, written) and digital technologies• Build a model longship2R1.1, 1.2, Literacy in 1.00ELA and Literacy in Social StudiesThe Vikings: significant developments and/ or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade• Use historical terms and concepts • Identify a range of questions about the past inquiry • Locate, compare, select and use information from a range of sources as evidence • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital | 2R1.1, 1.2, 1.3, 1.4, 1.2, 1.2,ELA and Literacy in 1.7, 1.9, 1.10The Vikings: Significant developments and/or cultural achievements that led to Viking expansion, including 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10The Vikings: Significant developments and/or cultural achievements that led to Viking expansion, including expansion, including and use information from a range of sources as evidence • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital• Use a range of communication forms of core of vourself as of use of sources as evidence • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital• Use a range of communication forms of card communication forms (oral, graphic, written) |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|---|--------------|--|--|---|---|---|--|
| Unit 6 Viking Expansion and Trade | 2 | R1.1, 1.2, 1.3 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 | ELA and Literacy in History/ Social Studies – Reading and Writing | The Vikings: Significant developments and/ or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade | Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital | Retell Greenlander, Icelander, or North American Viking Sagas Make a Venn Diagram comparing and contrasting the settlements of Greenland and Iceland with North America | Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip Two Roses and a Thorn Red/Green card Venn Diagrams Mind Maps et al |
| Unit 9 The last great Viking invasion | 2 | R1.1, 1.2, 1.3 1.4, 1.5,1.6, 1.7, 1.8, 1.9, 1.10 W1.1, 1.2, 1.3, | ELA and Literacy in History/ Social Studies – Reading and Writing | The Vikings: Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the | technologies Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify the origin and | Retell this chapter as a saga from the perspective of one of the four claimants Make a battle map of either Battle | Partner Quizzes CREATE A VIDEO Think-pair-share Make |

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Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--|-----------------------|--|--|---|---|---|--|
| | | 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10 | | way of life of the English, and the Norman invasion | purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital technologies | of Stamford Bridge or Battle of Hastings | predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al |
| REVIEW and FINAL TEST SEMESTER 2 | Early Decem ber | | | | | | |
| Chapter 5 Renaissance Italy | | | ELA and Literacy in History/ Social Studies – Reading and Writing | | | | Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension |

Curriculum Mapping

<u>Grade: 7 (Elementary)</u>

Subject: History

| Units | # of Core Days Standard | Strand | Content | Skills | Activities | Assessments | |
|--|--|---|--|--|--|---|--|
| Unit 1 Life in Renaissance Italy | Days Standard 2 R 1.1, R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.5; W 1.3; W 1.4; W 1.5; W 1.7; W 1.8; W 1.9; W | L.1, R ELA and 2; R Literacy in 3; R History/ 4; R Social Studies 5; R – Reading and 6; R Writing 7; R 8; R 9; R .10 1; W 2; W 3; W 4; W 5; W 7; W 8; W | Renaissance Italy: The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society | Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence | Poster or flyer for Carnival Poster or flyer for Sports Worksheets | Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al 1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair- share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn | |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|---------------------------|--------------|------------------|----------------------------|---|--|--------------------------------|------------------------|
| | | | | | and explanations that use evidence from a | | 13. et al |
| | | | | | range of sources that are | | |
| | | | | | acknowledged | | |
| | | | | | Use a range of | | |
| | | | | | communication forms | | |
| | | | | | (oral, graphic, written) | | |
| | | | | | and digital technologies | E a a 1 b a a a | 1 |
| Unit 2 Social, | 2 | R 1.1; R | ELA and | The way of life in | Use historical | Family tree | 1. Partner |
| Economic and Political | | 1.2; R 1.3; R | Literacy in | Renaissance Italy (social, cultural, | terms and concepts Identify a range | exercise • Social | Quizzes 2. CREATE A |
| Features of | | 1.5, K 1.4; R | History/ Social Studies | economic and political | Identify a range of questions about the | • Social Hierarchy Exercise | VIDEO |
| Renaissance | | 1.4, R 1.5; R | – Reading and | features) and the roles | past to inform a historical | Worksheets | 3. Think-pair- |
| Italy | | 1.5, R | Writing | and relationships of | inquiry | • WORKSHEELS | share |
| icary | | 1.7; R | writing | different groups in | Identify and | | 4. Make |
| | | 1.8; R | | society Significant | locate relevant sources, | | predictions |
| | | 1.9; R 10 | | developments and/or | using ICT and other | | 5. Postcard |
| | | W 1.1; W | | cultural achievements | methods | | 6. Extension |
| | | 1.2; W | | that reflect the | Identify the | | Projects |
| | | 1.3; W | | concentration of | origin and purpose of | | 7. Metacognition |
| | | 1.4; W | | wealth and power in | primary and secondary | | 8. Exit Slip |
| | | 1.6; W | | the city-states, such as | sources | | 9. Two Roses |
| | | 1.7; W | | art and learning | • Locate, compare, | | and a Thorn |
| | | 1.8; W | | Relationships | select and use | | 10. Red/Green |
| | | 1.9; W | | between rulers and | information from a range | | card |
| | | 1.10 | | ruled in ONE Italian | of sources as evidence | | 11. Venn |
| | | | | city-state such as | Develop texts, | | Diagrams |
| | | | | Florence or Naples | particularly descriptions | | 12. Mind Maps |
| | | | | The role and | and explanations that | | 13. et al |
| | | | | achievements of | use evidence from a | | |
| | | | | significant individuals | range of sources that are | | |

Curriculum Mapping

Subject: History

Grade: 7 (Elementary)

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--------------|--------------|------------------|---------------------------------|-------------------------|--------------------------------------|-----------------------|------------------|
| | | | | - | | - | |
| | | | | such as Lucrezia | acknowledged | | |
| | | | | Borgia, Galileo, | Use a range of | | |
| | | | | Leonardo da Vinci, | communication forms | | |
| | | | | Niccolo Machiavelli | (oral, graphic, written) | | |
| | | | | | and digital technologies | | |
| Unit 3 | 2 | R 1.1; R | ELA and | The role and | Use historical | Make a flier | 1. Partner |
| Developments | | 1.2; R | Literacy in | achievements of | terms and concepts | describing the works | Quizzes |
| and | | 1.3; R | History/ | significant individuals | Identify a range | of one the great | 2. CREATE A |
| Achievements | | 1.4; R | Social Studies | such as Lucrezia | of questions about the | artists or scientists | VIDEO |
| | | 1.5; R | Reading and | Borgia, Galileo, | past to inform a historical | Sketch or | 3. Think-pair- |
| | | 1.6; R | Writing | Leonardo da Vinci, | inquiry | paint a copy one of | share |
| | | 1.7; R | | Niccolo Machiavelli | Identify and | those works | 4. Make |
| | | 1.8; R | | The spread of | locate relevant sources, | Make a model | predictions |
| | | 1.9; R 10 | | Renaissance culture to | using ICT and other | of one of the works | 5. Postcard |
| | | W 1.1; W | | the rest of Europe, | methods | | 6. Extension |
| | | 1.2; W | | and its legacy | Locate, compare, | | Projects |
| | | 1.3; W | | | select and use | | 7. Metacognition |
| | | 1.4; W | | | information from a range | | 8. Exit Slip |
| | | 1.6; W | | | of sources as evidence | | 9. Two Roses |
| | | 1.7; W | | | Identify and | | and a Thorn |
| | | 1.8; W | | | describe points of view, | | 10. Red/Green |
| | | 1.9; W | | | attitudes and values in | | card |
| | | 1.10 | | | primary and secondary | | 11. Venn |
| | | | | | sources | | Diagrams |
| | | | | | • Develop texts, | | 12. Mind Maps |
| | | | | | particularly descriptions | | 13. et al |
| | | | | | and explanations that | | |
| | | | | | use evidence from a | | |
| | | | | | range of sources that are | | |
| | | | | | acknowledged | | |
| | | | | | Use a range of | | |

Grade: 7 (Elementary)

Curriculum Mapping

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--|--------------|------------------|--|--|---|--|---|
| Units Unit 4 Significant Individuals Galileo and Isabell D'Este | | | ELA and Literacy in History/ Social Studies – Reading and Writing | Content The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli The spread of Renaissance culture to the rest of Europe, and its legacy | communication forms (oral, graphic, written) and digital technologies Sequence historical events, developments and periods Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence | Activities Conduct an imaginary interview with Galileo or Isabella D'Este Do a research essay or poster about one of these people. Make one of these individuals into a Renaissance style postage stamp. Worksheet Fashion | Assessments1.PartnerQuizzes2.2.CREATE AVIDEO3.3.Think-pair-share4.4.Makepredictions5.Postcard6.ExtensionProjects7.Metacognition8.Exit Slip9.Two Rosesand a Thorn10.Red/Greencard11.VennDiagrams12.Mind Maps13.et al |
| | | | | | Identify and describe points of view, attitudes and values in primary and secondary sources Develop texts, | | |

Grade: 7 (Elementary)

Curriculum Mapping

Subject: History

Grade: 7 (Elementary)

Curriculum Mapping

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|---|----------------|------------------|---|---------|--|------------|--|
| Review and Mid Semester Test Spanish | Early March | | ELA and | | Identify and describe points of view, attitudes and values in primary and secondary sources Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies | | 1. Partner Quizzes |
| Conquest of the Americas (1492-1572) | | | Literacy in History/ Social Studies – Reading and Writing | | | | 2. CREATE A VIDEO 3. Think-pair- share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip |

Curriculum Mapping

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Subject: History

| Unit 1: 2 R 1.1; ELA and Pre-Columbian life in the Americas, 1. To evaluate Pre- Columbian life in the geography of the • Describe the geography of the | 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps |
|---|---|
| the Aztec 1.4; 1.5; History/ including social Americas, including social Aztecs World 1.7; 1.10 Social Studies organisation, city organisation, city life and • Compare the World 1.6; 1.7; Writing life and beliefs 2. To describe 287 with a hard copy 1.8; 1.9 Writing I.8; 1.9 Writing Americas, and where surrounds. Year 1.8; 1.9 Writing I.8, I.9 Writing Mericas, and where surrounds. Year I.8; 1.9 I.9 I.9 I.9 I.9 I.9 Mericas, and where surrounds. Year I.9 I.9 I.9 I.9 I.9 I.9 I.9 I.9 Year I.9 I.9 I.9 I.9 I.9 I.9 I.9 I.9 I.9 Year I.9 I.9 | 12.Initia Maps13.et al11.PartnerQuizzes2.CREATE AVIDEO3.Think-pair-share4.4.Makepredictions5.Postcard6.ExtensionProjects7.Metacognition8.Exit Slip9.Two Rosesand a Thorn10.Red/Greencard11.VennDiagrams12.Mind Maps13.et al |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|-------|--------------|------------------|--|---------|---|------------|--|
| | 2 | | ELA and Literacy in History/ Social Studies – Reading and | | on the Aztecs or Incas as well as on the wider world. | | Partner Quizzes CREATE A VIDEO Think-pair- |
| | | | Writing | | | | share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams |
| | | | ELA and Literacy in History/ Social Studies – Reading and Writing | | | | 12.Mind Maps13.et al1.PartnerQuizzes2.2.CREATE AVIDEO3.3.Think-pair-share4.4.Make |

Grade: 7 (Elementary)

Curriculum Mapping

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--------------------------------|--------------|---|--|--|---|--|---|
| Unit 2: Pre- Columbian Life | 2 | R 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10 W 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8, 1.9 | ELA and Literacy in History/ Social Studies – Reading and Writing | Pre-Columbian life in the Americas, including social organisation, city life and beliefs | To evaluate Pre- Columbian life in the Americas, including social organisation, city life and beliefs. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered. To identify the nature of the interaction between the Spanish and the indigenous | Worksheets on clothing army organization and the religious significance of games | predictions5.Postcard6.ExtensionProjects7.7.Metacognition8.Exit Slip9.Two Rosesand a Thorn10.10.Red/Greencard11.11.VennDiagrams12.12.Mind Maps13.et al11.PartnerQuizzes2.2.CREATE AVIDEO3.3.Think-pair-share4.4.Makepredictions5.5.Postcard6.ExtensionProjects7.7.Metacognition8.Exit Slip9.Two Rosesand a Thorn10.10.Red/Greencard |

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Subject: History

| Units I | # of Days S | Core Standard | Strand | Content | Skills | Activities | As | sessments |
|---------|----------------|------------------|--|---------|--|------------|---|---|
| | | | | | populations, with a particular focus on either the Aztecs or Incas. 8. To compare the immediate and long-term effects of the conquest | | 11. Diagrar 12. 13. | Venn ns Mind Maps et al |
| | | | | | on the Aztecs or Incas as well as on the wider world. | | | |
| | 2 | | ELA and Literacy in History/ Social Studies – Reading and Writing | | | | 1. Quizzes 2. VIDEO 3. share 4. predicti 5. 6. Projects 7. 8. 9. and a T 10. card 11. Diagram 12. 13. | CREATE A Think-pair- Make ions Postcard Extension s Metacognition Exit Slip Two Roses horn Red/Green Venn |

Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--|--------------|--|--|---|---|--|--|
| Unit 3 When, Why and How of the Spanish Arrival | 2 | R 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8 W 1.2; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10 | ELA and Literacy in History/ Social Studies – Reading and Writing | When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered | 9. To evaluate Pre-Columbian life in the Americas, including social organisation, city life and beliefs. 10. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered. 11. To identify the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs or Incas. 12. To compare the immediate and long-term effects of the conquest on the Aztecs or Incas as well as on the wider world. | Debate/ Mind map/ research poster/ powerpoint presentation: Who was the ultimate achiever – Balboa or Pizarro? Divide the class into two – one group for Balboa and one group for Pizarro. | Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip Two Roses and a Thorn Red/Green card Venn Diagrams Mind Maps et al |
| Unit 4 Cortes And The Aztecs | 2 | R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.1; | ELA and Literacy in History/ Social Studies – Reading and | The nature of the interaction between the Spanish and the Indigenous populations, with a | 13. To evaluate Pre- Columbian life in the Americas, including social organisation, city life and beliefs. | Imagine you are a Spanish artist who has accompanied Cortes to the New World. Draw a picture | Partner Quizzes CREATE A VIDEO Think-pair- |

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Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|-------|--------------|------------------------------------|---------|--|---|--|---|
| | | 1.2; 1.3; 1.4; 1.6; 1.8; 1.9 | Writing | particular focus on either the Aztecs OR Incas | 14. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered. 15. To identify the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs or Incas. 16. To compare the immediate and long-term effects of the conquest on the Aztecs or Incas as well as on the wider world. | of your interpretation of the meeting between Cortez and Montezuma. To make everyone at home understands your painting, label interesting parts which you wish to highlight, such as a description of Montezuma and some of the offerings Montezuma made to Cortes. Think about how you might portray Cortes, remembering that he was considered a hero back home in Spain. 2. Create a storyline that depicts the expedition of Hernan Cortes that led to the fall of the Aztec empire. They must prepare costumes and make-up for an interesting activity. Characters: • Hernan Cortes | share4.Makepredictions5.5.Postcard6.ExtensionProjects7.7.Metacognition8.Exit Slip9.Two Rosesand a Thorn10.10.Red/Greencard11.11.VennDiagrams13.13.et al |

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Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--|--------------|------------------|--|---|--|--|--|
| Units Unit 5 Impact of Conquest on the Aztecs and the Wider World | | | ELA and Literacy in History/ Social Studies – Reading and Writing | Content The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world | Skills 17. To evaluate Pre- Columbian life in the Americas, including social organisation, city life and beliefs. 18. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered. | Activities Dona Marina Montezuma Spanish soldiers Aztec people Imagine you are an indigenous person. Prepare a speech for other members of your tribe in which you outline your feelings about the Spanish. You could write from the perspective of: An Aztec A member of one of the tribes who | Assessments 1. Partner Quizzes CREATE A VIDEO Think-pair- 3. Think-pair- share Ake 4. Make predictions S. 5. Postcard 6. Extension Projects 7. 7. Metacognition |
| | | | | | 19. To identify the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs or Incas. 20. To compare the immediate and long-term effects of the conquest on the Aztecs or Incas as well as on the wider | worked with the Spanish. C. An Incan 2. 1. Imagine you are Bartolome de las Casas. Write a second report for the King of Spain in which you use the information you have collected to describe the | 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al |

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Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|--|--------------|------------------|---|---|--|---|--|
| Units Unit 6 Longer Term Consequences and Impact | | | Strand Literacy in History/ Social Studies – Reading and Writing | Content The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world | Skills world. 21. To evaluate Pre- Columbian life in the Americas, including social organisation, city life and beliefs. 22. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered. 23. To identify the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs or Incas. | Activities devastating impact of the Spanish on the Aztecs. You might like the subheadings for your report such as "Impact on religious beliefs" "Health" and "Daily life." 1. Draw a picture of an Aztec man or woman and a conquistador. a. Give each picture speech bubbles. b. For the conquistador; list the benefits of Spanish conquest to you personally. c. For the Aztec; list the negative (and positive?) impact of Spanish conquest in your life. 2. Create an illustrated menu. Research common | 1.PartnerQuizzes2.CREATE AVIDEO3.Think-pair-share4.Makepredictions5.Postcard6.ExtensionProjects7.Metacognition8.Exit Slip9.Two Rosesand a Thorn10.Red/Greencard11.VennDiagrams |
| | | | | | the Aztecs or Incas. 24. To compare the immediate and long-term effects of the conquest | Research common foods and cooking methods used by the Aztecs and create two | Mind Maps et al |

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Subject: History

| Units | # of Days | Core Standard | Strand | Content | Skills | Activities | Assessments |
|---------------------------------------|--------------------------|------------------|--------|---------|---|--|-------------|
| TOTAL: | Mid | | | | on the Aztecs or Incas as well as on the wider world. | menus: a. A menu for a poor family b. A menu for Montezuma | |
| 2 Semesters 5 Chapters 25 Units | April to Early May | | | | | | |