HCPSS Curriculum Framework
7ᵗʰ Grade Geography and World Cultures

Maryland Standards:

1. Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.
2. Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.
3. Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
4. Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
5. Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.
6. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Literacy Framework:

Close Reading	Student Questions	Outcomes (linked to Common Core Standards)	Prompts
Sourcing Consider the document's source and purpose *Prior to reading the document, students should carefully analyze the source.*	● Who wrote this? ● What is the author's point of view? ● Why was it written? ● When was it written (a long time or a short time after the event)? ● Is this a primary or secondary source? How do you know?	**Key Ideas and Details** ● Cite specific textual evidence to support analysis of primary and secondary sources (RH.6-8.1) **Craft and Structure** ● Identify aspects of a text that reveal an author's point of view or purpose. (RH.6-8.6 **Integration of Knowledge and Ideas** ● Analyze the relationship between a primary and secondary source	● "I think the author probably believes..." ● "The author's purpose is to…" ● "I think the audience is..." ● "Based on the sourcing information, I predict this author will..." ● "I do/don't trust this source because..."

		on the same topic. (RH.6-8.9)	
	● Is the source believable? Why or why not?		● "If a contemporary of the author had written the text, his or her point of view would…"
Contextualizing *(Imagining/Visualizing the setting)* Place the document in a time period, culture, setting, or subject-specific context	● "What events were happening at the time the text was written?" ● In what ways might this influence what you are reading? ● What was it like to be alive at this time? ● What things were different during the time when the text was written? What things were the same? ● What would it be like to see this event through the eyes of someone who lived in this time? ● How might these perspectives and attitudes influence their actions?	**Key Ideas and Details** ● Determine the central ideas or information; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2) **Craft and Structure** ● Identify aspects of a text that reveal an author's point of view or purpose. (RH.6-8.6) **Integration of Knowledge and Ideas** ● Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8) ● Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9)	● "I already know that _____ is happening at this time..." ● "From this document I would guess that people at this time were feeling..." ● "This document might not give me the whole picture because..." ● "The events of the time were influenced by…" ● "Life during this time period and life during the 21st century are similar and/or different because…"
Critical Reading Read the text carefully to identify details and nuances in the author's words, or in data, images, text	● What claims does the author make? ● What evidence does the	**Key Ideas and Details** ● Cite specific textual evidence to support analysis of primary and secondary sources (RH.6-8.1)	● "The author claims that…" ● "To support his/her claims, the author…"

features, etc.	author use to support those claims?	● Identify key steps in a text's description of a process. (RH.6-8.3)	● "I think the author chose these words because they make me feel…"
	● How is this document supposed to make me feel?	**Craft and Structure** ● Determine the meaning of words and phrases as they are used in a text. (RH.6-8.4)	● "The author is trying to convince me...(by using/saying...)"
	● What words does the author use to paint a particular picture of the event, or to convince me that they are right?	● Describe how a text presents information (e.g., sequentially, comparatively, causally). (RH.6-8.5) ● Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) (RH.6-8.6)	● "The ordering of events allows readers to..." ● "Specific vocabulary the author uses provides…"
	● What information does the author leave out?	**Integration of Knowledge and Ideas** ● Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8)	
Corroborating *(Cross-Checking)* Compare multiple sources against each other to develop a well supported interpretations	● What do other pieces of evidence (texts, images, data, maps, etc.) say? ● Am I finding the same information everywhere? ● Am I finding different	**Key Ideas and Details** ● Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) **Integration of Knowledge and Ideas** ● Integrate visual information with	● "This author agrees/disagrees with..." ● "This document was written earlier/later than the other, so..."

	versions of the story? (If yes, why might that be?) ● Where else might I locate additional information about the topic? ● Which pieces of evidence are most believable and why?	other information in print and digital texts. (RH.6-8.7) ● Analyze relationship between primary and secondary sources on the same topic. (RH.6-8.9)	

Universal Design for Learning

Universal Design for Learning is a set of principles for curriculum development and instruction that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Here are some basic tools to get started with UDL in your classroom:
More information
CAST Web-site

Get to know your learners.
Online multiple intelligence assessment

Explore classroom technology resources.
Discovery Education in the classroom
Show Me (Mac and iPad app)
Using Edmodo in the classroom
PBS Learning Media for Social Studies
UDL Self-Check

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.	*Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.*	*How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.*

▪ Provide information through different modalities
     o Caption/Cartoon
     o Spoken language
     o Visual diagrams
	▪ Provide alternatives for interacting with instructional materials, physical manipulatives and technology (e.g., laminate map and mark with dry erase, point and click map games)	▪ Provide choices in levels of challenge, types of tools used, color, design, layout of graphics, sequence and timing of tasks
		 ▪ Involve students in setting personal

- Video and audio clips
  - Alternate text size
  - Graphs, charts tables
  - Use color strategically
- Conduct simulations of key events
- Modulate the speed, repetition, or timing of video, slides, animation, sound
- Prime vocabulary to connect to prior knowledge or experiences
- Emphasize roots of words
- Clarify or point out patterns, symbols, sequencing, big ideas
- Present and support concepts with alternative forms of expression (i.e., illustration, dance/movement, diagram, model, comic strip, storyboard, photograph, animation, physical or virtual manipulative)
- Activate prior knowledge through preview
- Pre-teach critical prerequisites
- Bridge understanding by using analogies, metaphors to provide context
- Chunk information into smaller elements
- Teach and model mnemonic strategies
- Use checklists and graphic organizers
- Review and practice

- Compose in multiple media such as text, speech, drawing, visual art, sculpture, or video
- Provide technology tools to facilitate demonstration of learning (e.g., spell check, speech to text software, graphing calculators, graph paper, outlining tools, sentence strips, sentence starters, concept mapping)
- Use web applications (e.g., wikis, animation)
- Provide scaffolds as needed that can be gradually released with increasing independence & skills
- Use prompts, models, process think-alouds, and templates for sequencing
- Set learning goals, provide checklists, guides for note taking, & guided questions

- goals
- Vary activities and sources that can be personalized & contextualized to learners lives, that are culturally relevant, responsive and appropriate
- Design purposeful activities that allow for active participation so that outcomes are authentic and resonates with audiences
- Invite personal response, evaluation, and self-reflection
- Use feedback to provide alternative aid
- Provide prompts to provide & restate goals—calendars, schedules
- Provide collaboration and peer support
- Emphasize process, effort, improvement in meeting standards
- Cooperative learning groups & roles
- Differentiate degrees of difficulty
- Provide rubrics
- Provide recording, charting & displaying of data and templates to support processing

UNIT I: European Geography and Ancient History
Overview:
Unit I has a twofold purpose. First, students will apply geographic skills learned in the 6th grade to explain how geography plays a role in the development of civilizations. Second, students will review and broaden the skills of a historian to explain the rise, development, and decline of ancient Greece, Rome, and the Byzantine Empire.

Enduring Understandings:
- There are multiple perspectives on history.
- Applying the skills and thought processes of a historian is vital to understanding the past.
- The study of the past requires specialized reading, writing, and analytical skills.
- The physical environment affects the development of civilizations.
- Cultures are transmitted and preserved over time.
- Political systems evolve over time and influence subsequent societies.

Essential Questions:
- Why is history important?
- What questions are important to ask about the past?
- How do historians use key events, documents, dates, and people to interpret the past?
- How and why do people differ in their judgement about what was important in the past?
- How do we evaluate the usefulness and degree of reliability of a variety of forms of historical evidence?
- How did geography influence the settlement and population patterns of ancient Greece and Rome?
- How have the achievements of ancient Greece and Rome contributed to societies of today?
- What factors led to the Byzantine Empire becoming the preserver of Greco-Roman culture?

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
Geography of Europe	1. Identify Europe's relative location in the world and describe the characteristics that make it a region. 2. Describe the major geographic and climatic features of Europe and Russia.	• Hemispheres • Region • Peninsula • Latitude zones	1. Europe is located in the Northern, Western, and Eastern Hemispheres. 2. Seas, peninsulas, and islands influence settlement patterns. 3. Mountains serve as a division between

			Europe and Asia. 4. Latitude and proximity to bodies of water greatly influence climate throughout the region.
The Historical Process and Classical Greece	3. Interpret, organize, and evaluate primary and secondary sources of information. 4. Identify the author's position on a historical event and evaluate the author's purpose for creating the document. 5. Use context/background information to draw more meaning from the document. 6. Identify and evaluate the author's claims about an event. 7. Corroborate the claims with other pieces of evidence. 8. Use geographic tools to describe the location of Ancient Greece 9. Explain the location of Ancient Greece based on its human and physical characteristics. 10. Give reasons for the rise of Ancient Greece and cite examples of its contributions and major achievements to the world. 11. Compare and contrast the social and political structure of Athens and Sparta. 12. Explain the decline of Ancient Greece. **GT-** *Prioritize and justify the reasons for*	● Hellenistic ● City-state ● Aristocrat ● Tyrant ● Democracy ● Oligarchy ● Polytheism ● Epic ● Immortal ● Philosopher ● Tragedy ● Agora ● Plague ● Blockade ● Barbarian ● Assassination	5. The study of history inspires students and enables them to understand the past, become more informed citizens, and to think critically about themselves, their community, and the world at large. 6. History is interpretation, often influenced by a person's frame of reference. 7. Interpretations about the past should logical, reasonable, and be based on facts. 8. There is a specific methodology to analyzing sources about the past. 9. Peninsular location influenced the development and settlement patterns of Ancient Greece 10. Development of city-states resulted from the land and water features 11. The Athenian government evolved over time. 12. Greek ideas about democracy and citizenship influenced the development of Western political thought and

	the decline of Ancient Greece. 13. Describe the impact of Alexander of Macedonia's conquests and the subsequent spread of Hellenistic culture.		institutions. 13. There was frequent conflict between Athenian democracy and the military aristocracy of Sparta. 14. The Ancient Greeks planted the seeds that would have a long-lasting impact on western civilization including the areas of art and architecture, literature, politics, philosophy, and science.
Rome and Byzantine Civilizations	14. Use geographic tools to describe the location of Ancient Rome 15. Explain the location of Ancient Rome based on its human and physical 16. characteristics. 17. Give reasons for the rise of Ancient Rome and cite examples of its contributions and major achievements to the world. 18. Explain the decline of Roman Empire and its impact on the creation of the Byzantine Empire. **GT-** *Prioritize and justify the reasons for the fall of the Roman Empire, and its impact on the creation of the Byzantine Empire* 19. Examine how the Byzantine Empire became the preserver of Greco-Roman culture.	● Republic ● Patrician ● Plebeian ● Senate ● Consul ● Veto ● Empire ● Dictator ● Disciple ● Inflation ● Mercenary ● Province ● Aqueduct ● Gladiator ● Forum ● Schism ● Pope ● Patriarch	15. Rome's peninsular location and mountainous interior influenced the development and settlement patterns of Ancient Rome 16. The political structure of Ancient Rome evolved over time from a republic to an empire. 17. The need for resources and the desire for greater political power resulted in the expansion of the Roman Empire. 18. Major phases in the expansion of the Roman civilization transformed the society, economy, and culture. 19. Roman unity contributed to the growth of trade in the region. 20. Roman achievements influenced the development of Western culture and are still present in today's society.

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21. Internal and external factors led to the fall of the Roman Empire.
22. The Byzantine Empire was established as a result of the strife within the Roman Empire.
23. The location of the Byzantine Empire encouraged trade, which gave it the means to preserve the Greco-Roman culture.
24. After the collapse of the Western Roman Empire, Byzantium flourished for one thousand years and left a lasting legacy for Eastern and Western societies.
25. Separated from the East, Western Europe had to seek stability through feudalism and the Roman Catholic Church.

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Text Resources:

Title	Source*
● Physical Geography of Europe	● National Geographic
● Everyday Life in Ancient Greece (4th Century BC)	● Ibis Communications: Eyewitness to History
● The Battle of Marathon, 490 BC	● Ibis Communications: Eyewitness to History
● The Suicide of Socrates, 399 BC	● Ibis Communications: Eyewitness to History
● Alexander Defeats the Persians, 331 BC	● Ibis Communications: Eyewitness to History
● The Death of Alexander the Great, 323 BC	● Ibis Communications: Eyewitness to History
● Glorious Parthenon -- Interview	● Ibis Communications: Eyewitness to History

• How to Keep a Slave in Ancient Rome, 170 BC	• Ibis Communications: Eyewitness to History
• The Assassination of Julius Caesar, 44 BC	• Ibis Communications: Eyewitness to History
• A Portrait of Julius Caesar	• Ibis Communications: Eyewitness to History
• Gladiators, 50 AD	• Ibis Communications: Eyewitness to History
• The Romans Destroy the Temple at Jerusalem, 70 AD	• Ibis Communications: Eyewitness to History
• Rome Celebrates the Vanquishing of the Jews, 71 AD	• Ibis Communications: Eyewitness to History
• The Grandeur of Rome, 75 AD	• Ibis Communications: Eyewitness to History
• What to do with the Christians? 112 AD	• Ibis Communications: Eyewitness to History
• The Fall of Rome	• Ibis Communications: Eyewitness to History
• Watering Ancient Rome -- Interview	• PBS
• Ancient Roman Recipes	• PBS

Suggested Media:

Title	Source*
• The Ancient Olympics	• Perseus Digital Library Project
• The Real Story of the Ancient Olympic Games	• Penn Museum
• Secrets of the Parthenon (Video)	• PBS, NOVA
• Restoring the Parthenon (Interactive)	• PBS, NOVA
• The Parthenon's Many Lives (Interactive)	• PBS, NOVA
• Ancient Greece (Website)	• BBC
• Greek and Roman Art in the Ancient World (97 topics)	• The Metropolitan Museum of Art
• Ancient Rome (Website)	• BBC
• Byzantium (ca. 330–1453)	• The Metropolitan Museum of Art
•	•

Suggested Resources

Title	Source*
• Dictionary for Ancient Greece	• Classical Art Research Center (Oxford University)

● Create maps of Ancient Greece and Ancient Rome	● NGS Mapmaker
● Byzantium	● Internet Medieval Sourcebook (Fordham University)
● World History DBQ Project: Classical Greece and China: How Great Were the Differences?	● DBQ Project
● Mini-Qs in World History Volume 1: Citizenship in Athens and Rome: Which Was the Better System?	● DBQ Project
● Mini-Qs in World History Volume 1: Education in Sparta: Did the Strengths Outweigh the Weaknesses?	● DBQ Project
● Mini-Qs in World History Volume 1: How Great Was Alexander the Great?	● DBQ Project
● Mini-Qs in World History Volume 1: Why did Rome Fall?	● DBQ Project
● Mini-Qs in World History Volume 2: Why did Rome Fall?	● DBQ Project
● Mini-Qs in World History Volume 2: What Is the Primary Reason to Study the Byzantines?	● DBQ Project
● Mini-Qs in World History Volume 2: Samurai and Knights: Were the Similarities Greater Than the Differences?	● DBQ Project

UNIT II: European Geography, Modern History, and Contemporary Issues

Overview:
Unit II explains how Feudalism was established in Europe and how this dominant economic and political system rose and fell. Next, the student will learn how nation building impacted the European region. The final focus will be on contemporary issues including the influence of geography, political and economic systems, and those factors that unify and/or divide the people of the European region.

Enduring Understandings:
- The collapse of the Roman Empire in the Western part of Europe caused a power vacuum which ushered in Feudalism.
- Modern European nations began to form after the collapse of the feudal system.
- Regions are defined by unifying characteristics.
- The physical environment affects the settlement and population patterns of a region.
- Economic and political systems develop and evolve over time.
- Factors contribute to the cooperation and conflict among people in individual nations and in a region as a whole.

Essential Questions:

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7th Grade Geography and World Cultures

- How has geography influenced the settlement and population patterns of modern European nations?
- Why was the system of Feudalism developed and how did it impact society?
- What led to the decline of the Feudal system and the rise of nation building in Western Europe.
- What was the cause and impact of the Crusades on society?
- What current issues have led to unity or division in individual nations and Europe as a region?

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
Middle Ages in Europe	1. Explain the factors that led to the development of Feudalism. 2. Describe the political, social, and economic aspects of life in Medieval Europe. 3. Describe the influences of Slavic, Viking, and Byzantine cultures on the development of Russian society. 4. Explain how the Crusades impacted the expansion of Christian Europe.	● Middle Ages ● Feudalism ● Lords ● Vassals ● Knights ● Serfs ● Fief ● Manor ● Self-sufficient ● Medieval ● Chivalry ● Coat of arms ● Guild ● Apprentice ● Excommunicate ● Crusade ● Plague ● Nation ● Monarchy	1. A power vacuum after the fall of the Roman Empire in the West led to the development of Feudalism 2. The feudal system created a societal structure which promoted defense against foreign invaders. 3. As a result of individual king's gaining more power, and the decline of the Church's authority, Feudalism began to decline. 4. Due to its' vast size, Russia has been invaded by many groups which in turn has influenced its' culture. 5. A series of Crusades to the Holy Land resulted in many changes to Medieval society.

		● Parliament	
European Geography	5. Identify selected countries and major cities of the region. 6. Identify and describe the major regions of modern Europe. **GT-** *Predict settlement patterns of major cities based on available resources including natural physical features.* 7. Examine the geographical influence on settlement and population patterns of modern European nations. 8. Explain how location, climate, and natural resources influences trade and economic development of modern European nations.	● Import ● Export ● Landlocked ● Supply and Demand ●	6. The European continent is typically divided into regions: North, West, South, East, and Russia. 7. People settled and populated close to bodies of water, natural resources, naturally occurring trade routes, and in moderate climate zones. 8. Those nations with access to sea ports and reliable energy sources tend to be more economically developed.
Contemporary Issues of Europe	9. Using current data compare the standard of living of selected countries in modern Europe. 10. Analyze the characteristics and structures of various political and economic systems in modern Europe. 11. Describe why the European Union was formed and examine its successes and failures. 12. Examine contemporary issues such as immigration, ethnic strife, religious conflicts, economic concerns, etc. on	● Human Development Index (HDI) ● Developing nation ● Developed nation ● Command economy ● Free market economy ● Authoritarian ● Democratic ● European Union	9. Human Development Index (HDI) is a composite statistic used to rank countries by quality of life. 10. Countries that tend to be more authoritarian lean towards command economies whereas more democratic countries focus more on a free-market economic system. 11. The European Union was formed to stabilize Europe after the two World Wars as well as to unite member nations to compete on the global

	modern European society.	market.
	● Euro ● Tariff ● Emigrate ● Immigrant	12. The European Union has had both successes and failures. 13. Europe's diversity has been both a source of strength and conflict in modern Europe.

Text Resources:

Title	Source*
● The Black Death, 1348	● Ibis Communications: Eyewitness to History
● The Onset of the Black Death, Described by Giovanni Boccaccio (1313-1375)	● Internet Medieval Sourcebook (Fordham University)
● Gabriele de' Mussi on the Plague, 1348	● Italian Studies, Brown University
● Francesco Petrarca: Ad Seipsum (To Himself) (Epistola Metrica I, 14: lines 1-55) Concerning the Plague, 1349	● Italian Studies, Brown University
● Maps and data of Europe	● Culturegrams
● The Treaty of European Union (1992)	● The European Union
● Who Gets to be French? -- Editorial	● New York Times
● Immigration Issues Test Unity of The European Union, Article	● NPR
● Charter of the United Nations	● United Nations
●	●

Suggested Media:

Title	Source*
● Building the Great Cathedrals (Video)	● PBS NOVA
● Medieval Stained Glass Science (Interactive)	● PBS NOVA

• [Physics of Stone Arches](#) (Interactive)	• PBS NOVA
• [Life in a Castle](#) (Interview)	• PBS NOVA
• [Feudalism and Knights in Medieval Europe](#) (90 topics)	• The Metropolitan Museum of Art
• [Site devoted to the plague; many primary sources on the Black death](#)	• Decameron Web, Brown University
• [Middle Ages](#)	• BBC
• [Illuminated Manuscripts](#)	• British Library Online
• [Europe: Middle Ages Tutorial Website](#)	• University of Calgary
• [The European Union](#)	• Official Site of the European Union
• [European Union](#)	• CIA Factbook
• [Topics Concerning the European Union](#)	• The New York Times

Suggested Resources

Title	Source*
• [France - Concept of National Identity](#) -- Located in Teacher Activities Tab -- p. 89 of the pdf file (CultureGrams)	• Culturegrams
• [Find the Data](#)	• CIA World Factbook
• [International Human Development Index](#)	• Human Development Reports
• [Create maps showing human impact on the Earth](#)	• NGS MapMaker Interactive
• [Page Maps -- Modern Europe](#)	• NGS MapMaker Interactive
• [Lessons/Documents on Medieval Europe](#)	• National Archives of the United Kingdom
• World History DBQs: The Black Death: How Different Were Christian and Muslim Responses?	• DBQ Project
• Mini-Qs in World History Volume 3: The Reign of Terror: Was It Justified?	• DBQ Project

UNIT III: Latin America

Overview:
Unit III focuses on how geography shaped the history, culture, and current issues of the Latin American region. Beginning with the ancient civilizations, students will learn how the indigenous populations developed thriving empires. Next, the impact of trade and

communication between the Eastern and Western Hemispheres altered the history of the people of Latin America, eventually ending European domination of the region. The final focus is on contemporary issues including how and why people modify the natural environment, political and economic systems, and those factors that unify and/or divide the people of the Latin American region.

Enduring Understandings:
- Regions are defined by unifying characteristics.
- The physical environment affects the settlement and population patterns of a region.
- The physical environment affects the development of civilizations.
- Trade and communication between the Eastern and Western Hemisphere led to intensified cultural interaction.
- Economic and political systems develop and evolve over time.
- People modify their natural environment to meet their needs.
- Factors contribute to the cooperation and conflict among people in individual nations and in a region as a whole.

Essential Questions:
- What lasting impact did the Maya, Aztec, and Inca civilizations have on societies of today?
- How has geography influenced the settlement and population patterns of Latin American nations?
- What were the factors that encouraged European exploration and colonization of Latin America?
- What were the effects of European colonialism on Latin America?
- What current issues have led to unity or division in individual nations and Latin America as a region?

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
Geography of Latin America	1. Identify the relative location of Latin America in the world and describe the characteristics that make it a region. 2. Describe the major geographic and climatic features of Latin America. 3. Identify selected countries and major cities of the region. 4. Identify and describe the major regions of modern Latin American.	● Isthmus ● Archipelago ● Deforestation ● Terraced farming ● Slash and burn agriculture ● Bio-diversity	1. Latin America is located in the Northern, Southern, and Western Hemispheres. 2. Latin America is typically divided into regions: Central America, the Caribbean, and South America. 3. Physical features like, mountain ranges and large stretches of rain forest have traditionally dictated

	5. Examine the geographical influence on settlement and population patterns of modern Latin American nations. 6. Explain how location, climate, and natural resources influences trade and economic development of modern Latin American nations. **GT-** *Evaluate the environmental, political, economic, and social effects of modernization on the rainforest biome.*		where people have settled. 4. Climate zones and geographic features of the region in the Southern Hemisphere, and vegetation patterns have pushed many Latin American countries to produce cash crops for the global market.
Latin American History	7. Examine the emergence, growth, achievements, and decline of the Mayan, Aztec, and Inca Empires. 8. Analyze the causes and consequences of the Age of Exploration. 9. Examine the causes and effects of the Columbian Exchange on the Eastern and Western Hemispheres. 10. Describe the effect of colonialism on Latin American countries and the process for independence. **GT-** *Compare the independence process and its aftermath between the United States and the countries of Latin America.*	● Hieroglyphics ● Class system ● Conquistador ● Push/pull factors ● Colonialism ● Exploitation ● Revolution	5. The development and cultural achievements of the three indigenous empires was influenced by geographic and climatic conditions. 6. European expansion was driven by their need for resources, their want for power, wealth, the spread of Christianity, and made possible by their maritime achievements. 7. The encounter between Europeans and natives had far-reaching consequences. 8. Various means were used to gain independence from European powers.
Contemporary Latin America	11. Explain why the nations of Latin	● Cash crop ● Rapid	9. The affects of colonialism coupled

	America have had difficulty building stable governments. *12.* Assess the impact of population growth and economic factors on the environment. **GT-** *Analyze the impact of physical features and climate on the population distribution of Latin America.* 13. Using a variety of economic and demographic data, identify and justify the development status of selected Latin American countries and compare them to other nations in the world. 14. Examine contemporary issues such as; economic concerns like competing in a global economy, the war on drugs, political corruption, etc. on Latin America society.	urbanization ● Interdependence	with the inability to establish stable governments have led to political corruption in some countries. 10. A series of factors such as rapid population growth and developing economic systems have led to stresses on the environment. 11. Many countries are still in the development stage due to their reliance on cash crops, lack of stable governments, failure to modernize, and geographic challenges. 12. Contemporary issues continue to slow the growth of many Latin American nations.

Text Resources:

Title	Source*
● Physical Geography of South America	● NGS
● Pedro de Cieza de Léon: Chronicles of the Incas, 1540	● Internet Modern History Sourcebook (Fordham University)
● Rise of the Inca (Interview)	● PBS
● "Ghosts of Machu Picchu"	● PBS
● Lost Inca Empire	● PBS
● Ice Mummies of the Inca	● PBS-NOVA

• Inca: Sacrificial Ceremony	• PBS-NOVA
• Farming Like the Inca	• Smithsonian
• Aztec and Maya Law (Online Exhibit)	• Tarlton Law Library (University of Texas at Austin)
• Maya Archaeologists Unearth New 2012 Monument With 'End Date' of Dec. 21, 2012	• Science Daily
• Hernando Cortés: Letter Describing Mexico (1520)	• ABC CLIO
• Hernando Cortés: Letter Recounting Greeting by Montezuma II (1520)	• ABC CLIO
• Christopher Columbus "Discovers" America, 1492	• Eyewitness to History
• Central America- Maps and data	• CultureGrams
• South America- Maps and data	• CultureGrams

Suggested Media:

Title	Source*
• Outfitting for Inca Battles (Interactive visual)	• PBS-NOVA
• Inca Skull Surgery (Video)	• PBS-NOVA
• Great Inca Rebellion (Video)	• PBS-NOVA
• A Marvel of Inca Engineering (Interview)	• PBS-NOVA
• Mystery of the Maya (On-line Exhibit)	• Canadian Museum of Civilization
• Speaking Ancient Maya (Podcast)	• PBS-NOVA
• Cracking the Maya Code (Video)	• PBS-NOVA
• Deciphering Maya Time (Interactive)	• PBS-NOVA
• Decode Stela 3 (Interactive)	• PBS-NOVA
• A Maya Masterpiece Revealed (Interactive)	• PBS-NOVA
• Using Technology to Discover Ruins (Video)	• PBS-NOVA
• Map of the Maya World (Interactive)	• PBS-NOVA
• Assorted webcasts related to demographics/population pyramids	• Population Reference Bureau
• Fall of the Maya (Website)	• BBC

HCPSS Curriculum Framework
7th Grade Geography and World Cultures

Suggested Resources

Title	Source*
● International Human Development Index	● United Nations Development Programme
● Create maps showing human impact on the Earth	● NGS MapMaker Ineractive
● Maps- North America	● NGS MapMaker Page Maps
● Maps- South America	● NGS MapMaker Page Maps
● International Data including population pyramids	● United States Census
● World History DBQs: The Aztecs: What Should History Say?	● DBQ Project
● Mini-Qs in World History Volume 2: The Aztecs: Should Historians Emphasize Agriculture or Human Sacrifice?	● DBQ Project
● Mini-Qs in World History Volume 1: The Maya: What Was Their Most Remarkable Accomplishment?	● DBQ Project
● Mini-Qs in World History Volume 2: The Maya: What Was Their Most Remarkable Achievement?	● DBQ Project
● World History DBQs: What Drove the Sugar Trade?	● DBQ Project
● Mini-Qs in World History Volume 2: Should We Celebrate the Voyages of Zheng He?	● DBQ Project
● Mini-Qs in World History Volume 2: April 27, 1521: Was Magellan Worth Defending?	● DBQ Project
● Mini-Qs in World History Volume: How Should We Remember Toussaint Louvertoure?	● DBQ Project
● Mini-Qs in World History Volume 3: Latin American Independence: Why Did the Creoles Lead the Fight?	● DBQ Project

UNIT IV: United States and Canada
Overview:

Unit IV begins with a brief look at the names and locations of the major indigenous populations in North America to help the learner understand that people were present in the region prior to European exploration and colonization. Next, students will learn about the competing settlement and economic interests of France and England in North America. The effects of geography on each country is then explored as the student learns about both physical and political boundaries. The final focus is on contemporary issues including how and why people modify the natural environment, political and economic systems, how the United States became a pluralistic society, and those factors that unify and/or divide the people of the North American region.

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Enduring Understandings:
- Regions are defined by unifying characteristics.
- The physical environment affects the settlement and population patterns of a region.
- Economic and political systems develop and evolve over time.
- People modify their natural environment to meet their needs.
- Factors contribute to the cooperation and conflict among people in individual nations and in a region as a whole.

Essential Questions:
- Who were the indigenous people and where did they live in North America?
- How has geography influenced the settlement and population patterns of Canada and the United States?
- Which European countries influenced the development of Canada and the United States and how did these nations gained independence?
- How are the Federal forms of government of Canada and the United States similar?
- How has the history of Canada influenced the cultural elements of modern society?
- How did immigration result in a diverse American culture?
- What current issues have led to unity or division in the relationship between Canada and the United States?

Maryland Standards:
1. Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.
2. Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.
3. Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
4. Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
5. Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.
6. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

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Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
Geography of Canada and the United States	1. Identify the relative location of North America in the world and describe the characteristics that make it a region. 2. Describe the major geographic and climatic features of Canada and the United States. 3. Identify selected states/provinces/territories and major cities of the region. 4. Identify and describe the major regions of Canada and the United States. 5. Examine the geographical influence on settlement and population patterns of Canada and the United States. **GT-** *Predict settlement patterns of major cities based on available resources including natural physical features.* 6. Explain how location, climate, and natural resources influence trade and economic development of Canada and the United States.	● Continental Divide ● Cash crop ● Maritime ● Rural ● Urban ● Megalopolis ● Metropolitan area ● Suburbs ● Climate belts	1. Canada and the United States are located in the Northern and Western Hemispheres. 2. Regions in Canada and the United States were created based on common characteristics. 3. Both countries share climate characteristics, physical and water features that influenced settlement patterns, population patterns, and culture. 4. People settled and populated close to bodies of water, natural resources, naturally occurring sea ports, and in moderate climate zones.
Comparative History of	7. Identify and locate indigenous	● Bicameral ● Constitution	5. The first Americans lived

Canada and the United States	populations in North America. 8. Explain how settlement patterns in Canada are linked to colonization by England and France and how their rivalry resulted in conflict. 9. Examine how Canada became an independent nation. 10. Compare Canada's and the United Sates' Federal form of government.	● Branches of government ● Cabinet	throughout the North American continent and historians grouped these people into cultural regions based on their shared language and way of life. 6. France and England both claimed and competed for land in North America. 7. Unlike America's independence, Canada earned its' independence through peaceful means. 8. Canada and the United States' Federal form of government each have three branches.
Cultural Heritage of Canada and the United States	11. Explain how the history of Canada influenced the cultural elements of modern society. 12. Examine the effects on a nation when it moves from being monolingual to bilingual. 13. Describe how immigration to the United States resulted in a pluralistic society consisting of diverse cultures, customs, and traditions. 14. Examine contemporary issues	● Bilingual ● Referendum ● Separatist ● NAFTA ● Interdependent ● Immigration ● Assimilation ● Push/Pull Factors	9. Elements such as language and food shape modern day culture in places like Quebec and Ontario. 10. The history of immigration to the United States has occurred in waves. 11. Contemporary issues continue to affect and shape the cultures of Canada and the United States.

	such as economic concerns like competing in a global economy, the environment, etc. in Canada and the United States.		

Text Resources:

Title	Source*
● Physical Geography of North America	● NGS
● The Irish Potato Famine, 1847	● Eyewitness to History
● Immigration: Reshaping American Population	● Population Reference Bureau
● Why Wave of Mexican Immigration Stopped	● CNN
● Earliest Americans Arrived in Waves, DNA Study Finds	● New York Times
● North America: Maps and data	● CultureGrams

Suggested Media:

Title	Source*
● Immigration Explorer -- NY Times Interactive Map on Immigration Over Time	● New York Times
● United States Census Interactive Map	● United States Census
● Series of videos related to U.S. population trends	● United States Census
●	●

Suggested Resources

Title	Source*
● International Human Development Index	● United Nations Development Programme
● Create maps showing human impact on the Earth	● NGS MapMaker Interactive
● MapMaker Page Maps -- USA	● NGS MapMaker
● MapMaker Page Maps -- Canada	● NGS MapMaker
● United States Census Website	● United States Census