



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-*Paired with Social Studies Unit Archaeology/Prehistory*

Board Approved:

August 2026

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Course Purpose:		This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.						
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).						
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).						
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.						
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.						
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).						
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.						
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).						
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.						
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.						
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.						
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.						
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.						
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.						
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.						
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth? Government: What type of government or leadership structure did the civilization use, and how did it develop over time? Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life? Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for? Historical Impact: How did this civilization influence later societies, including our own?						
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus					
Archaeology Prehistory	How do archaeologists "read" physical evidence the way readers read a text?	Informational text on archaeological methods and tools	archaeologist	A scientist who studies past human life by examining artifacts and physical remains.		hunter-gatherer	A person who survives by hunting animals and gathering wild plants rather than farming.	
	How does a cause-and-effect text structure explain a major turning point like the Agricultural Revolution?	Photograph sets of artifacts, paired with captions, read as visual "text"	artifact	An object made or used by people in the past that provides evidence of how they lived.		culture	The shared beliefs, customs, and ways of life of a group of people.	
	How do I write a well-supported hypothesis using evidence rather than a guess?	Informational cause/effect article on the Agricultural Revolution	prehistory	The period of human history before written records existed.		hypothesis	An educated, testable explanation supported by evidence.	
			agricultural revolution	The shift from hunting and gathering to farming and raising domesticated plants/animals.		domesticate	To tame and breed plants or animals for human use.	
Curriculum Resources & Materials	*Chromebook/Schoolology access *Artifact-inference activity cards or photos for small-group analysis		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric		
Pacing Guide								
Block(s)		Content Focus	Reading Skill	Writing Task		Discourse/Talk		
1-2		Human development; types of archaeologists; how archaeologists study the past	Description text structure: how archaeologists study prehistoric people; read artifact photos as visual evidence.	Descriptive paragraph naming archaeological tools and how each is used.		Small-group artifact analysis: infer function/purpose from evidence, then share reasoning.		
3-4		Hunting and gathering to the Agricultural Revolution	Cause-and-effect text structure: what changed when humans shifted to food production.	CER paragraph: hypothesize how life today would differ if the Agricultural Revolution had not happened.		Seminar: why was culture important to early human development?		

Culminating Task:	"What Would Our Artifacts Say?" Students choose five present-day objects and write an evidence-based hypothesis of what a future archaeologist would conclude about our culture from them, modeling the reasoning archaeologists use.
Extended Discourse Task:	Structured discussion: "Which change had a bigger impact on human history — the discovery of tools or the Agricultural Revolution?" Students defend a position with evidence from the unit's texts.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Mesopotamia

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	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year.				
		Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
Mesopotamia	How does geography function as a cause in a text explaining why a civilization develops where it does?	Informational text on the geography of the Fertile Crescent and the role of flooding	civilization	A complex society with cities, government, and organized culture.	dynasty	A series of rulers from the same family.
	How do I read and evaluate the purpose of a primary-source-based law code like Hammurabi's Code?	Informational text on Hammurabi's Code and its purpose (read about, not quoted at length)	city-state	An independent political unit made up of a city and its surrounding land.	irrigation	A system for supplying land with water, often through canals.
			cuneiform	One of the earliest writing systems, made of wedge-shaped marks pressed into clay.	Fertile Crescent	A curved region of fertile land in the Middle East where early civilizations arose.
			ziggurat	A massive stepped temple structure built in ancient Mesopotamia.	polytheism	The belief in and worship of many gods.
	How do I write a claim, with evidence, explaining why Mesopotamia is called the "cradle of civilization"?	Map of the ancient Fertile Crescent alongside a map of the modern Middle East	empire	A large political unit made up of different territories and peoples under one ruler.	scribe	A person trained to read and write, often working for government or religious institutions.
Curriculum Resources & Materials	*Chromebook/Schoolology access *Map set: ancient Fertile Crescent + modern Middle East (for the unit's map-test alignment) *City-state jigsaw cards (Ur, Kish, Uruk, Babylon, Nineveh)	*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-3	Geography of the Fertile Crescent; rise of civilization; Sumer's first cities	Cause-and-effect text structure: how geography and flooding made civilization possible.	Explanatory paragraph: how geography caused the rise of civilization in the Fertile Crescent.	Jigsaw: groups research one Mesopotamian city-state (Ur, Kish, Uruk, Babylon, Nineveh) and teach the class.
4-6	Empires of the Fertile Crescent; Hammurabi's Code; key leaders	Determine main idea and purpose in a text about Hammurabi's Code; compare empires using a compare/contrast structure.	CER paragraph: was Hammurabi's Code fair by the standards of its time? Cite evidence.	Socratic seminar: why do civilizations need written laws?
7-8	Writing (cuneiform), the Phoenicians, and the modern Middle East	Informational text on the development of cuneiform writing and its impact.	Culminating CER essay: why is Mesopotamia called the "cradle of civilization"?	Gallery walk of labeled maps: modern Middle East countries built on ancient Mesopotamia.
Culminating Task:	"The Cradle of Civilization" Students write a claim-evidence-reasoning essay answering: why is Mesopotamia called the "cradle of civilization"? Evidence should be drawn from at least three unit topics (geography, writing, law, or empire).			
Extended Discourse Task:	Four Corners: which Mesopotamian achievement had the greatest lasting impact — writing, law, irrigation, or trade? Defend your position with text evidence.			



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CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient Egypt

Board Approved:

August 2026

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Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.					
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year.				
		Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
Ancient Egypt	How does a text use description to explain the relationship between a river and a civilization?	Informational text on the Nile River and its importance to Egyptian civilization	pharaoh	A ruler of ancient Egypt, believed to have both political and religious authority.	embalm	To preserve a dead body, as ancient Egyptians did through mummification.
	How do I compare and contrast two civilizations (Egypt and Kush) using shared categories of evidence?	Comparative text: the civilizations of Egypt and Kush	delta	A landform where a river deposits sediment as it meets a larger body of water, often fertile.	monotheistic	Believing in and worshipping only one god.
	How do I write an explanatory paragraph connecting belief systems to historical accomplishments?	Short biography texts: Hatshepsut, Tutankhamun, Ramses II, King Nub	cataract	A stretch of shallow, rocky rapids in a river.	shrine	A sacred place associated with a deity or holy figure.
		Informational text on Egyptian religion, the afterlife, and mummification	hieroglyphics	A writing system using pictures and symbols, used in ancient Egypt.	regent	A person who governs on behalf of a ruler who is too young, absent, or incapacitated.
			papyrus	A paper-like material made from a reed plant, used for writing in ancient Egypt.	commodity	A good that is bought, sold, or traded.
Curriculum Resources & Materials	*Chromebook/Schoology access	*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of Egypt and Kush; the Nile River	Description/cause-effect text structure: why the Nile made civilization possible for both Egypt and Kush.	Explanatory paragraph on the Nile's importance, citing at least two specific effects.	Think-Pair-Share: how might Egyptian civilization differ without the Nile's yearly flooding?
3-5	Egyptian religion, the afterlife, pyramids, and everyday life	Determine main idea and details in a text on Egyptian gods, the afterlife, and tomb-building.	RACE-strategy response: how did religious belief shape pharaohs' actions and monuments?	Jigsaw: groups research one aspect of daily life (food, work, family, religion) and report out.
6-8	The Old, Middle, and New Kingdoms; Egyptian and Kushite pharaohs	Compare/contrast text structure: Egypt and Kush across geography, government, and achievements.	Compare/contrast paragraph on Egyptian and Kushite civilization, citing specific evidence.	Fishbowl seminar: what do artifacts from Egypt and Kush reveal about each civilization's values?
9-10	Egyptian writing, science, and medicine; unit review	Informational text on hieroglyphics and advances in science/medicine.	Culminating essay connecting belief systems to historical accomplishments.	Showcase presentations on a pharaoh or achievement of choice.
Culminating Task:	"Belief and Accomplishment in Ancient Egypt" Students write a multi-paragraph explanatory essay on how Egyptian belief systems (afterlife, divine kingship) shaped the civilization's major accomplishments, citing evidence from at least three texts.			
Extended Discourse Task:	Seminar: what do artifacts and monuments reveal about a civilization's values? Use Egyptian and Kushite evidence to support your answer.			



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CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit The Israelites

Board Approved:

August 2026

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Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
The Israelites	How does a text use sequence/chronology to trace a people's migration across regions?	Informational text on the geography of Canaan and the surrounding region	Judaism	The monotheistic religion of the Jewish people, based on the Hebrew Bible.	covenant	A formal, binding agreement, especially between a people and their God.					
	How do I identify the main idea of a text explaining the origins of a belief system?	Sequence text tracing Israelite migration from Mesopotamia to Canaan to Egypt	monotheism	The belief in and worship of a single god.	diaspora	The dispersion of a people from their original homeland to other regions.					
	How do I write about the lasting influence of an ancient civilization on institutions today?	Informational text on the origins and key elements of Judaism	migration	The movement of a group of people from one region to settle in another.	alphabet	A set of letters used to represent the sounds of a language in writing.					
		Informational text on the Phoenician alphabet and its development									
Curriculum Resources & Materials	*Chromebook/Schoolology access *Modern map of Europe (for the unit's map-labeling skill)		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric					

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of the region; Israelite migration (Mesopotamia to Canaan to Egypt)	Sequence/chronology text structure: trace the stages of Israelite migration on a map/timeline.	Summary paragraph explaining why the Israelites migrated across these regions.	Think-Pair-Share: how does this migration pattern compare to migration studied in other units?
3-4	The development of Judaism; key elements of Israelite civilization	Determine main idea; identify the key elements of Judaism in an informational text.	RACE-strategy response: how are Judaism's roots connected to ancient and medieval civilizations?	Discussion: how are the Hebrews and Judaism connected to law in society today?
5-6	The Phoenicians, the alphabet, and Roman rule of Judea	Cause-and-effect text structure: the impact of the Phoenician alphabet on later civilizations.	Culminating explanatory paragraph on the lasting legacy of Israelite and Phoenician civilization.	Seminar/showcase: share culminating paragraphs and respond to classmates' claims.
Culminating Task:	"Legacies That Last" Students write an explanatory paragraph or short essay tracing one lasting legacy from this unit (Judaism's connection to law, or the Phoenician alphabet's influence on writing systems) into the present day, citing text evidence.			
Extended Discourse Task:	Discussion: how are the Hebrews and Judaism connected to law in our society today? Support your answer with evidence from the unit's texts			



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CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient Greece

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	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.									
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.									
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).									
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.									
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).									
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.									
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.									
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.									
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.									
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.									
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.									
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.									
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>					Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
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Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
Ancient Greece	How do I use a compare/contrast text structure to analyze two systems of government (Athens vs. Sparta)?	Informational text on the geography of Greece, Crete, and the Aegean Sea	polis	A Greek city-state, the basic political unit of ancient Greece.	phalanx	A tight military formation of heavily armed infantry used by the Greeks.					
	How do informational texts explain the causes and effects of major conflicts (the Persian and Peloponnesian Wars)?	Comparative text: the Minoan and Mycenaean civilizations	democracy	A system of government in which citizens hold power, directly or through representatives.	rhetoric	The art of effective or persuasive speaking and writing.					
			oligarchy	A system of government in which power is held by a small group of people.	colony	A settlement established by people from another territory, remaining connected to it.					
			citizen	A legally recognized member of a state or city with rights and responsibilities.	ostracism	The practice of temporarily banishing a citizen, used in Athenian democracy.					
	How do I write a comparative paragraph using precise, evidence-based language?	Short texts on Socrates, Plato, and Aristotle; text on Alexander the Great	Hellenic	Relating to ancient Greek people, language, or culture.	oracle	A person or shrine believed to communicate the will of the gods.					
Curriculum Resources & Materials	*Chromebook/Schoology access	*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric						

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of Greece; the Minoan and Mycenaean civilizations	Compare/contrast text structure applied to two early civilizations.	Compare/contrast paragraph on the Minoans and Mycenaeans.	Think-Pair-Share: how did Greece's geography shape its early civilizations?
3-4	Athenian democracy vs. Spartan society	Compare/contrast text structure: government, values, and daily life in Athens and Sparta.	CER paragraph: which city-state's system would you rather live under, and why?	Structured Academic Controversy: Athens vs. Sparta, using assigned evidence roles.
5-6	The Persian and Peloponnesian Wars	Cause-and-effect and sequence text structures in a war-summary text.	Summary paragraph on the causes and effects of one war studied.	Socratic seminar: what made Greek city-states unite or divide?
7-8	Greek philosophy and literature; Alexander the Great	Determine main idea in short philosophy texts (Socrates, Plato, Aristotle).	Culminating essay: what elements of Greek civilization influenced many other societies?	Showcase presentations on a Greek achievement (philosophy, democracy, literature, conquest).
Culminating Task:	"Greece's Lasting Influence" Students write a multi-paragraph explanatory essay identifying at least two elements of Greek civilization that influenced later societies, with evidence drawn from at least three unit topics.			
Extended Discourse Task:	Debate: was Athenian democracy truly democratic? Use evidence about citizenship and exclusion to support your position.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient India

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year.				
		Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
Ancient India	How do I compare two belief systems (Hinduism and Buddhism) using a shared set of categories?	Informational text on South Asia's geography and the role of monsoons	subcontinent	A large, distinguishable landmass that is part of a continent.	reincarnation	The belief that the soul is reborn into a new body after death.
	How does a text use cause-and-effect structure to connect geography (monsoons, rivers) to civilization?	Comparative text: Hinduism and Buddhism	monsoon	A seasonal wind that brings heavy rains to South Asia.	nirvana	In Buddhism, a state of liberation from suffering and the cycle of rebirth.
			caste	A rigid social class system historically dividing Indian society.	stupa	A dome-shaped Buddhist monument, often containing relics.
	How do I write a paragraph that accurately explains an unfamiliar belief system using text evidence?	Short biography text on the Buddha	dharma	One's religious and moral duty in Hindu belief.	edict	An official order or proclamation issued by a ruler.
			karma	The belief that a person's actions affect their fate in this life or the next.	secular	Not connected with religious or spiritual matters.
Curriculum Resources & Materials	*Chromebook/Schoolology access *Modern map of Asia (for the unit's map-test alignment)	*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of South Asia; the Indus Valley civilization	Cause-and-effect text structure: how geography (rivers, monsoons) shaped early civilization.	Explanatory paragraph on how geography influenced life in the Indus Valley.	Think-Pair-Share: how does monsoon-dependence compare to Nile flooding studied in Egypt?
3-4	The development of Hinduism and Buddhism	Compare/contrast text structure across two belief systems using shared categories (origin, key beliefs, practices).	Compare/contrast paragraph on Hinduism and Buddhism.	Jigsaw: half the class becomes experts on Hinduism, half on Buddhism, then pair up to teach each other.
5-6	The Mauryan and Gupta Empires; Ashoka's leadership	Determine main idea and cause-effect in a text on Ashoka's rule and its effect on Buddhism's spread.	CER paragraph: how did Ashoka's leadership change after his conversion to Buddhism?	Seminar: how did belief systems shape governance in the Mauryan Empire?
7	Map of Asia; unit review and culminating task	Map/text-feature literacy: label and interpret a modern map of Asia.	Culminating essay: what ideas united groups across the vast Indian subcontinent?	Gallery walk of culminating essays and maps.
Culminating Task:	"Belief and Unity in Ancient India" Students write an explanatory essay on what ideas, practices, or events united groups across the Indian subcontinent, citing evidence from at least three unit topics (geography, religion, empire).			
Extended Discourse Task:	Discussion: how are Hinduism and Buddhism alike and different in their view of the self and the path to spiritual freedom? Cite specific text evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient China

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.										
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).									
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).									
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.									
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.									
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).									
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.									
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).									
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.									
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.									
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.									
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.									
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.									
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.									
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.									
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>					Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
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Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
Ancient China	How do I compare three philosophies (Daoism, Confucianism, Legalism) that offer different solutions to the same problem?	Informational text on the geography of China (Huang He, Yangzi River) Comparative text: Daoism, Confucianism, and Legalism Short biography text on Confucius Informational text on the Silk Road and its impact	dynasty	A series of rulers from the same family.	feudal system	A system in which land is granted in exchange for service or loyalty.					
	How does a text use sequence to trace the rise and fall of dynasties?		filial piety	Respect and duty toward one's parents and ancestors, central to Confucian belief.	Daoism	A Chinese philosophy emphasizing living in harmony with the natural order (the Dao).					
	How do I write a paragraph explaining how a belief system shaped a ruler's actions?		divine right	The belief that a ruler's authority comes directly from a higher power.	Confucianism	A Chinese philosophy based on the teachings of Confucius, emphasizing duty, respect, and order.					
			mandate	An official order or authorization, such as the Mandate of Heaven.							
Curriculum Resources & Materials	*Chromebook/Schoolology access *Modern map of Asia (reused/extended from Unit 6)		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric						

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of China; the Xia, Shang, and Zhou dynasties	Sequence text structure: trace early Chinese dynasties on a timeline.	Summary paragraph on the geography and early dynasties of China.	Think-Pair-Share: how did family ties shape early Chinese society?
3-4	Daoism, Confucianism, and Legalism	Compare/contrast text structure across three philosophies using shared categories.	Compare/contrast paragraph on two of the three philosophies studied.	Jigsaw: groups become experts on one philosophy and teach the class its core ideas.
5-6	The Qin dynasty (Shi Huangdi) and the Han dynasty; the Silk Road	Cause-and-effect text structure: how Shi Huangdi unified China's economy and culture.	CER paragraph: was Shi Huangdi's rule more beneficial or harmful to China? Cite evidence.	Seminar: how did the Han dynasty's respect for tradition and learning shape its achievements?
7	Map of Asia: unit review and culminating task	Map/text-feature literacy: label and interpret a modern map of Asia.	Culminating essay: what were the political and cultural characteristics of early China?	Showcase presentations connecting a philosophy to a dynasty's actions.
Culminating Task:	"Philosophy and Power in Early China" Students write an explanatory essay connecting one philosophy (Daoism, Confucianism, or Legalism) to the actions of a specific dynasty or ruler, citing evidence from at least three unit topics.			
Extended Discourse Task:	Structured discussion: which philosophy — Daoism, Confucianism, or Legalism — offers the best approach to governing a society? Defend your position with evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient Rome

Board Approved:

August 2026

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	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).									
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.									
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Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
Ancient Rome	How does a text use cause-and-effect to explain a civilization's transformation from republic to empire?	Informational text on the geography and early settlement of Rome	republic	A system of government in which power is held by citizens who elect representatives.	seige	A military operation in which forces surround and blockade a place to force surrender.					
	How do I trace multiple contributing causes in a text explaining Rome's decline and fall?	Informational text on the structure of the Roman Republic	patricians	Members of the wealthy, upper-class families of ancient Rome.	garrison	A group of troops stationed in a place to defend it.					
		Short biography text on Julius Caesar	plebeians	The common citizens of ancient Rome.	persecution	Hostility and mistreatment, especially because of religious or political belief.					
	How do I write an argument about which factor most contributed to a historical outcome?	Informational text on the rise of Christianity in Rome and the empire's decline and fall	dictator	A ruler with absolute power, sometimes granted temporarily during a crisis in Rome.	doctrine	A set of beliefs or principles held and taught by a religious or political group.					
			toga	A loose garment worn by citizens in ancient Rome.							
Curriculum Resources & Materials	*Chromebook/Schoolology access		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric						

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of Rome; the Roman Republic's structure	Description text structure: how the Roman Republic was organized (patricians, plebeians, offices).	Explanatory paragraph describing the structure of the Roman Republic.	Think-Pair-Share: how does Rome's republic compare to Athenian democracy studied earlier?
3-4	The Punic Wars; Julius Caesar; the fall of the Republic	Cause-and-effect text structure: how Julius Caesar's rise led to the fall of the Republic.	CER paragraph: did Julius Caesar's actions strengthen or weaken Rome? Cite evidence.	Socratic seminar: was Caesar's assassination justified?
5-6	Octavian and the Roman Empire; the rise of Christianity	Sequence and cause-effect text structures: how Christianity rose and spread in the Roman Empire.	Summary paragraph on how the Roman government responded to Christianity's growth.	Discussion: why might a government view a new religion as a threat?
7-8	Diocletian, Constantine, the fall of Rome, Byzantium, and Justinian's Code	Multiple-cause text structure: the several factors that contributed to Rome's decline and fall.	Culminating CER essay: what factor most caused the fall of Rome?	Fishbowl seminar debating the most significant cause of Rome's fall.
Culminating Task:	"What Caused the Fall of Rome?" Students write a claim-evidence-reasoning essay identifying the factor they judge most responsible for Rome's decline and fall, addressing at least two counterarguments with evidence.			
Extended Discourse Task:	Debate: was Rome's transition from republic to empire ultimately good or bad for its citizens? Support your position with specific evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Islamic Civilization

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.				
Reading Strategies	Close Reading & Annotation Text Structure Recognition Determining Main Idea & Details Primary vs. Secondary Source Awareness Vocabulary in Context	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps). Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization). Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check. Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out. Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).			
Writing Frameworks	RACE (short response) C-E-R (argument/claim) Explanatory Essay Structure Compare/Contrast Frame	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses. Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall). Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task. Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.			
Discourse Protocols	Think-Pair-Share JigSaw Socratic Seminar/Fishbowl Four Corners/Structured Academic Controversy Accountable Talk Stems	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion. Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems. A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves. Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence. Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.			
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth? Government: What type of government or leadership structure did the civilization use, and how did it develop over time? Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life? Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for? Historical Impact: How did this civilization influence later societies, including our own?			
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus		
Islamic Civilization	How do I read a biography as a text that explains the origin of a major belief system?	Informational text on the geography of the Arabian Peninsula	oasis	A fertile spot in a desert where water is found.	Islam A monotheistic religion based on the teachings of the Prophet Muhammad.
	How does a text explain the causes behind the spread of an idea across a wide region?	Short biography text on Muhammad	resin	A sticky substance from plants, historically used in trade.	tenet A core belief or principle held by a group.
	How do I write an explanatory paragraph about a civilization's lasting achievements?	Informational text on the tenets of Islam and the Sunni-Shia split	cistern	An underground reservoir for storing water.	
		Informational text on the achievements of Islamic civilization (science, art, architecture)			
Curriculum Resources & Materials	*Chromebook/Schoolology access		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of the Arabian Peninsula; Muhammad and the beginning of Islam	Description and sequence text structures: the regional geography and the founding of Islam.	Summary paragraph on the importance of regional geography to pre-Islamic Arabia.	Think-Pair-Share: how did geography shape trade and daily life on the Arabian Peninsula?
3-4	The tenets of Islam; the development of Shia and Sunni Islam	Compare/contrast text structure: the Shia-Sunni split.	Compare/contrast paragraph on Shia and Sunni Islam.	Jigsaw: groups research one achievement of Islamic civilization and report out.
5	Achievements of Islamic civilization; the Ottoman Empire; unit review	Determine main idea in a text on Islamic achievements in science, art, and architecture.	Culminating essay: what were the hallmarks of early Islamic civilization?	Showcase presentations on an Islamic-civilization achievement.
Culminating Task:	"Hallmarks of Early Islamic Civilization" Students write an explanatory essay identifying at least two hallmarks of early Islamic civilization, with evidence drawn from geography, belief, and achievement.			
Extended Discourse Task:	Discussion: how do maps of the Middle East today reflect the history, politics, and economics discussed in this unit? Cite specific evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Maya, Aztec, and Inca Civilization

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.										
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).									
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).									
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.									
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.									
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).									
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.									
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).									
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.									
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.									
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.									
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.									
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.									
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.									
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.									
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>					Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?							
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
Maya, Aztec, and Inca Civilization	How do I compare and contrast three civilizations (Maya, Aztec, Inca) using shared categories of evidence?	Informational text on the geography of Mesoamerica and South America	Mesoamerica	The region spanning parts of Mexico and Central America where several ancient civilizations arose.	indigenous	Originating naturally in a particular region; native.					
	How does a text explain the causes and consequences of conquest?	Comparative text: the Olmec and Zapotec civilizations	equinox	One of two days each year when day and night are of equal length; important to Mesoamerican astronomy.	altiplano	A high plateau region, such as in the Andes Mountains.					
	How do I write a comparative paragraph supported by specific, cited evidence?	Informational text on Maya civilization Comparative text: Aztec and Inca civilizations; informational text on the Spanish conquest									
Curriculum Resources & Materials	*Chromebook/Schoolology access *Map of Central and South America (for the unit's map-test alignment)		*Frayer Model *Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric						

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of Mesoamerica and South America; the Olmec and Zapotec civilizations	Description text structure: geography of the Yucatan Peninsula, the Amazon River, and the Andes.	Summary paragraph on the achievements of the Olmec and Zapotecs.	Think-Pair-Share: how did geography shape where these civilizations developed?
3-4	Maya civilization	Determine main idea and details in a text describing early Maya civilization.	RACE-strategy response: what were the key achievements of Maya civilization?	Jigsaw: groups research one aspect of Maya civilization (writing, astronomy, cities) and report out.
5-6	Aztec and Inca civilizations	Compare/contrast text structure across the Aztec and Inca civilizations.	Compare/contrast paragraph on Aztec and Inca achievements and government.	Socratic seminar: how were the Aztec and Inca empires alike and different in how they organized their societies?
7	The Spanish conquest of the Aztec and Inca; unit review	Cause-and-effect text structure: factors that contributed to the Spanish conquest.	Culminating essay: what characterized early civilizations in Mesoamerica and South America?	Fishbowl seminar on the causes and consequences of the Spanish conquest.
Culminating Task:	"Civilizations of Mesoamerica and South America" Students write a comparative essay on at least two of the three civilizations studied (Maya, Aztec, Inca), addressing government, achievements, and beliefs, with evidence cited throughout.			
Extended Discourse Task:	Discussion: what factors allowed a relatively small number of Spanish conquistadors to conquer such large empires? Support your reasoning with text evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Imperial China, Civilizations of Korea, Japan, and SE Asia

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.										
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).									
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).									
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.									
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.									
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).									
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.									
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).									
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.									
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.									
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.									
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.									
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.									
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.									
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.									
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>					Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?							
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
Imperial China, Civilizations of Korea, Japan, and SE Asia	How does a text use sequence to trace a dynasty's rise, golden age, and decline?	Informational text on the achievements of the Tang and Song dynasties (China's golden age)	dynasty	A series of rulers from the same family.		bureaucratic	Relating to a system of government administered by many departments and officials.				
	How do I compare civilizations across a region (Korea, Japan, Southeast Asia) using shared categories?	Informational text on Mongol rule of China (Genghis and Kublai Khan)	steppe	A large area of flat, unforested grassland, especially in southeastern Europe or Asia.		conscript	A person compulsorily enrolled for military or state service.				
		Informational text on Japanese feudalism and isolationism	confederation	A group of states or peoples loosely joined for a common purpose.		civil service	The government departments staffed by non-elected officials.				
	How do I write about how isolation or openness shaped a society's development?	Comparative text on Southeast Asian kingdoms (Vietnam, the Khmer, Ayutthaya, the	feudom	Land or an area controlled by a lord under a feudal system.		frontier	A border region, especially one marking the edge of settled or known territory.				
Curriculum Resources & Materials	*Chromebook/Schoolology access *Map of Asia (reused from Units 6–7)	*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster			*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric					

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	The Tang and Song dynasties; China's golden age	Sequence text structure: what happened after the Han dynasty was overthrown, leading into the golden age.	Summary paragraph on the achievements of the Tang and Song dynasties.	Think-Pair-Share: what makes a period in history a "golden age"?
3-4	Mongol rule of China; the Qing dynasty	Cause-and-effect text structure: how Mongol rule changed China.	CER paragraph: was Mongol rule more disruptive or beneficial to China? Cite evidence.	Seminar: what challenges did the Qing dynasty face, and why?
5-6	Geography and civilizations of Korea and Japan; Japanese feudalism and isolationism	Compare/contrast text structure: Korean civilization and the development of Japanese society (Yayoi to Tokugawa).	Explanatory paragraph on how isolationism shaped Japan's development.	Jigsaw: groups research one era of Japanese history (Heian, feudal, Tokugawa) and teach the class.
7	Southeast Asia: Vietnam, Cambodia's Khmer people, the Ayutthaya kingdom, the Malay civilization	Compare/contrast text structure across Southeast Asian kingdoms.	Culminating essay: what influences shaped East and Southeast Asia?	Gallery walk comparing Southeast Asian kingdoms' geography and achievements.
Culminating Task:	"Influence and Isolation in East and Southeast Asia" Students write an explanatory essay identifying at least two major influences (geographic, political, or cultural) that shaped East or Southeast Asia during this period, with evidence from at least three unit topics.			
Extended Discourse Task:	Discussion: was Japan's move toward isolationism a wise choice? Use evidence about trade, culture, and security to support your position.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Europe & Russia in the Middle Ages and the Renaissance and the Reformation

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth? Government: What type of government or leadership structure did the civilization use, and how did it develop over time? Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life? Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for? Historical Impact: How did this civilization influence later societies, including our own?				
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
Europe & Russia in the Middle Ages and the Renaissance and the Reformation	How does a text use cause-and-effect to explain why the Renaissance is described as a "rebirth"?	Informational text on medieval European society and the role of the Church	feudalism/vassal	A medieval system in which land was exchanged for loyalty and military service; a vassal owed service to a lord.	theology	The study of religious belief and the nature of the divine.
	How do I compare medieval and Renaissance values using evidence from multiple texts?	Informational text on the Crusades and their causes and effects	serf	A peasant legally bound to work on a lord's land in medieval Europe.	humanism	A Renaissance intellectual movement emphasizing human potential and achievement, often through classical study.
		Informational text on medieval Russia (Mongol rule, the rise of Moscow, Ivan the Great)	guild	An association of craftspeople or merchants that regulated a trade.	perspective	In art, a technique for representing three-dimensional depth on a flat surface.
	How do I write an explanatory essay connecting an invention (the printing press) to broader historical change?	Informational/biography texts on Renaissance figures (the Medici family, Leonardo da Vinci, Michelangelo, Machiavelli)	clergy	Religious officials, such as priests, authorized to perform religious duties.	indulgence	In the medieval Church, a reduction of punishment for sin, sometimes sold — a key cause of the Reformation.
		Informational text on Gutenberg's printing press and the Reformation	monastery	A community where monks live under religious vows.	censor	To suppress or ban parts of a text, film, or other work considered objectionable.
Curriculum Resources & Materials	*Chromebook/Schoolology access *Map of Europe (for the unit's map-test alignment)		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Medieval European society; the changing role of the Church	Description text structure: how the Church shaped medieval European life.	Explanatory paragraph on the Church's role in medieval Europe.	Think-Pair-Share: how did the Church's power compare to that of kings during this period?
3-4	The Crusades; medieval Russia (the Rus, Mongol rule, the rise of Moscow)	Cause-and-effect text structure: causes and effects of the Crusades and of Mongol rule in Russia.	CER paragraph: what was the most significant effect of the Crusades? Cite evidence.	Socratic seminar: how did Mongol rule shape the rise of Moscow?
5-6	The Renaissance: humanism, art, and Italian city-states	Cause-and-effect text structure: why the Renaissance is described as a "rebirth," including the role of Muslim scholars in preserving learning.	Compare/contrast paragraph: medieval vs. Renaissance values.	Jigsaw: groups research one Renaissance figure and present their contribution.
7	Gutenberg's printing press; Galileo and censorship; the Reformation	Cause-and-effect text structure: how the printing press accelerated the spread of new ideas, including the Reformation.	Culminating essay: what factors contributed to both the Renaissance and the Reformation?	Fishbowl seminar: was the printing press the single most transformative invention of this era?
Culminating Task:	"Rebirth and Reform" Students write a multi-paragraph explanatory essay on what factors contributed to both the Renaissance and the Reformation, citing evidence from at least three unit topics (the Church, humanism, the printing press).			
Extended Discourse Task:	Discussion: was the printing press the single most transformative invention of this era? Defend your position with evidence about its effects on religion, learning, and society.			