

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Curriculum Guide Social Studies

Grade 7

Priority Areas

Grades 7 : World Geography and Ancient Civilizations II

Grade 7 continues the sequence from grade 6, studying the development of ancient and classical civilizations and physical geography of Sub Saharan Africa, Asia, and Oceania. Students study these topics by exploring guiding questions such as, “How did the concept of self-government develop?” and “Why do empires rise and fall?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

Practice Standards

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps to take informed action, as appropriate.

Literacy Standards

- Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate
- 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).
- Distinguish among fact, opinion, and reasoned judgement in a text.
- Read and comprehend history/social studies texts exhibiting complexity appropriate for grade 7.

Grade 7 History and Social Science Topics

- Central and South Asia
- East Asia
- Southwest Asia and Oceania
- Europe



Units of Study	Essential Questions	Key Activities
Central and South Asia	<ul style="list-style-type: none"> • What was the most significant contribution of early societies in India and Central Asia to mathematics, science, the arts, and technology in the modern world? 	<ul style="list-style-type: none"> • Analysis of primary source documents, scholarly sources, & connections between history and current events
East Asia	<ul style="list-style-type: none"> • To what degree have Chinese societies over time been shaped by geography? • How has Korea served as both a cultural bridge and a battleground between China and Japan? 	<ul style="list-style-type: none"> • Develop active reading strategies such as annotating, sourcing, contextualizing, corroborating, and close reading
Southeast Asia and Oceania	<ul style="list-style-type: none"> • To what degree did geography influence the culture and economy of Maori and Aboriginal societies? 	<ul style="list-style-type: none"> • Variety of writing assignments • Class debates and seminar style discussions • Tests & quizzes
Europe	<ul style="list-style-type: none"> • How does the democracy of Athens compare to the democracies of today? • What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled? 	<ul style="list-style-type: none"> • Conduct short as well as more sustained research projects • Engage with and create a variety of media such as political cartoons, photographs, documentary films, song lyrics

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/ concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Practice Standards

Students practice the skills used by historians, political scientists, economists, geographers, and ordinary citizens. Students practice research and inquiry skills and processes necessary for a thorough curriculum and to better prepare for citizenship.

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Literacy Standards

When learning civics, geography, history, and economics, students will practice strong literacy skills. The Literacy Standards for History and Social Science are directly linked to the Massachusetts English Language Arts and Literacy Curriculum Framework.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Key Activities

Key Activities are not final. The activities are examples of what typically may occur throughout the curriculum as students learn and experience the content.