

Course Title: 7th grade Social Studies
Board Approval Date: October 20, 2020
Credit / Hours: 1.0

Course Description:

This course focuses on the PA Academic Standards for History, Civics and Government, Geography, and Economics. Topics covered will include ancient Greece, Ancient Rome, Islamic Civilization, Middle Ages, Renaissance, Enlightenment, and the Industrial Revolution. As students' progress through this course they will participate in a systematic study of world history from the ancient Greeks to the Industrial Revolution. We will examine the cultural progress of society and the contributions to present day society.

Learning Activities / Modes of Assessment:

Large group instruction
Assessments (tests, quizzes, projects, writing assignments)
Teacher observation
Small group work
Reader's theater
Role playing/simulations
Interactive notebooks
Socratic Seminar and discussion
Exit tickets/bell ringers
Primary/secondary sources
Graphic organizers

Instructional Resources:

Discovering Our Past: A History of the World - Early Ages (McGraw-Hill)
Various videos on appropriate topics
Discovery Education streaming
Ancient history maps
Modern political maps
District curricular resources
Library resources

Curriculum: 7th Grade
Course: Social Studies

All units

8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.

8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.

8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate how continuity and change have impacted world history.

8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

7.1.7.B. Explain and locate places and regions as defined by physical and human features.

7.2.7.A. Explain the characteristics of places and regions.

7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

7.3.7.A. Describe the human characteristics of places and regions using the following criteria:

•Population •Culture •Settlement •Economic activities •Political activities

7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

CC.8.5.6-8.A.

Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.D.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.5.6-8.H.

Distinguish among fact, opinion, and reasoned judgment in a text.

CC.8.5.6-8.J.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

CC.8.6.6-8.C.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.E.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

CC.8.6.6-8.G.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.6-8.H.

Draw evidence from informational texts to support analysis reflection, and research.

CC.8.6.6-8.I.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 1: Ancient Greece

5.1.7.B. Identify the different types of government and the processes they use in making laws.
Compact - 5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.

Compact - 5.2.7.C. Describe the role of political leadership and public service.

5.2.7.D. Describe the citizen's role in the political process.

5.3.7.I. Identify types of local, state, and national taxes.

6.3.7.B. Describe the impact of government involvement in state and national economic activities.

6.3.7.C. Explain the cost and benefits of taxation.

6.3.7.D. Identify how governments limit or promote international trade.

6.4.7.B. Analyze how changes in trade affect standards of living.

CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies.

CC.8.6.6-8.A. Write arguments focused on discipline-specific content.

Know:

Understand:

Do: (Standards)

<p>Greek city-states (poleis) formed due to its geographic isolation; Greek colonies formed due to geographic opportunity and necessity</p> <p>Greece was a major trading power</p> <p>The characteristics of different forms of government</p>	<p>The geography of a location impacts the lives of the people living there, and the people affect the place.</p> <p>Governments are developed to meet the needs and wants of citizens while maintaining order in society.</p> <p>Cultures are held together by shared beliefs and common practices and values.</p>	<p>Analyze and explain the effects of geography on Greece.</p> <p>Explain why Greece formed as it did territorially and in terms of lifestyles</p> <p>Differentiate between types of government (M, O, T, D). Describe citizens' roles in governments in Greece.</p>
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<p>(monarchy, oligarchy, democracy, tyranny).</p> <p>Major differences between Athens and Sparta (government, treatment of men/boys & women/girls, economy) were partially a result of geography.</p> <p>Though city-states had different lifestyles/ governments, they shared a culture (e.g., written & spoken language, gods, Olympics, etc.)</p> <p>What we call Greek Mythology was their system of beliefs.</p> <p>How Persia's empire compared to the Greeks</p> <p>The Persian Wars were fought for territory and revenge, won by the Greek military & navy.</p> <p>The Peloponnesian Wars were a result of Athenians beginning an empire.</p> <p>Greek culture, especially during the Golden Age of Athens, became a model for the world's many major cultural achievements.</p> <p>Alexander the Great was responsible for the conquest</p>	<p>Disagreements create conflict both within civilizations and outside of them. Conflict often leads to change.</p>	<p>Compare taxation in ancient Greece and the modern USA.</p> <p>Identify and explain differences between life in Athens and Sparta (government, economics, values, treatment of individuals).</p> <p>Use primary and secondary sources to demonstrate understanding of Greek culture</p> <p>Examine and explain the purpose of Greek myths</p> <p>Compare and contrast Persian and Greek culture</p> <p>Explain why conflict is created (e.g., Persian and Peloponnesian Wars) and how cooperation influenced the wars.</p> <p>Compact - Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</p> <p>Compact - Describe the role of political leadership and public service.</p>
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of Greece & spread of Greek culture throughout the world.		
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Unit 2: Ancient Rome and the Byzantine Empire

8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.

Compact - 5.1.7.C. Explain how the principles and ideals shape local, state, and national government. •Liberty / Freedom •Democracy •Justice •Equality

Compact - 5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: •Declaration of Independence •United States Constitution •Bill of Rights•Pennsylvania Constitution

Compact - 5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.

5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government.

5.2.7.C. Describe the role of political leadership and public service.

Compact - 5.3.7.C. Describe how local, state, and national governments provide services.

Know:	Understand:	Do: (Standards)
Rome's geography impacted the culture, lifestyle, and influence it had on the modern world.	The geography of a location impacts the lives of the people living there, and the people affect the place.	Analyze and explain the effects of geography on Rome.
Compact - Know the legendary story of the founding of Rome.	Governments are developed to meet the needs and wants of citizens while maintaining order in society.	Compact - Students will analyze the story of the founding of Rome and form a thesis
The characteristics of the Roman Republic's government and culture	Disagreements create conflict both within civilizations and outside of them. Conflict often leads to change.	Describe the role of government, political leadership and public service in the Roman Republic.
How the Punic Wars impacted Rome and the Mediterranean	Roman government and contemporary governments share qualities.	Describe the role of government, political leadership and public service in the Roman Empire.
How and why the Roman Republic transitioned to an empire		

<ul style="list-style-type: none"> • Julius Caesar's impact <p>The characteristics of the Roman Empire's government and culture</p> <p>How the contributions of the Five Good Emperors impacted the Roman Empire</p> <p>The Romans influenced the modern world (e.g., Architecture, government, etc.)</p> <p>The reasons for the decline of the Roman Empire</p> <p>Why the Byzantine Empire became powerful</p> <p>Why the Christian church split into eastern and western branches</p> <p>how Christianity spread across Europe</p>		<p>Demonstrate continuity and change over time using sequential order and context of events in relation to the Roman Republic and Roman Empire.</p> <p>Differentiate how continuity and change have impacted world history in relation to the Roman Republic and Roman Empire.</p> <p>Explain the results of the Punic Wars in the Medierranean region</p> <p>Summarize the social, political, cultural, and economic contributions of the Five Good Emperors.</p> <p>Explain how conflict and cooperation among groups and organizations led to the end of the Roman Empire and the growth of the Byzantine Empire.</p> <p>Describe the human characteristics of the Roman and Byzantine Empires using the following criteria: •Population •Culture •Settlement •Economic activities •Political activities</p> <p>Explain how Christianity spread across Europe</p> <p>Compact - Explain how the principles and ideals shape local, state, and national</p>
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		<p>government. •Liberty / Freedom •Democracy •Justice •Equality</p> <p>Compact - Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents.</p> <p>Compact - Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</p> <p>Compact - Describe how local, state, and national governments provide services.</p>
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Unit 3: Islamic Civilization

Know:	Understand:	Do: (Standards)
<p>how the physical geography of the Arabian peninsula influenced Arab civilization</p> <p>the message that Muhammad preached</p> <p>how Islam provides guidance to its followers (the 5 Pillars of Islam)</p> <p>how an empire was created with the spread of Islam</p> <p>how a split among Muslims led to a change in the Arab Empire</p>	<p>People, places, and ideas change over time.</p> <p>Religion can influence a society's beliefs and values.</p>	<p>identify key tenets of Islam (5 Pillars)</p> <p>Explain the significance of key components of Islam</p> <p>identify current-day countries in which Islam is a major religion</p> <p>distinguish the methods of how Islam was spread through various events and people</p> <p>Compare and contrast how the Turks, Safavids, and Moguls incorporated Islam</p>

<p>the ways in which the Turks, Safavids, and Moguls ruled their empires</p> <p>what life was like in the Islamic world</p> <p>what contributions Muslims have made in mathematics, science, and the arts</p>		<p>into their empires</p> <p>Describe the role that prayer plays in the lives of Muslims</p> <p>Summarize the contributions made by Muslims</p> <p>explain how discoveries and inventions affected the lives of Muslims</p>
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Unit 4: Middle Ages/Medieval Europe

8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

5.3.7.I. Identify types of local, state, and national taxes.

5.4.7.A. Identify how countries have varying interests.

5.4.7.B. Describe how countries coexist in the world community.

6.1.7.A. Explain how limited resources and unlimited wants cause scarcity.

6.1.7.B. Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services.

6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.

CC.8.5.6-8.I.

Analyze the relationship between a primary and secondary source on the same topic

CC.8.6.6-8.D.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.F.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Know:

Understand:

Do: (Standards)

<p>how the geography of Europe shaped the development of cultures</p> <p>the achievements of European kings and emperors</p>	<p>Religion can influence a society's beliefs and values.</p>	<p>Analyze and explain the effects of geography on Europe.</p> <p>Discuss and analyze the balance of power between the pope and Charlemagne</p>
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<p>the role of the Church in medieval Europe</p> <p>the power relationship between the Catholic Church and rulers in Europe</p> <p>what feudalism was and why it became an important social structure</p> <p>why the Magna Carta is important</p> <p>what the Crusades were and how they started</p> <p>about the Black Death and its effect on medieval life</p> <p>the conflicts experienced by the Catholic Church</p> <p>the effects of the Hundred Years' War and the Reconquista</p>	<p>Cultures are held together by shared beliefs and common practices and values.</p> <p>Conflict can lead to change.</p>	<p>Form a thesis statement about Charlemagne's rule</p> <p>Explain feudalism, including the role of taxes</p> <p>Explain how transportation, communication networks, and technology contribute to economic interdependence.</p> <p>Analyze how the Plague impacted economic interdependence.</p> <p>Analyze the relationship between a primary and secondary source on the Black Plague</p> <p>Compare and contrast the lives of knights and peasants</p> <p>Summarize the basic principles and ideals of the Magna Carta and the U.S. Bill of Rights.</p> <p>Explain the importance of the Magna Carta</p> <p>Explain the causes and effects of the Crusades</p> <p>Explain how conflict and cooperation led to changes throughout the Middle Ages.</p> <p>Analyze the relationship between conformity and the Inquisition</p> <p>Explain how disputes and wars changed society in Europe during the late Middle Ages.</p>
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Unit 5: Renaissance and Reformation

8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

5.3.7.H. Describe the influence of mass media on society

5.4.7.A. Identify how countries have varying interests.

5.4.7.B. Describe how countries coexist in the world community.

6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.

CC.8.5.6-8.F.

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).

CC.8.6.6-8.B.*

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.8.6.6-8.D.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Know:

Understand:

Do: (Standards)

<p>why the city-states of Italy became centers of culture during the Renaissance (relate to geography)</p> <p>how Greek and Roman culture influenced the Renaissance</p> <p>how the city-states of Italy gained their power</p> <p>how Renaissance writers developed new ideas</p> <p>what methods Renaissance artists used to make their work natural and real</p>	<p>The movement of people, goods, and ideas causes societies to change over time.</p> <p>People, places, and ideas change over time.</p> <p>Religion can influence a society's beliefs and values.</p> <p>Countries have relationships with each other.</p>	<p>Explain the geographical and human characteristics of Renaissance Italy</p> <p>discuss who ruled the city-states of Italy and how they achieved that power</p> <p>analyze and identify differences between a Middle Ages-style painting and a Renaissance-style painting</p> <p>describe humanism</p> <p>analyze a scene from a Shakespeare play</p> <p>describe who Shakespeare was and his influence on literature</p>
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<p>how the Renaissance changed as it moved from Italy into northern Europe</p> <p>how mass media (the printing press) influences a society</p> <p>how the teachings of Protestant reformers shaped the western world</p> <p>how the Catholic Church responded to the spread of Protestantism</p> <p>what role the Spanish Inquisition played in the Reformation</p> <p>how wars of religion affected Europe</p>		<p>explain why the Church was pressured to reform - 8.1.7.A</p> <p>identify the three main differences between Lutheranism and the Catholic Church and how these differences influenced world history - 8.4.7.D.</p> <p>summarize how the printing press influenced society during the Renaissance era</p> <p>locate European countries that were significant to the Reformation and explain why – 5.4.7.A, 5.4.7.B</p> <p>analyze which response by the Catholic Church was most effective – 8.1.7.C</p> <p>make connections to present-day religious wars</p>
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Unit 6: Scientific Revolution and the Age of Enlightenment

8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

5.3.7.H. Describe the influence of mass media on society

5.4.7.A. Identify how countries have varying interests.

5.4.7.B. Describe how countries coexist in the world community.

6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.

6.5.7.A. Describe how people are compensated for their production of goods and services.

CC.8.6.6-8.B.*

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.8.6.6-8.D.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.F.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Know:	Understand:	Do: (Standards)
<p>the Scientific Revolution generated much new knowledge [Exemplary scientists: 3 ancient, 8 Enlightenment-Science: (Aristotle, Ptolemy vs.) Copernicus, Kepler, Galileo, Newton; Vesalius (vs. Galen); Descartes, Pascal, Bacon]</p> <p>the scientific method represented a new way of studying the world</p> <p>the Enlightenment influenced ideas about human rights and government [Hobbes, Locke, Montesquieu]</p>	<p>Science and technology can change people's lives.</p> <p>Cultural, religious, and societal beliefs change over time.</p> <p>The value that society places on individual rights is often reflected in that society's government.</p>	<p>describe how science was practiced in ancient and medieval times as compared to how science was practiced during the Scientific Revolution - 8.1.7.A.</p> <p>Write informative/explanatory text(s) about the accomplishments of Ptolemy, Copernicus, Newton, and/or Descartes</p> <p>Summarize the contributions of scientists of the Enlightenment. - 8.4.7.A</p> <p>describe the type of government that John Locke supported</p> <p>compare and contrast the ideas of Hobbes and Locke</p> <p>Form a thesis statement on the beliefs of Hobbes and Locke</p> <p>Describe Baron Montesquieu's contributions to world history</p>

Unit 7: Industrial Revolution

8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

5.3.7.I. Identify types of local, state, and national taxes.

5.4.7.A. Identify how countries have varying interests.

5.4.7.B. Describe how countries coexist in the world community.

6.2.7.B. Explain why and how market competition takes place.

6.2.7.D. Explain the effects that changes in price have on buyers and sellers.

6.2.7.E. Explain the causes and effects of expansion and contraction of businesses.

6.2.7.G. Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom?

6.3.7.B. Describe the impact of government involvement in state and national economic activities.

6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.

6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.

6.5.7.A. Describe how people are compensated for their production of goods and services.

CC.8.6.6-8.D.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.F.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Know:	Understand:	Do: (Standards)
Why/Where the industrial Revolution began	Conflict can lead to change.	compare pre- and post-Industrial Revolution society (feudalism vs. industrialized society)
How new inventions helped advance the growth of industry	The social sciences help us understand history.	Summarize the cultural and/or economic contributions of inventors during the Industrial revolution
the advancements made during the Industrial Revolution and their impact on society	The movement of people, goods, and ideas causes societies to change over time. Science and technology can change people's lives.	Explain how lives changed as a shift towards urbanization
How and why urbanization		

<p>happened</p> <p>How women's rights movements impact societies.</p> <p>the ideas of liberalism, utilitarianism, socialism, and Marxism</p> <p>the art movements of romanticism, realism, and modernism</p> <p>scientific advancements of the late nineteenth and early twentieth centuries</p>		<p>occurred.</p> <p>compare and contrast liberalism, utilitarianism, socialism and Marxism</p> <p>Summarize the contributions of the women at the Seneca Falls Convention</p> <p>Explain the importance of the Declaration of Sentiments, Grievances, and Resolutions [primary source document]</p> <p>recognize works of different art movements</p> <p>research the contributions of a nineteenth-century scientist or inventor</p>
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Pacing Guide

Course: 7th Grade Social Studies

**Course Unit (Topic
Periods)**

Length of Instruction (Class

Ancient Greece	35 days
Ancient Rome	35 days
Islamic Civilization	12 days
Middle Ages	23 days
Renaissance/ Reformation	21 days
Scientific Revolution and Enlightenment	18 days
Industrial Revolution	18 days
Total	162 days