7th Grade Social Studies Curriculum Map

Throughout 7th Grade Social Studies students will utilize core social studies critical thinking, critical reading, and writing skills to examine large portions of World History from Rome through the Reformation. Students will also delve into the principles of Macro Economics to better understand the economies of the nations and empires that we study. Upon leaving 7th grade students will have the basis to understand both US history as well as venture into high school World History courses and the skills to flourish in these courses.

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| **Trimester One** | **Trimester Two** | **Trimester Three** |
| 1. Geography Skills 2. Fall of Rome and Medieval Europe 3. West Africa and Islam | 1. Medieval Asia 2. Economics | 1. The Americas 2. The Renaissance and Reformation |

| **Unit** | **Suggested Length** | **Description** | **Standards** |
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| 1 – Geography Skills | 1 Week | In this unit, students will be able to refresh their geography skills through reviewing key vocabulary words, reading and identifying different types of maps, and applying knowledge to draw inferences from said maps. To begin, students will learn key vocabulary necessary to read and express their findings on a map. Students will apply this knowledge by creating their own map, demonstrating proficiency of vocabulary words. Next, students will explore the purpose of different types of maps. Finally, students will begin analyzing data from maps and geographic tools to deepen their understanding of an issue. For example, students might analyze a variety of data through maps and charts to understand a global crisis, identify which types of maps will provide useful information, and draw conclusions on how to solve this problem. By forming these geographical skill building blocks, students will be able to deepen their understanding of each unit. | * SSH5.1A Read and interpret maps * SSH5.1B Analyze and make inferences * SSH5.1C Construct thematic maps * SSH5.2A How physical environment shapes society * RH.6-8.7 Integrate visual information * WHST.6-8.2 Informative writing |
| 1. 2 – Fall of Rome and Medieval Europe | 6 Weeks | Students will begin this unit by understanding the factors that led to the Fall of Rome by diving right into primary and secondary sources. A great starting point will be for teachers to introduce the skills and strategies necessary for students to access information from these sources. Students will use these strategies to understand causes for the Fall of Rome. Then, students will independently practice their analysis by determining the most significant favor that led to the Fall of Rome. This will allow students to challenge their cause and effect analytical skills through their argumentative writing. In particular, students will use the ACES framework to practice supporting their claim with cited textual evidence. Next, students analyze cause and effect relationships by studying the effects of the Fall of Rome, leading to the development of the Feudal System. Finally, students connect events together leading to the decline of the feudal system. Throughout this unit, students become familiar with the process of analyzing primary and secondary sources, cause and effect relationships, and citing evidence to support their claims. | * SSH1.1A Identify C/E * SSH1.1B Short and long term C/E * SSH1.1C Most significant C/E * SSH1.3A Explain periodization * SSH2.2C Analyze through lens of time * SSH5.1A Interpret maps * \*SSH7.1; SSH7.2A: SSH7.2B (civics) |
| 3- West Africa and Islam | 5 weeks | Unit 3 gradually allows students to travel from Europe to Africa, mostly through the lens of religion and the spread of Islam. To set the stage, Unit 3 starts by having students apply their geography skills from Unit 1 to understanding the geography of the Arabian Peninsula. To correlate with the understanding of the Arabian Peninsula, students will learn the origins of Islam, the initial reaction to Islam, and the history of the Caliphate. In order for students to understand the Crusades in its entirety, curriculum breaks here for a mini-unit on religion. The mini-unit on religion allows for students to understand the similarities and differences of Christianity, Islam, and Judaism. At this time, students will study the 5 Pillars of Islam and draw connections to the history of Islam. Before moving on to the Crusades, students will have a chance to apply new knowledge of Islam and the geography of the Arabian Peninsula to answer: How did Islam spread so quickly? Students will answer this DBQ by analyzing primary and secondary sources, developing their abilities to analyze through the lens of the time period and comparing multiple perspectives on one trend. At this time, students will practice refining their informative writing skills as learned in 6th grade. Next, students will study the cause and effect relationships of the Crusades, as well as analyzing multiple perspectives of those involved in the Crusades. As a culmination to religion and the Crusades, students may connect their knowledge to modern world events. Finally, students travel with the spread of Islam over to Africa to study the West African Kingdoms of Ghana, Mali, and Songhai. As an introduction to West Africa, students study the geography of Africa and draw conclusions on how the physical geography of the land influenced trade and cultural diffusion at this time. Finally, students will sharpen their abilities to analyze and connect primary and secondary sources to understand the effects of Mansa Musa’s leadership. While Unit 3 covers a wide range of curriculum, students are sharpening their analytical skills through gradual release of independent practice. By the end of Unit 3, students are now familiar with how to approach documents as a historian: analyzing an event through the lens of the time period and comparing multiple perspectives on one event, and explaining how events connect. This sets students up to be able to independently identify and compare larger trends and patterns over time in Unit 4. | * SSH5.2A How physical environment shapes society * SSH2.2A Explain how events connect * SSH2.1B Compare different perspectives on one trend * SSH2.2C Analyze through lens of time * SSH1.1B Short and Long Term C/E * RH.6-8.7 Integrate visual information * RH.6-8.8 Distinguish fact and opinion * WHST. 6-8.2. Write information/ explanatory texts * RH.6-8.6 Author’s POV |
| Unit 4- Medieval Asia | 5 weeks | Unit 4 introduces students to Medieval Asia, particularly China and Japan. Similar to previous units, Unit 4 starts out with students becoming familiar with the geography of China. At this point, students are already familiar with thinking about how the physical environment would change society, culture, economics, etc. Therefore, for China, allow students to predict some results of the challenges, as well as predicting solutions to these natural barriers. Medieval China begins with several dynastic periods in Chinese history, each with accomplishments and legacies. As students study the characteristics of these periods in Chinese history, push their abilities to contextualize these events compared with their prior knowledge of Europe and Africa. As students study each Chinese Dynasty, they will also be building their express compare and contrast relationships in their informative writing. To conclude Medieval China, students study the wondrous voyages of Zheng He through primary and secondary sources, recalling on their ability to analyze through the lens of the time period. This particular DBQ pushes students to draw conclusions from visual information and then express their findings in their writing. Next, students move to Medieval Japan. Once again, students begin as geographers, analyzing the effects of a country made up of a series of islands on its society. The main focus while studying Japan will be the development and effects of their feudal system. By this point in the unit, they will already be familiar with compare and contrast relationships and will apply these skills to analyzing the similarities and differences between Europe and Japan’s feudal system. To be able to truly understand the development of Japan’s feudal system, students will have to recall prior knowledge from Unit 2. The unit will conclude with students practicing their ability to connect larger patterns over time in their analysis of samurai and knights. This DBQ asks students to analyze the similarities and differences of samurai and knights and in their writing, draw conclusions on why these similarities and differences exist. Students conclude Unit 4 as much more developed historians, ready to apply their abilities of comparing and contrasting, connecting larger patterns over time, and explaining periodization in Unit 6. | * SSH5.2A How physical environment shapes society * SSH1.3A Explain periodization * SSH2.2A Explain how events connect * SSH1.2A Identify changes over time * SSH4.1B Changes in understanding of history * SSH2.1A Compare trends over time * SSH1.2B Connect larger patterns * RH.6-8.7 Integrate visual information * RH.6-8.4 Word meaning * RH.6-8.3 Key steps * WHST.6-8.1 Informative writing * WHST.6-8.5 Peer editing * WHST.6-8.2 Argumentative writing |
| Unit 5- Economics | 5 weeks | Unit 5 is an introduction to the principles of Macro Economics. The majority of Unit 5 is spent understanding supply and demand: laws of supply and demand, reasons for shifts in supply and demand, effects of shifts in supply and demand, and how supply and demand determine price. Students will learn these principles and skills through a combination of close readings and then the practice of graphing these concepts. For each new concept, the students should be provided with or provide their own real world application. In the middle of the unit, each class will participate in their own Wheat Market Simulation to understand how supply and demand determine price. As the unit progresses, students will apply their understanding of supply and demand when listening to economic podcasts. Students will listen to a real world example of shifts in supply and demand, graph these changes, and then practice informative writing to explain these changes. Finally, students will study a few more concepts related to personal finance, such as GDP and taxes. | * SSH6.1 Principles of Macro Economics * SSH6.1A Supply and demand * SSH6.1B Distribution of resources * SSH6.2A Impact of taxes on economic production * RH.6-8.3 Key steps * RH.6-8.4 Word meaning |
| Unit 6- The Americas | 5 weeks | Unit 6 focuses on drawing connections between the Mayan, Aztec, and Incan civilizations of Mesoamerica, as well as connecting larger patterns to previously studied groups of people. For example, students will draw connections between the religious influence on the Aztec and Incan people, while also using prior knowledge to draw conclusions about the social hierarchies in Mesoamerican cultures. As students are now nearing the end of the year, they are focusing on refining those analytical skills through calling on prior knowledge and independent practice. To begin, Unit 6 starts out with understanding the Geography of Latin  America. Then, students learn about similar topics for the Mayan, Aztec, and Incas: origins, religion, daily life, accomplishments, and the fall. Students are exploring each civilization through brief close reads of informative secondary sources, but more so through the analysis of visual information. As students conclude their studies of the Mayan, they will spiral back to their argumentative writing skills to prove their own theory explaining the Mayan collapse and/or the greatest accomplishment of the Mayans. While studying the Aztecs, students will focus their skills on understanding multiple perspectives on one event by studying artwork: comparing the Spanish conquest of Mesoamerica through the perspective of the Spanish and the Aztecs. The focus of Unit 6 is for students to be independently calling on the patterns and trends they have learned about in previous chapters to better understand the development and course of the Mesoamerican societies. Unit 6 also allows for student-led historical analysis. By this point in the year, students are familiar with the routines of answering and analyzing a DBQ. Therefore, at the end of Unit 6, students could be challenged by creating and answering their own DBQ. By being a part of the creation and evaluation process of their primary and secondary sources, students are set up for success to better analyze relationships between any two documents. | * SSH5.2B How human-made features effect society * SSH1.3 Explain periodization * SSH2.1A Compare trends over time * SSH2.1B Compare different perspectives on one trend * SSH4.1B Changes in understanding of history * SSH2.1D Explain multiple perspectives * RH.6-8.7 Integrate visual information * RH.6-8.6 Author's POV * WHST.6-8.2 Informative Writing |
| Unit 7- Renaissance and Reformation | 4 weeks | As students are finishing out the year, Unit 7 content spirals back to Europe to conclude the Medieval Ages with the Renaissance and Reformation. Unit 7 focuses on more independent analysis and research driven by student interests. To begin, the students will analyze primary and secondary sources to distinguish between the Middle Ages, where we left off in Unit 2, and the Renaissance. Once students have an overview of the important changes brought about by the Renaissance, they will conduct a research project to answer: What is the greatest legacy of the Renaissance? Students will find primary and secondary sources to support their claim, will refine their writing with their peers, and will present their findings to their peers through a Renaissance Fair. Finally, as students prepare for the end of the year, they will practice analyzing primary and secondary sources as they learn the philosophies of the Reformation. As students read primary sources from Locke, Hobbes, and Rousseau, they will analyze the author’s point of view and how the author presents the information. To understand the aspects of different schools of thought of the Reformation, students will design their own Enlightenment School. | * SSH1.1B Short and long term C/E * SSH1.1C Most significant C/E * RH.6-8.5 How author presents text * RH.6-8.7 Integrate visual information * WHST.6-8.1 Argumentative writing * WHST.6-8.7 Short research projects * RH.6-8.8 Distinguish fact or opinion |