**7th Grade Social Studies**

**Pacing Guide**

**1st Quarter**

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **1. Ancient Greece & Classical Greece**  ***World History: Ancient Civilizations -***  **Chapters 11 & 12** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **History 2**: The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 13:** Geographic factors promote or impede the movement of people, products, and ideas.  **Government 17:** Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments. | I can identify TWO aspects of Greek culture.  I can explain democracy.  I can compare monarchy, oligarchy, and democracy.  I can compare the Greek city-states of Athens and Sparta.  I can explain why Pericles expanded democracy.  I can explain why the Greek city-states fought one another.  I can explain how Hellenistic culture spread throughout the Ancient world.  I can assess the importance of sports in the lives of the Greeks. | Alphabet  Zeus  Mt. Olympus  Myth  Olympics  Epic poem  Fable  Polis  Aristocracy  Oligarchy  Tyrant  Citizen  Democracy  Athens  Sparta  Delian League  Peloponnesian War  Plague  Truce  Alexander the Great  Hellenistic  Drama  Comedy  Tragedy  Philosophy | **17- 20 days (3-4 weeks)**  **Quarter 1, Week 2 – Quarter 1, Week 6** |
| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **2. The Expansion and Fall of Rome & The Birth of Christianity**  ***World History: Medieval and Early Modern Times* – Chapter 2**  ***World History: Ancient Civilizations* – Chapter 14** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **History 2**: The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.  **History 3**: The Roman Empire collapsed due to various internal and external factors (political, social, and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 13:** Geographic factors promote or impede the movement of people, products, and ideas.  **Government 17:** Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments. | I can describe why the Romans created a republic.  I can participate in representative democracy (simulation).  I can describe two internal problems that led to the fall of Rome.  I can explain why Constantinople was a thriving city.  I can analyze the reasons for the schism in the Christian Church and how they related to the split in the Roman Empire.  I can identify two areas in which Rome has influenced modern civilization. | Republic  Empire  Emperor  Christianity  Constantine  Byzantine Empire  Justinian Code  Schism  Roman Catholic  Eastern Orthodox  Mosaic  Aqueduct  Latin  Representative democracy | **10-15 days (2-3 weeks)**  **Quarter 1, Week 7 – Quarter 1 Week 9** |

**7th Grade Social Studies**

**Pacing Guide**

**2nd Quarter**

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **3. Islamic Empires & The Rise of Muslim States**  ***World History: Medieval and Early Modern Times* – Chapters 3 & 4** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 13:** Geographic factors promote or impede the movement of people, products, and ideas.  **Geography 14:** Trade routes connecting Africa, Europe, and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) that impacted the Eastern Hemisphere.  **Geography 15:** Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.  **Government 16:** Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning. | I can describe the geography and climate of the Arabian Peninsula.  I can identify Muhammad’s role in Islam.  I can identify areas on a map into which the Islamic Empire expanded after Muhammad’s death.  I can describe the areas controlled by the Muslim Empire.  I can explain how the Muslim Empire united its people.  I can explain why Baghdad became a thriving center of trade.  I can identify two ways in which Muslim Spain was like a modern country.  I can identify three contributions made to history by the Islamic Empire, and how they are still important in our lives today. | Nomad  Oasis  Clan  Allah  Monotheism  Pilgrimage  Islam  Muslim  Quran  Mosque  Arabic  Iberian Peninsula  Bureaucracy  Standing army  Golden age  Calligraphy  Faction  Al-Andalus  Mercenary | **About 20 days (4 weeks)**  **Quarter 2, Week 1 - Quarter 2, Week 4** |
| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **4. West Africa & Central Africa**  ***World History: Medieval and Early Modern Times –* Chapters 5 & 6** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **History 8:** Empires in Africa and Asia grew as commercial and cultural centers along trade routes.  **History 9**: The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 13:** Geographic factors promote or impede the movement of people, products, and ideas.  **Geography 14:** Trade routes connecting Africa, Europe, and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) that impacted the Eastern Hemisphere.  **Geography 15:** Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.  **Government 16:** Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.  **Economics 19:** Individuals, governments, and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.  **Economics 20:**  The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade, and interdependence.  **Economics 21**: The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies. | I can identify one aspect of West African culture.  I can identify three West African vegetation zones, and the resources found in each.  I can describe how the kingdom of Mali, Ghana, and Songhai became powerful.  I can make connections between trade resources found in a region and the economic success of that region.  I can describe how the movement of the Bantu-speaking people across central and southern African helped to create new cultures.  I can assess the importance of the relationship between African coastal city-states and Arab traders.  I can assess the importance and impact of the relationship between African coastal city-states and European traders.  I can describe the influence of Islam on northern and eastern African cultures, both in the past and today. | Kinship  Clan  Labor specialization  Griot  Vegetation zone  Sahara  Savannah  Ghana  Mali  Timbuktu  Mansa Musa  Songhai  Bantu migrations  Swahili  Kongo | **About 15 days (3 weeks)**  **Quarter 2, Week 5- Quarter 2, Week 7** |
| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **5. China & Japan**  ***World History: Medieval and Early Modern Times –* Chapter 7 and 8** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **History 4:** The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.  **History 8:** Empires in Africa and Asia grew as commercial and cultural centers along trade routes.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 13:** Geographic factors promote or impede the movement of people, products, and ideas.  **Geography 14:** Trade routes connecting Africa, Europe, and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) that impacted the Eastern Hemisphere. | I can describe what happened to government and society in China following the fall of the Han Dynasty.  I can identify three major belief systems in China.  I can describe why China went through changes in its belief systems after the fall of the Han Dynasty.  I can explain the changes made in China during the rule of the Tang and Song Dynasties.  I can explain how a bureaucracy works.  I can describe the positive effects of using a bureaucracy when running a government.  I can identify three technologies that were developed during the Tang and Song Dynasties.  I can make connections between Chinese achievements and the importance of those developments today.  I can describe how China changed under Mongol rule.  I can explain why Mongol officials did not allow Chinese to work in the government.  I can describe how trade changed under Mongol rule in China.  I can describe two reasons why the Ming encouraged trade and exploration during their rule of China.  I can explain why the Mongols were unsuccessful in conquering Japan.  I can describe why the feudal system was established in Japan. | Nomad  Confucianism  Buddhism  Daoism  Reunify  Imperial  Bureaucracy  Scholar-official  Wood-block printing  Movable type  Porcelain  Genghis Khan  Kublai Khan  Mongol Ascendancy  Marco Polo  Maritime  Tribute  Shinto  Embassy  Zen  Haiku  Daimyo  Samurai  Vassal  Shogun | **About 10-15 days**  **Quarter 2, Week 8-**  **Quarter 2, Week 10** |

**7th Grade Social Studies**

**Pacing Guide**

**3rd Quarter**

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **6. Feudal Europe**  ***World History: Medieval and Early Modern Times* – Chapter 9** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Government 18**: With the decline of feudalism, consolidation of power resulted in the emergence of nation-states. | I can describe why feudalism developed in Europe after the fall of Rome.  I can explain two ways in which Christianity spread throughout Europe after the fall of Rome.  I can analyze the importance of the feudal system in insuring safety in Europe during the Middle Ages.  I can describe one way in which the manor system provided economic structure in Europe during the Middle Ages.  I can identify the purpose of knights within the feudal system.  I can trace the redevelopment of towns in Europe toward the end of the Middle Ages. | Middle Ages  Charlemagne  Monastery  Feudalism  Lord  Serf  Manor  Knight  Chivalry  Guild  Bushido  Epic poem | **10-15 days (2-3 weeks)**  **Quarter 3, Week 1 –**  **Quarter 3, Week 3** |
| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **7. Medieval Europe and the Ottoman Empire**  ***World History: Medieval and Early Modern Times* – Chapter 10** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **History 5:** Achievements in medicine, science, mathematics, and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.  **History 10**: European economic and cultural influence dramatically increased through explorations, conquests, and colonization.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 13:** Geographic factors promote or impede the movement of people, products, and ideas.  **Geography 14:** Trade routes connecting Africa, Europe, and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) that impacted the Eastern Hemisphere.  **Geography 15:** Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.  **Government 18**: With the decline of feudalism, consolidation of power resulted in the emergence of nation-states. | I can identify two reasons for the power of the Catholic Church in Europe during the Middle Ages.  I can identify two reasons why monarchs and popes struggled with each other for power in Europe during the Middle Ages.  I can describe the reasons for the Catholic Church’s leading role in education as well as religion.  I can identify the political, economic, and religious reasons for the Crusades.  I can describe the effects of the Crusades on Europe and the Middle East.  I can make connections between the tensions between Christians, Jews, and Muslims in Europe to the tensions between the three groups today.  I can explain how the plague moved across Asia, Africa, and Europe in the early 1300s.  I can describe analyze short-term and long-term impacts of the plague on European society.  I can describe how the plague played a role in ending the feudal system in Europe.  I can explain how the longbow and gunpowder changed warfare during the Middle Ages.  I can compare the longbow and gunpowder to modern warfare.  I can describe how the Hundred Years’ War played a role in ending the feudal system in Europe.  I can describe two new ideas that developed in medieval England.  I can explain how the Magna Carta was a step towards representative democracy.  I can make connections between the Magna Carta in England and the Constitution in the United States.  I can explain why the English wanted to slowly take power away from the king.  I can identify two ideas about representative government that developed in England that are still seen in governments around the world today.  I can describe the freedom available to people within the Ottoman Empire. | Clergy  Religious order  Thomas Aquinas  Crusade  Saladin  Reconquista  Inquisition  Bubonic plague  Hundred Years’ War  Joan of Arc  Longbow  Magna Carta  Parliament  Habeas Corpus  Ottoman  Divan  Janissary | **20 days (4 weeks)**  **Quarter 3, Week 4-**  **Quarter 3, Week 8** |
| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **8. The Renaissance**  ***World History: Medieval and Early Modern Times* – Chapter 13** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **History 5:** Achievements in medicine, science, mathematics, and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.  **History 6:** The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 13:** Geographic factors promote or impede the movement of people, products, and ideas.  **Geography 15:** Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.  **Government 16**: Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.  **Government 18**: With the decline of feudalism, consolidation of power resulted in the emergence of nation-states. | I can identify two key events that brought an end to the Middle Ages and feudal life.  I can describe how life changed in Europe as trade increased across the continent.  I can describe how the humanism movement was different than the viewpoints held by the Catholic Church.  I can describe the role of patrons during the Renaissance.  I can compare the artwork of Leonardo da Vinci and Michelangelo.  I can explain why da Vinci’s work is still influential today.  I can explain how the Italian Renaissance moved further north in Europe.  I can compare the Northern Renaissance to the Italian Renaissance.  I can analyze the importance of the invention of the printing press on society during the Renaissance and society today. | Silk Roads  Humanism  Renaissance  Patron  Perspective  Leonardo da Vinci  Michelangelo  William Shakespeare  Elizabethan Age  Johann Gutenberg  Printing press  Vernacular | **10 days (2 weeks)**  **Quarter 3, Week 9-**  **Quarter 3, Week 10** |

**7th Grade Social Studies**

**Pacing Guide**

**4th Quarter**

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **9. The Reformation**  ***World History: Medieval and Early Modern Times* – Chapter 14** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **History 7:** The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 15:** Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world. | I can identify two reasons why the Catholic Church lost power during the Renaissance.  I can determine the impact of the fact that people began to question the Catholic Church.  I can identify the even that began the Protestant Reformation.  I can explain how Martin Luther’s ideas changed European politics.  I can identify three Protestant Churches that developed in Europe in response to the wrongdoings of the Catholic Church.  I can describe the purpose and importance of the Counter Reformation.  I can describe the importance of missionaries in the process of expanding religion.  I can identify areas around the world in which Protestant and Catholic missionaries were successful. | Great Schism  Indulgence  Martin Luther  Ninety-Five Theses  Protestant  Reformation  Predestination  Jesuit  Inquisition  Counter Reformation  Missionary  Convert | **10 days (2 weeks)**  **Quarter 4, Week 1 –**  **Quarter 4, Week 2** |

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **10. The Scientific Revolution & The Age of Exploration**  ***World History: Medieval and Early Modern Times* – Chapter15** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **History 10**: European economic and cultural influence dramatically increased through explorations, conquests, and colonization.  **History 11:** The Columbian Exchange (i.e., the exchange of fauna, flora, and pathogens) among the previously unconnected parts of the world reshaped societies in ways still evident today.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 13:** Geographic factors promote or impede the movement of people, products, and ideas.  **Geography 14:** Trade routes connecting Africa, Europe, and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) that impacted the Eastern Hemisphere.  **Geography 15:** Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.  **Economics 19:** Individuals, governments, and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.  **Economics 20:**  The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade, and interdependence.  **Economics 21**: The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies. | I can compare rationalism with classical ideas about science and math.  I can describe how the Scientific Revolution changed the way the world viewed science.  I can explain how new scientific inventions helped scientists to make more precise observations and measurements.  I can identify the main reason why European countries began sea exploration.  I can describe how Christopher Columbus’s journey changed the world.  I can describe the impact of the Columbian Exchange on the world. | Rationalism  Geocentric theory  Anatomy  Dissection  Scientific Revolution  Heliocentric  Universal gravitation  Scientific method  Caravel  Astrolabe  Circumnavigate  Columbian Exchange  Triangular trade  Capitalism  Mercantilism | **10 days (2 weeks)**  **Quarter 4, Week 3-**  **Quarter 4, Week 4** |

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit:** | **Key Vocabulary** | **Approximate Time Frame** |
| **11. Mesoamerica & Later American Civilization**  ***World History: Medieval and Early Modern Times* – Chapters 11 & 12** | **History 1:** Historians and archaeologists describe historical events and issues from the perspective of people living at the time to avoid evaluating the past in terms of today’s norms and values.  **History 9:** The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.  **History 10**: European economic and cultural influence dramatically increased through explorations, conquests and colonization.  **Geography 12**: Maps and other geographic representations can be used to trace the development of human settlement over time.  **Geography 13:** Geographic factors promote or impede the movement of people, products, and ideas. | I can identify two geographic features of Mesoamerica.  I can identify two climates found in Mesoamerica.  I can identify two natural resources found in Mesoamerica.  I can explain how geographic advantages in agriculture helped the Olmec to develop a successful early civilization in Mesoamerica.  I can describe how the Olmec civilization influenced later Mesoamerican civilizations.  I can explain the role of trade in the spread of Olmec culture throughout Mesoamerica.  I can identify the social classes within the Mayan culture.  I can identify three achievements made by the Mayans in Mesoamerica.  I can explain how geography contributed to the greatness of the Aztec civilization.  I can identify two reasons why the Aztec were able create powerful empire.  I can identify two advancements made by the Aztec.  I can identify the person/group that conquered the Aztec.  I can explain how the Inca used the mountains of South America to their advantage.  I can describe the role of government within the Inca civilization.  I can describe how the Inca’s system of roads helped to facilitate trade and cultural exchange.  I can identify the person/group that conquered the Inca. | Mesoamerica  Yucatan Peninsula  Elevation  Slash-and-burn agriculture  Maize  Cacao  Olmec  Elite  Mother culture  Maya  Stele  Codex  Tenochtitlan  Montezuma II  Hernan Cortes  Francisco Pizarro | **10 days (2 weeks)**  **Quarter 4, Week 5-**  **Quarter 4 Week 6** |