

		1 st Nine Weeks		
Time	Unit Topic	Standards	Learning Targets	Lesson Topics/Resources
Unit 1 22 – 25 days	East Asia	<p>7.1 a Identify and locate the geographical features of East Asia, including: (G)</p> <ul style="list-style-type: none"> • Gobi Desert • Plateau of Tibet • Himalayan Mountain • Yangtze River • Pacific Ocean • Yellow River 	<p>I can modify a map of Asia to include the following features</p> <ul style="list-style-type: none"> • Gobi Desert • Himalayan Mountains • Pacific Ocean • Plateau of Tibet • Yangtze River • Yellow River (Huang He) 	<p>Chapter 1</p> <p>Unit 1 Ch 1 Teacher Toolbox pg 5 - 19</p>
	East Asia	<p>7.01b Identify and locate the geographical features of East Asia, including:</p> <ul style="list-style-type: none"> • Japan • Korean Peninsula • Sea of Japan (East Sea) • Pacific Ocean 	<p>I can modify a map of Asia to include the following features:</p> <ul style="list-style-type: none"> • Japan • Korean Peninsula • Sea of Japan (East Sea) • Pacific Ocean 	<p>Chapter 1</p>

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Unit 1 22 – 25 days	East Asia	7.2 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs. (C, G, H, P)	I can explain how the <i>Period of Division</i> , Sui dynasty, and <u>Tang dynasty</u> promoted <u>Buddhism</u> in China.	Chapter 2 Ch 2 Teacher Toolbox pg 20 - 32
	East Asia	7.3 Summarize agricultural, commercial, and technological developments during the Tang and Song Dynasties, and describe the role of Confucianism during the Song. (C, E, G, H, P)	I can explain the impact of <u>agricultural</u> , <u>commercial</u> , and technological developments during the Tang and Song Dynasties, including: <ul style="list-style-type: none"> ● Introduction of fast-ripening rice ● <u>Irrigation systems</u> ● <u>A money economy</u> ● Porcelain ● <u>The Grand Canal</u> <p>I can describe Confucian influence on the Song government and class structure.</p> <p>I can compare and contrast the three major religions of China (<u>Confucianism</u>, <u>Daoism</u>, and Buddhism) and the influence of each on Chinese society.</p>	Chapter 2
	East Asia	7.4 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. (C, G, H, P)	I can synthesize the events that lead to the rise of the <u>Mongol Empire</u> into one, coherent narrative.	Chapter 3 Ch 3 Teacher Toolbox 33 - 42
	East Asia	7.5 Describe Kublai Khan's conquest of China and explain how he was able to maintain control of the Yuan Empire. (C, G, H, P)	I can use Kublai Khan's conquest of the Song Dynasty as evidence to explain the adaptive battle strategies of the Mongols. <p>I can express my support or opposition for how the Yuan Empire maintained control of their citizens.</p>	Chapter 3

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<p>Unit 1 22 – 25 days</p>	<p>East Asia</p>	<p>7.6 Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo’s travels on the spread of Chinese technology and Eurasian trade. (C, E, G, H)</p>	<p>I can connect Marco Polo to the Yuan Dynasty and infer how his claims would influence Europe.</p> <p>I can trace the spread of Chinese technology to other parts of Asia, the Islamic World, and Europe including:</p> <ul style="list-style-type: none"> • Papermaking • woodblock printing • the compass • gunpowder 	<p>Chapter 3</p>
	<p>East Asia</p>	<p>7.7 Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g. the Forbidden City and reconstruction of the Great Wall) and Zheng He’s sea voyages. (C, E, G, H, P)</p>	<p>I can describe the building projects of the Ming Dynasty, including:</p> <ul style="list-style-type: none"> • Rebuilding the Great Wall • The Construction of the Forbidden City • Implementation of the tributary system • Relocation of the capitol <p>I can define and defend <u>isolationism</u>.</p>	<p>Chapter 4</p> <p>Ch 4 Teacher Toolbox pg 43 - 54</p>
	<p>East Asia</p>	<p>7.08 Describe the origins and central features of Shintoism: Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami. (C, G, H, P)</p>	<p>I can explain the creation myth of Shintoism.</p> <p>I can explain the roles of kami, animism, and shrines in Shintoism.</p> <p>I can compare and contrast Japanese Buddhism and Shintoism.</p>	<p>Chapter 5</p> <p>Ch 5 Teacher Toolbox pg 55 - 67</p>

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<p>Unit 1 22 – 25 days</p>	<p>East Asia</p>	<p>7.09 Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system. (C, G, H)</p>	<p>I can identify how Prince Shotoku influenced Japanese culture.</p> <p>I can cite evidence to explain the influence of mainland Asia on Japanese culture, including the adoption of Chinese characters, structure of government, and introduction of Buddhism</p> <p>I can explain the Taika reform and defend an argument claiming it was a success or failure.</p>	<p>Chapter 5</p>
	<p>East Asia</p>	<p>7.10 Describe how the Heian aristocracy contributed to the development of a Japanese national culture. (C, H, P)</p>	<p>I can describe elements of Japanese culture that were developed in the Heian court, such as drama (<u>Noh</u> and <u>Kabuki</u>) and literature (<i>Tale of Genji</i>).</p> <p>I can analyze Japanese art or literature to assess the role and status of women in medieval Japanese society.</p>	<p>Chapter 5</p>
	<p>East Asia</p>	<p>7.11 Analyze the rise of a military society in the late 12th century and the role of the shōgun and samurai in Japanese society. (C, E, H, P)</p>	<p>I can find connections between regents, such as Prince Shōtoku and the Fujiwara, and the emergence of the first shogun, Minamoto no Yoritomo.</p> <p>I can summarize the roles of the peasants, merchants, artisans, <u>samurai</u>, <u>daim yō</u>, <u>shōgun</u>, and emperor in Japanese <u>feudal society</u>.</p> <p>I can create a diagram to compare powerful shōguns, such as Oda Nobunaga, Toyotomi Hideyoshi, and Tokugawa Ieyasu, and how they increased stability in Japan.</p>	<p>Chapter 5</p>

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<p>Unit 2 4 – 6 days</p>	<p>Byzantine Empire</p>	<p>7.12 Identify the continuation of the Eastern Roman Empire as the Byzantine Empire and describe the diffusion of Christianity and the Latin language. (C, G, H, P)</p>	<p>I can compare and contrast the Eastern and Western Roman Empires.</p> <p>I can explain why the Eastern Roman Empire outlasted the Western Roman Empire.</p> <p>I can use the Great Schism as evidence of the split between the Eastern and Western Roman Empires.</p> <p>I can identify the lasting impacts of the Western Roman Empire, including the diffusion of Catholicism and the Latin language.</p> <p>I can identify the lasting impacts of the Eastern Roman Empire, including the diffusion of Eastern Orthodox Christianity and the Cyrillic alphabet.</p> <p>I can present an argument explaining why historians make the distinction between Romans and Byzantines (despite Byzantines seeing themselves as Romans) in writing or a multimedia presentation.</p>	<p>Chapter 6</p> <p>Unit 2 Ch 6 Teacher Toolbox pg 5 - 13</p>
	<p>Byzantine Empire</p>	<p>7.13 Explain the importance of Justinian’s political, social, and architectural achievements. (C, G, H, P)</p>	<p>I can organize Justinian’s accomplishments and their impacts into one, coherent narrative or timeline.</p>	<p>Chapter 6</p>
	<p>Byzantine Empire</p>	<p>7.14 Analyze the importance of regional geography and the location of Constantinople in maintaining European culture. (C, G, H)</p>	<p>I can explain how the location of Constantinople benefitted the Eastern Roman empire, including trade, <u>cultural diffusion</u>, and military strategy.</p>	<p>Chapter 6</p>

2 nd 9 weeks				
Time	Cluster	Standards	Learning Targets	Lesson Topics/Resources
Unit 3 13 – 15 days	Southwest Asia and North Africa	<p>7.15 Identify and locate the geographical features of Southwest Asia and North Africa, including: (G)</p> <ul style="list-style-type: none"> • Arabian Peninsula • Mecca • Arabian Sea • Mediterranean Sea • Black Sea • Persian Gulf • Caspian Sea • Euphrates River • Red Sea • Tigris River 	<p>I can modify a map to include the following features:</p> <ul style="list-style-type: none"> • Arabian Peninsula • Mecca • Arabian Sea • Mediterranean Sea • Black Sea • Persian Gulf • Caspian Sea • Euphrates River • Red Sea • Tigris River 	<p>Chapter 7, 8</p> <p>Unit 3 Ch 7 Teacher Toolbox pg 5 – 10</p> <p>Ch 8 Teacher Toolbox pg 11 - 21</p>
	Southwest Asia and North Africa	<p>7.16 Describe the origins and central features of Islam: (C, G, H, P)</p> <ul style="list-style-type: none"> • Key Person: Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars 	<p>I can identify the central features of Islam, including Mohammad, the Quran, the Sunnah, and each of the Five Pillars of Islam.</p> <p>I can describe the role of Bedouin warriors in the diffusion of Islam.</p>	Chapter 8
	Southwest Asia and North Africa	<p>7.17 Describe the diffusion of Islam, its culture, and the Arabic language. (C, G)</p>	<p>I can identify early Muslim empires that affected the diffusion of Islam, its culture, and the Arabic language in North Africa and Southwest Asia.</p> <p>I can explain how the Sunni- Shia split affected the rise and fall of early Muslim empires.</p>	Chapter 8

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Unit 3 13 – 15 days	Southwest Asia and North Africa	<p>7.18 Summarize the contributions of the region’s scholars in the areas of: (C, G, H)</p> <ul style="list-style-type: none"> • Geography • Medicine • Art • Philosophy • Literature • Science • Mathematics 	<p>I can summarize the contributions of Muslim scholars in geography, art, philosophy, medicine, literature, and architecture, such as:</p> <ul style="list-style-type: none"> • concept of zero • works of Rumi • Arabic numerals • Calligraphy • concept of zero • medical advancements • <i>One Thousand and One Nights (i.e. Arabian Nights)</i> • geometric mosaics 	Chapter 8
	Southwest Asia and North Africa	<p>7.19 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. (C, E, G, H, P)</p>	<p>I can draw connections between the rise of the <u>Ottoman Empire</u> and the fall of the Byzantine Empire.</p>	Chapter 9 Ch 9 Teacher Toolbox pg 22 - 33
	Southwest Asia and North Africa	<p>7.20 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. C, E, G, H)</p>	<p>I can analyze the development of trade routes throughout Asia, Africa, and Europe.</p> <p>I can identify the impact of merchants on the spread of ideas and goods.</p>	Chapter 9
Unit 4 11 – 15 Days	West Africa	<p>7.21 Identify and locate the geographical features of West Africa, including: (G)</p> <ul style="list-style-type: none"> • Atlantic Ocean • Niger River • Djenné • The Sahara • Gulf of Guinea • Timbuktu 	<p>I can modify a map to include the following features and cities</p> <ul style="list-style-type: none"> • Atlantic Ocean • Niger River • Djenné • The Sahara • Gulf of Guinea • Timbuktu 	Chapter 10, 12 **Ch. 12 see below Unit 4 Ch 10 Teacher Toolbox pg 5 – 15 Ch 12 Teacher Toolbox pg 26 - 39

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	West Africa	7.22 Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. (C, H)	I can explain the significance of <u>ancestor worship</u> , <u>animism</u> , and the relationship between humans and <u>deities</u> in indigenous African spiritual traditions.	Chapter 11 Ch 11 Teacher Toolbox pg 16 - 25
	West Africa	7.25 Explain the importance of griots in the transmission of West African history and culture. (C, G, H)	I can define the role of a <u>griot</u> . I can examine the importance of oral traditions in teaching and preserving African history and culture.	Chapter 11
	West Africa	7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenné and Timbuktu as centers of trade, culture, and learning. (C, E, G, H, P)	I can analyze the impact of trade cities, such as Djenné and Timbuktu, on culture and learning in West African trading empires. I can explain how the trading empire of Ghana evolved into Mali and later Songhai.	Chapter 12
	West Africa	7.24 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. (C, E, G, H, P)	I can identify ideas and goods that were traded along the <u>Trans-Saharan</u> trade routes, including religion, gold, salt, and slaves.	Chapter 12
	West Africa	7.26 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. (C, E, G, H, P)	I can explain the importance of Mansa Musa and his pilgrimage to Mecca.	Chapter 12

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Unit 4 11 – 15 Days	West Africa	<p>7.21 Identify and locate the geographical features of West Africa, including: (G)</p> <ul style="list-style-type: none"> • Atlantic Ocean • Niger River • Djenné • The Sahara 	<p>I can modify a map to include the following features and cities</p> <ul style="list-style-type: none"> • Atlantic Ocean • Niger River • Djenné • The Sahara • Gulf of Guinea • Timbuktu 	<p>Chapter 12</p> <p>Ch 12 Teacher Toolbox pg 26 - 39</p>
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3rd Nine Weeks

Time	Cluster	Standards	Learning Targets	Lesson Topics/Resources
Unit 5 25 – 30 days	Middle Ages in Western Europe	<p>7.27 Identify and locate geographical features of Europe, including:</p> <ul style="list-style-type: none"> • Alps • Influence of the North Atlantic Drift • Atlantic Ocean • English Channel • Mediterranean Sea • North European Plain • Ural Mountains 	<p>I can modify a map to include the following features and cities:</p> <ul style="list-style-type: none"> • Alps • Influence of the North Atlantic Drift • Atlantic Ocean • English Channel • Mediterranean Sea • North European Plain • Ural Mountains 	<p>Chapter 13</p> <p>Unit 5 Ch 13 Teacher Toolbox pg 5 - 13</p>
	Middle Ages in Western Europe	<p>7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. (C, G, H, P)</p>	<p>I can identify main ideas of the Catholic Church, and the lands to which they spread.</p> <p>I can describe the role of <u>monasteries</u> in education, healthcare, and farming reform, as well as how these services expanded <u>Christianity</u> beyond the Alps.</p> <p>I can explain the connection between the Catholic Church and medieval universities.</p>	<p>Chapter 14</p> <p>Ch 14 Teacher Toolbox pg 14 - 26</p>

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Unit 5 25 – 30 days	Middle Ages in Western Europe	7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire. (C, E, G, H, P)	I can create a timeline of Charlemagne’s life, and explain how each event was significant to Europe at the time, including: <ul style="list-style-type: none"> ● the creation of the Holy Roman Empire ● the establishment of Christianity as the religion of the Empire. ● his relationship to feudalism 	Chapter 14
	Middle Ages in Western Europe	7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e. the role of the manor and the growth of towns). (C, E, G, H, P)	I can discuss how a mountainous geography would lead to small, localized governments. I can explain that manorialism is an economic system, while feudalism is a system of protection. I can identify groups whose invasion affected the development of feudalism, such as the Vikings. I can compare and contrast the social structure of European feudalism to the Japanese feudalism at the time.	Chapter 14
	Middle Ages in Western Europe	7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. (C, E, G, H, P)	I can make connections between the growth of towns and decline of feudalism.	Chapter 15 Ch 15 Teacher Toolbox pg 27 - 36
	Middle Ages in Western Europe	7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. (C, G, H, P)	I can describe the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. I can compare and contrast the relationships between Pope Gregory VII and Henry IV and Pope Leo III and Charlemagne. I can use the conflict between Pope Gregory VII and Henry IV to make an argument for the power of medieval popes or kings in northern Europe.	Chapter 15

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Unit 5 25 – 30 days	Middle Ages in Western Europe	7.33 Analyze the impact of the <i>Magna Carta</i> , including: limiting the power of the monarch, the rule of law, and the right to trial by jury. (G, H, P)	I can evaluate the significance of the <i>Magna Carta</i> , common law, <i>habeas corpus</i> , writ, Parliament, and trial by jury. I can identify the influence of 13th century legal reform present in our society today.	Chapter 15
	Middle Ages in Western Europe	7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard. (C, G, H, P)	I can create an outline of the first three <u>Crusades</u> , including major events, individuals, and outcomes in each.	Chapter 16 Ch 16 Teacher Toolbox pg 37 - 46
	Middle Ages in Western Europe	7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe. (C, G, H)	I can assess the positive and negative impacts of the Crusades, and identify what groups were affected.	Chapter 16
	Middle Ages in Western Europe	7.36 Describe the economic and social effects of the spread of the Black Death (i.e. Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.	I can trace the spread of the <u>Bubonic Plague</u> from East to West. I can analyze a primary source document and cite evidence of how the <u>Black Death</u> affected daily life.	Chapter 17 Ch 17 Teacher Toolbox pg 47 - 56

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Unit 5 25 – 30 days	Middle Ages in Western Europe	7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including: (C, E, H) <ul style="list-style-type: none"> • Agricultural improvements • A merchant class • Technological improvements • Commerce • Growth of banking • Towns 	I can summarize how the Black Death furthered the development of the following for survivors: <ul style="list-style-type: none"> • Agricultural improvements • A merchant class • Technological improvements • Commerce • Growth of banking • Towns 	Chapter 17
	Middle Ages in Western Europe	7.38 Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war. (C, G, H, P)	I can evaluate the significance of the Hundred Years War in creating national identities for France and England. I can outline Henry V’s and Joan of Arc’s contributions to the Hundred Years War.	Chapter 18 Ch 18 Teacher Toolbox pg 57 - 66
	Middle Ages in Western Europe	7.39 Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. (C, G, H, P)	I can outline the decline of Muslim rule in the <u>Iberian Peninsula</u> that culminated in the <u>Reconquista</u> , The <u>Inquisition</u> , and the rise of the Spanish and Portuguese kingdoms.	Chapter 18
Unit 6 23 – 30 days	The Renaissance	7.40 Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy’s independent trade cities. (C, E, G, H, P)	I can list factors that promoted the Italian <u>Renaissance</u> including: <ul style="list-style-type: none"> • Geography • Trade • Influence of outside cultures • City-state governance 	Chapter 19 Unit 6 Ch 19 Teacher Toolbox pg 5 - 15
	The Renaissance	7.41 Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance. (C, E, G, H)	I can identify major trading cities in Italy and explain the strengths of each. I can recall how the Medici family came to power and examples of art they supported as <u>patrons</u> .	Chapter 19

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Unit 6 23 – 30 days	The Renaissance	7.42 Explain humanism and describe how Thomas Aquinas’s writings influenced humanistic thought and fostered a balance between reason and faith. (C, H)	I can define <u>humanism</u> . I can discuss the ideas Thomas Aquinas explored in his writings, including his views on the connection between reason and religion.	Chapter 19
	The Renaissance	7.43 Explain the development of Renaissance art, including the significance of: (C, E, G, H) <ul style="list-style-type: none"> ● Leonardo da Vinci ● Michelangelo ● William Shakespeare ● The system of patronage 	I can outline the advances made in the arts, including: <ul style="list-style-type: none"> ● Leonardo da Vinci (Last Supper, Mona Lisa, notebooks and sketches) ● Michelangelo (Sistine Chapel, The David) ● William Shakespeare (<i>Romeo and Juliet</i>) I can explain how the works of the Renaissance were funded.	Chapter 19
	The Protestant Reformation	7.44 Analyze Johannes Gutenberg’s printing press and William Tyndale’s translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge. (C, G, H)	I can connect Johannes Gutenberg’s <u>printing press</u> and William Tyndale’s translation of the Bible to the growth of literacy and knowledge.	Chapter 20 Ch 20 Teacher Toolbox pg 16 - 30
	The Protestant Reformation	7.45 Explain the significant causes of the Protestant Reformation, including: The Catholic Church’s taxation policies, the selling of indulgences, and Martin Luther’s 95 Theses. (C, H, P)	I can draw connections between the Renaissance and Reformation. I can construct a timeline of the <u>Protestant Reformation</u> and explain the relationship between adjacent events.	Chapter 20

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Unit 6 23 – 30 days	The Protestant Reformation	7.46 Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination. (C, H, P)	I can explain the major ideas of reformers such as Martin Luther, John Calvin, Erasmus, and William Tyndale. I can infer why Martin Luther and John Calvin are called “reformers.” I can describe the Catholic Church’s response to the ideas of the reformers.	Chapter 20
	The Protestant Reformation	7.47 Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. (C, G, H, P)	I can identify members of the Tudor dynasty. I can compare and contrast the impact of Henry VIII and Mary I on English society.	Chapter 20
	The Protestant Reformation	7.48 Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent. (C, H)	I can analyze how the <u>Catholic Counter-Reformation</u> revitalized the Catholic Church and the forces that fostered the movement, including: <ul style="list-style-type: none"> ● St. Ignatius of Loyola ● the <u>Jesuits</u> ● the <u>Council of Trent</u> I can provide examples to justify describing Queen Elizabeth I’s reign as the Golden Age of the Tudor dynasty.	Chapter 20
	The Protestant Reformation	7.49 Examine the Golden Age of the Tudor dynasty (i.e. Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe. (C, H, P)	I can explain how conflicts between Catholics and Protestants increased the power of political leaders, as in the conflict leading to the defeat of the Spanish Armada.	Chapter 20
	The Scientific Revolution	7.50 Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). (C, G)	I can identify the influence of the Greeks, Copernicus, or Kepler in primary sources.	Chapter 21 Ch 21 Teacher Toolbox pg 31 - 40

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Unit 6 23 – 30 days	The Scientific Revolution	7.51 Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope. (C, G, H)	I can cite evidence to argue the significance of the following individuals, both in their lifetimes and now: <ul style="list-style-type: none"> ● Galileo Galilei ● Sir Francis Bacon ● Sir Isaac Newton ● Nicolaus Copernicus ● René Descartes ● Johannes Kepler 	Chapter 21
	The Scientific Revolution	7.52 Explain the significance of the following in regard to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton’s three Laws of Motion. (C, G, H)	I can explain how the ideas of the Scientific Revolution influenced the Enlightenment.	Chapter 21
Unit 7 16 – 20 days	Indigenous Civilizations of the Americas	7.53 Identify and locate the geographical features of the Americas. (G, T)	I can modify a map to include the following features: <ul style="list-style-type: none"> ● Andes Mountains ● Appalachian Mountains ● Atlantic Ocean ● Caribbean Sea ● Central Mexican Plateau ● Great Plains ● Gulf of Mexico ● Mississippi River ● North America ● Pacific Ocean ● Rocky Mountains ● South America ● Yucatan Peninsula 	Chapter 22 Unit 7 Ch 22 Teacher Toolbox pg 5 - 13
	Indigenous Civilizations of the Americas	7.54 Explain the impact of geographic features on North American Indian cultures (i.e. Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. (C, G, H, T)	I can explain the impact of geographic features on North American Indian cultures (i.e. Northeast, Southeast, and Plains), including clothing, housing, and agriculture.	Chapter 23 Ch 23 Teacher Toolbox pg 14 - 22

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Unit 7 16 – 20 days	Indigenous Civilizations of the Americas	7.55 Describe the existence of diverse networks of North American Indian cultures (within present day United States) including: varied languages, customs, and economic and political structures. (C, E, G, H, P, T)	I can explain the diversity within North American Indian cultures, including languages, customs, and economic and political structures.	Chapter 23
	Indigenous Civilizations of the Americas	7.56 Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. (C, E, G, H, P)	I can express how agricultural and settlement practices (including chinampas, terrace farming, dikes, and aqueducts) of the Maya, Aztec, and Incan civilizations are the result of geographic and climate conditions.	Chapter 24 Ch 24 Teacher Toolbox pg 23 - 36
	Indigenous Civilizations of the Americas	7.57 Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g. astronomy, mathematics, and calendar). (C, E, G, H, P)	I can describe the achievements, social structure, and customs of the Maya, Aztec, and Inca cultures.	Chapter 24
	Age of Exploration	7.61 Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. (C, E, G, H, P)	I can modify a map to include French, Spanish, English, Portuguese, and Dutch <u>colonies</u> . I can explain the religious upheaval in Europe that encouraged people to go to the Americas, and how these religious groups impacted the lands they settled.	Chapter 24, 27 **Ch 27, See below

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Unit 8 31 – 35 days	Age of Exploration	7.58 Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e. mercantilism). (C, E, G, H, P)	I can explain why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.	Chapter 25 Unit 8 Ch 25 Teacher Toolbox pg 4 - 12
	Age of Exploration	7.59 Identify the significance of the voyages and routes of discovery of explorers by their sponsoring country: (C, E, G, H, P, T)	I can modify a map to include the routes of the following, and I can assess the success of the following voyages by considering the strengths and weaknesses of each of the following: <ul style="list-style-type: none"> ● Henry Hudson ● Jacques Cartier ● Vasco da Gama ● Bartolomeu Dias ● Christopher Columbus ● Hernando de Soto ● Ferdinand Magellan ● Amerigo Vespucci 	Chapter 26 Ch 26 Teacher Toolbox pg 13 - 31
Unit 8 31 – 35 Days	Age of Exploration	7.60 Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e. compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery. (C, E, G, H, P)	I can argue the significance of Prince Henry the Navigator, including his influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e. <u>compass</u> , <u>caravel</u> , <u>astrolabe</u> , and <u>Harrison’s chronometer</u>) during the <u>Age of Discovery</u> .	Chapter 26
	Age of Exploration	7.61 Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. (C, E, G, H, P)	I can modify a map to include French, Spanish, English, Portuguese, and Dutch <u>colonies</u> . I can explain the religious upheaval in Europe that encouraged people to go to the Americas, and how these religious groups impacted the lands they settled.	Chapter 27 Ch 27 Teacher Toolbox pg 32 - 43
	Age of Exploration	7.62 Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e. Hernán Cortés and Francisco Pizarro). (C, E, G, H, P)	I can state the impact of <u>smallpox</u> , civil war, and the advanced weaponry of the Spanish Conquistadors (i.e. Hernán Cortés and Francisco Pizarro) on the defeat of the Aztec and Incan Empires	Chapter 27, 24 ** See Ch 24 Teacher Toolbox p 23 - 36

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Unit 8 31 – 35 Days	Age of Exploration	7.63 Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World. (C, E, G, H, P)	I can modify a blank map to include French, Spanish, English, Portuguese, and Dutch colonies, and distinguish between which is Catholic or Protestant.	Chapter 27 ** See Ch 27 Teacher Toolbox pg 32 - 43
	Age of Exploration	7.65 Explain how Spanish colonization introduced Christianity, the mission system, and the <i>encomienda</i> system to the Americas as well as Bartolomé de la Casas' role in the transition to African slavery. (C, E, G, H, P)	I can explain how Spanish colonization introduced Christianity, the mission system, and the <i>encomienda</i> system to the Americas as well as Bartolomé de la Casas' role in the transition to African slavery.	Chapter 27
	Age of Exploration	7.64 Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent. (C, E, G, H, P)	I can evaluate the impact of animals, crops, and diseases exchanged between the Eastern and Western hemispheres in the <u>Columbian Exchange</u> .	Chapter 28 Ch 28 Teacher Toolbox pg 44 - 55

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4 th Nine Weeks				
Time	Cluster	Standards	Learning Targets	Lesson Topics/Resources
		Tennessee History Project		History of Tennessee from before statehood to present day.