

7th Grade Social Studies Pacing Guide

Quarter 1	Quarter 2
<p>Civilizations/Eras of Coverage:</p> <ul style="list-style-type: none">- Procedures/Review of historical/geographical skills- East Asia (400-1500s CE)- Byzantine Empire (400-1500s CE) <p>** Note: In order to build off student's prior knowledge from 6th grade concerning the Roman Empire, PLCs could choose to begin with the Byzantine Empire.</p>	<p>Civilizations/Eras of Coverage:</p> <ul style="list-style-type: none">- Southwest Asia and North Africa (400-1500s CE)- West Africa (400-1500s CE)- Early Middle Ages in Western Europe (400-1500s CE)
Quarter 3	Quarter 4
<p>Civilizations/Eras of Coverage:</p> <ul style="list-style-type: none">- Later Middle Ages in Western Europe (400-1500s CE)- Early Modern Europe (1400-1700s CE)- Indigenous Civilizations of the Americas (400-1500s CE)	<p>Civilizations/Eras of Coverage</p> <ul style="list-style-type: none">- Age of Exploration (1400-1700s CE)- Review- Post-Assessment curriculum

7th Grade Social Studies Pacing Guide

East Asia: 400-1500's CE	Overview: Students will analyze the geographic, political, economic, and cultural structures of China and Japan. Standards 1-11	Quarter 1 5 Weeks	TN Ready Blueprint 15-20%
---	---	--------------------------	--------------------------------------

Standard	Unwrap the Standard	Days	Resources	Vocabulary
7.01 (G) Identify and locate the geographical features of East Asia, including: - China - Gobi Desert - Himalayan Mountains - Japan - Korean Peninsula - Pacific Ocean - Plateau of Tibet - Sea of Japan (East Sea) - Yangtze River - Yellow River Social Studies Practices: SSP.01, SSP.06	<ul style="list-style-type: none"> - Identify key geographical locations using descriptions and clues. - Use geographical skills to locate key geographical locations on a map (understanding area of China where each feature is located). - Identify of each geographic feature. 	2	Unit 1 Chapter 1 “Geography of East Asia” Gallopade Teacher Toolkit: China Geography Info China Geography Activity – works in conjunction with the “China Geography Info” above.	Geography China Gobi Desert Himalayan Mountains Island of Japan Korean Peninsula Pacific Ocean Plateau of Tibet Sea of Japan Yangtze River (Chang Jiang) Yellow River (Huang He) City of Heian City of Nara <i>Other geographic skills vocabulary terms</i>
7.02 (C, G, H, P) Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs. Social Studies Practices:	<ul style="list-style-type: none"> - Describe the Period of Disunion that China entered after the fall of the Han Dynasty. - Describe how Wendi played a role in reunifying China into the short-lived Sui Dynasty. 	1	Unit 1 Chapter 2 “Reunification Leads to the Spread of Ideas” Gallopade Teacher Toolkit	Period of Disunion Sui Dynasty Tang Dynasty Buddhism Nirvana Cultural Diffusion Wendi Grand Canal Great Wall of China

7th Grade Social Studies Pacing Guide

SSP.02, SSP.06, SSP.04	<ul style="list-style-type: none"> - Describe the factors that contributed to the spread of Buddhist beliefs in China prior to the establishment of the Tang Dynasty, including widespread poverty, increased violence during the Period of Disunion, and Wendi's personal connection to the Buddhist faith. 			
<p>7.03 (C, E, G, H, P)</p> <p>Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.04, SSP.05</p>	<ul style="list-style-type: none"> - Identify and summarize Tang and Song Dynasty achievements in the areas of agriculture, technology, and commerce (including dragon backbone pump, fast-ripening rice, paper money, Woodblock Printing, the Magnetic Compass, and gunpowder) - Explain how Fast Ripening Rice and Dragon Backbone Pump fueled population increase - Identify the primary teachings of Confucianism and its emphasis on relationships and hierarchy. - Describe how Confucianism influenced both society and government in China during the Song Dynasty, leading to greater stability and a more efficient government. 	4-6	<p>Unit 1 Chapter 2</p> <p>“Reunification Leads to the Spread of Ideas”</p> <p>Gallopade Teacher Toolkit</p> <p>Confucianism in the Tang and Song Dynasty – intended to be a recap/to promote understanding of Confucianism</p>	<p>Song Dynasty Tang Dynasty Paper Currency/Money Dragon Backbone Pump Magnetic Compass Fast-Ripening Rice Woodblock Printing Gunpowder Confucianism Kinship Civil Service Exam Bureaucracy Scholar-Officials 5 Main Relationships (father to son, elder brother to younger brother, ruler to subject, husband to wife, friend to friend)</p>

7th Grade Social Studies Pacing Guide

<p>7.04 (C, G, H, P)</p> <p>Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.06</p>	<ul style="list-style-type: none"> - Identify Genghis Khan and analyze his role in uniting the tribes of Mongolia to create the Mongol Empire. - Locate Genghis Khan's conquests and examine how they contributed to the rise of the Mongol Empire. 	1	<p>Unit 1 Chapter 3</p> <p>"Impact of the Mongol Conquest of China"</p> <p>Gallopade Teacher Toolkit</p>	<p>Mongols Nomadic Tribes Genghis Khan Conquests: Northern China (Jin Dynasty), Persia Yurt (brutality, horseback riding, tribes, archery)</p>
<p>7.05 (C, G, H, P)</p> <p>Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.</p> <p>Social Studies Practices:</p> <p>SSP.03, SSP.06</p>	<ul style="list-style-type: none"> - Identify Kublai Khan's connection to Genghis Khan, and locate his conquest of Southern China. - Describe how Kublai Khan's conquest of Southern China led to the development of the Yuan Empire. - Explain how Kublai Khan was able to maintain control of the Chinese people under the Yuan Empire, a time of prosperity and peace in China. 	2	<p>Unit 1 Chapter 3</p> <p>"Impact of the Mongol Conquest of China"</p> <p>Gallopade Teacher Toolkit</p> <p>Mongols and Kublai Khan Rule China Activity – used in conjunction with 7.06</p>	<p>Kublai Khan Khanate Great Khan Yuan Dynasty Song Dynasty (preceded) Ming Dynasty (followed) Conquest: Southern China Attempted Conquest: Japan Paper currency/money Social Pyramid</p>
<p>**7.06 (C, E, G, H)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.03, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Summarize and explain how the Mongols affected travel and trade on the Silk Road. - Identify Marco Polo and describe how his time in Kublai Khan's court impacted the spread of Chinese technology and trade between Europe and Asia. 	1	<p>Unit 1 Chapter 3</p> <p>"Impact of the Mongol Conquest of China"</p> <p>Marco Polo Overview Song</p>	<p>Mongols Yuan Dynasty Silk Road (imports and exports, ensured safety of, increase in trade) Marco Polo The Travels of Marco Polo Kublai Khan</p>

7th Grade Social Studies Pacing Guide

<p>7.07 (C, E, G, H, P)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Identify and describe the achievements of the Ming Dynasty, including Zheng He's voyages, rebuilding of the Great Wall, and the Forbidden City. - Analyze the purpose for these Ming Dynasty achievements. - Analyze the reasons for the Ming Dynasty's adoption of isolationism 	<p>1-2</p>	<p>Unit 1 Chapter 4</p> <p>"China During the Ming Dynasty"</p> <p>Gallopade Teacher Toolkit</p>	<p>Zheng He (Muslim trader)</p> <p>Isolationism</p> <p>Tribute (gain power and prestige)</p> <p>Forbidden City</p> <p>Great Wall of China</p> <p>Ming Dynasty</p> <p>Yuan Dynasty (preceded it)</p>
<p>7.08 (C, G, H, P)</p> <p>Describe the origins and central features of Shintoism: • Key Person(s): None • Sacred Texts: No sacred text • Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.04, SSP.06</p>	<ul style="list-style-type: none"> - Describe the origins of Shinto and explain the main features of the religion (kami, nature, shrines, ancestors, etc.) - Consider how Shinto differs from traditional religions (what it's lacking) and how that contributed to Buddhism's quick spread in Japan. 	<p>2-3</p>	<p>Unit 1 Chapter 5</p> <p>"Early Japan"</p> <p>Gallopade Teacher Toolkit</p> <p>Comparing Shinto and Japanese Buddhism</p>	<p>Shinto</p> <p>Kami (animism)</p> <p>Ema</p> <p>Torii</p> <p>Clans</p> <p>Shrine</p> <p>Prince Shotoku</p> <p>Japanese Buddhism</p>
<p>7.09 (C, G, H)</p> <p>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.</p> <p>Social Studies Practices:</p>	<ul style="list-style-type: none"> - Explain how Chinese and Korean practices, such as Buddhism, Confucianism, and the Chinese writing system, changed cultural practices in Japan. - Identify Prince Shotoku and describe his role in spreading Chinese/Korean beliefs and practices to Japan. 	<p>1</p>	<p>Unit 1 Chapter 5</p> <p>"Early Japan"</p> <p>Gallopade Teacher Toolkit</p>	<p>Japanese Buddhism</p> <p>Nirvana</p> <p>Confucianism</p> <p>Prince Shotoku</p> <p><i>Constitution of Prince Shotoku</i> (encouraged Confucianism, strengthened central government)</p> <p>Characters (in reference to language/alphabet symbols)</p>

7th Grade Social Studies Pacing Guide

SSP.02, SSP.06, SSP.04	<ul style="list-style-type: none"> - Analyze how Korean and Chinese practices of Buddhism and Confucianism complemented the Japanese religion of Shinto. 			*Korean monks bringing Buddhism
<p>7.10 (C, H, P)</p> <p>Describe how the Heian aristocracy contributed to the development of a Japanese national culture.</p> <p>Social Studies Practices:</p> <p>SSP.03, SSP.05</p>	<ul style="list-style-type: none"> - Identify the location of Japan's capital cities and the role of the emperor and his imperial court within the capital city. - Describe how the emperor, his imperial court, and the Heian aristocracy used their influence to establish a unique Japanese culture. - Identify examples of Heian era art, literature, and fashion to describe how the Heian aristocracy contributed to the Japanese culture. 	1-2	<p>Unit 1 Chapter 5</p> <p>"Early Japan"</p> <p>Gallopade Teacher Toolkit</p>	<p>City of Nara City of Heian Nara Period Heian Period Emperor Imperial Court Nobles <i>The Tale of Genji</i></p>
<p>7.11 (C, E, H, P)</p> <p>Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.05, SSP.04</p>	<ul style="list-style-type: none"> - Explain how the actions and isolation of the emperor and his imperial court during the Heian Period led to a need for samurai and contributed to the rise of a military society in Japan. - Identify the different roles in Japan's military society, including emperor, shogun, daimyo, samurai, and peasants. 	2-3	<p>Unit 1 Chapter 5</p> <p>"Early Japan"</p> <p>Gallopade Teacher Toolkit</p>	<p>Shogun (Shogunate) Emperor Figurehead Daimyo Samurai Bushido Code Peasant Imperial Court City of Heian Feudal Japan</p>

7th Grade Social Studies Pacing Guide

	<ul style="list-style-type: none"> - Analyze the role that shogun and samurai played in Japan's military society. - Explain the shift in the emperor's power during the 12th century. 			
<p style="text-align: center;"> **Kahoot for Imperial/Medieval China **Quizlet for Imperial/Medieval China **Quizlet for Japan **Quizizz for Japan </p>				

**Denotes a topic that could be taught under the Renaissance and connected back to the Mongolian Empire.

Byzantine Empire: 400-1500's CE		Overview: Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire. Standards 12-14		Quarter 1 2 Weeks	TN Ready Blueprint 15-20%
Standard	Unwrap the Standard	Days	Resources	Vocabulary	
7.12 (C, G, H, P) Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language. Social Studies Practices: SSP.01, SSP.04, SSP.06	<ul style="list-style-type: none"> - Identify how the decline of the Western Roman Empire led to the rise of the Eastern Roman Empire, known as the Byzantine Empire. - Describe the spread of Christianity into the Byzantine Empire, including its transition to the Greek Orthodox Church. - Describe the distinct culture of the Byzantine Empire, including the predominance of Christianity and the use of 	2-3	Unit 2 Chapter 6 "The Byzantine Empire" Gallopade Teacher Toolkit	Byzantine Empire Constantinople Constantine Christianity Eastern Orthodox (Greek Orthodox) Church Justinian Latin (preservation of) Greek Patriarch Pope	

7th Grade Social Studies Pacing Guide

	the Greek language by common people.			
<p>7.13 (C, G, H, P)</p> <p>Explain the importance of Justinian's political, social, and architectural achievements.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.06</p>	<ul style="list-style-type: none"> - Explain Justinian's political impact on the Byzantine Empire, including his military conquests and changes in the legal system. - Describe how Justinian's Code changed the legal system of the Byzantine Empire and influenced modern legal codes. - Explain Justinian's social impact on the Byzantine Empire, including his marriage to Theodora and the resulting increase in legal rights for women and his support for the Greek Orthodox Church. - Identify and describe the architectural achievements of Justinian's reign, including the rebuilding of Hagia Sophia. 	2-3	<p>Unit 2 Chapter 6</p> <p>"The Byzantine Empire"</p> <p>Gallopade Teacher Toolkit</p> <p>Justinian and the Legal Code Activity</p>	<p>Justinian</p> <p>Theodora</p> <p>Justinian's Code</p> <p>Hagia Sophia</p> <p>Eastern Orthodox (Greek Orthodox) Church</p> <p>Rome, Italy</p> <p>Western Roman Empire</p> <p>Eastern Roman Empire</p> <p>Hippodrome</p>
<p>7.14 (C, G, H)</p> <p>Analyze the importance of regional geography and the location of Constantinople in maintaining European culture.</p>	<ul style="list-style-type: none"> - Identify the location of the Byzantine capital city, Constantinople. - Analyze the elements of Constantinople's geographic position (positioned between 3 continents, a peninsula, surrounded by 	2	<p>Unit 2 Chapter 6</p> <p>"The Byzantine Empire"</p> <p>Gallopade Teacher Toolkit</p>	<p>Constantinople</p> <p>Byzantine Empire</p> <p>Byzantium</p> <p>Peninsula</p> <p>Bosporus Strait</p> <p>Mediterranean Sea</p> <p>City walls/Moat</p> <p>Crossroads of trade</p>

7th Grade Social Studies Pacing Guide

Social Studies Practices: SSP.02, SSP.05, SSP.06	walls) that enhanced its ability to defend itself militarily and therefore maintain (and blend) Roman and European culture.			Black Sea Aegean Sea
<p align="center"> **Kahoot for Rome Review and Byzantine Empire **Quizlet for Byzantine Empire (and Western Rome Review) </p>				

Southwest Asia and North Africa: 400-1500s CE	Overview: Students will analyze the geographic, political, economic, and cultural structures of Southwest Asia and North Africa. Standards 15-20	Quarter 1 3 Weeks	TN Ready Blueprint 18-23%
--	--	--------------------------	----------------------------------

Standard	Unwrap the Standard	Days	Resources	Vocabulary
7.15 (G) Identify and locate the geographical features of Southwest Asia and North Africa, including: • Arabian Peninsula • Arabian Sea • Black Sea • Caspian Sea • Euphrates River • Mecca • Mediterranean Sea • Persian Gulf • Red Sea • Tigris River Social Studies Practices: SSP.01, SSP.06	<ul style="list-style-type: none"> - Identify key geographical locations using descriptions and clues. - Use geographical skills to locate key geographical locations on a map. - Identify how geographic features of area impacted life in the Arabian Peninsula. 	2	Unit 3 Chapter 7 “Geography of Southwest Asia and North Africa” Gallopade Teacher Toolkit	Arabian Peninsula Arabian Sea Black Sea Caspian Sea Euphrates River Tigris River Mecca Medina Persian Gulf Red Sea Southwest Asia/North Africa Oases Trade Crossroads Middle East

7th Grade Social Studies Pacing Guide

<p>7.16 (C, G, H, P)</p> <p>Describe the origins and central features of Islam: • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.04, SSP.06</p>	<ul style="list-style-type: none"> - Identify the origins of Islam, including its connections to other monotheistic faiths. - Identify Muhammad and explain his role in the origins and spread of the Islamic faith. - Describe the key features of the Islamic faith, including the holy books (Qur'an and Sunnah) and basic beliefs (Five Pillars, monotheism). 	<p>4</p>	<p>Unit 3 Chapter 8 "Diffusion of Islam, Islamic Culture, and the Arabic Language"</p> <p>Gallopade Teacher Toolkit</p>	<p>Islam Muslim Mohammed/Muhammad Qur'an Sunnah Allah Abraham Five Pillars Hajj (Pilgrimage) Ka'aba Ramadan/ Fasting Mecca Medina Monotheism Hadith Mosque</p>
<p>7.17 (C, G, H)</p> <p>Describe the diffusion of Islam, its culture, and the Arabic language.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Identify the reason for the split in the Islamic faith and analyze the impact of different sects, such as Shia and Sunni. - Describe how conquest and trade led to the diffusion of the Islamic faith, Arabic language, and Islamic culture (law, architecture) throughout Southwest Asia, Northwest Africa, and parts of Europe. - Describe how Arabic areas unified through religion and politics 	<p>2</p>	<p>Unit 3 Chapter 8 "Diffusion of Islam, Islamic Culture, and the Arabic Language"</p> <p>Gallopade Teacher Toolkit</p>	<p>Caravan Merchant Oases Cultural Diffusion Conquest Caliph/Imam Shia & Sunni Arabian Peninsula Red Sea Trade Routes/Crossroads</p>

7th Grade Social Studies Pacing Guide

<p>7. 18 (C, G, H)</p> <p>Summarize the contributions of the region's scholars in the areas of: • Art • Geography • Literature • Mathematics • Medicine • Philosophy • Science</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02</p>	<ul style="list-style-type: none"> - Identify and summarize the achievements of Arabic scholars in the areas of art, geography, literature, mathematics, medicine, philosophy, and science. - Determine the purpose for the use of artistic and architectural elements, such as minarets, geometric patterns, domes, and calligraphy, that were used commonly in the Arabic world. 	<p>2</p>	<p>Unit 3 Chapter 8</p> <p>"Diffusion of Islam, Islamic Culture, and the Arabic Language"</p> <p>Gallopade Teacher Toolkit</p>	<p>Domes Geometric Patterns Minarets Mosques Taj Mahal Calligraphy (used to write the Qur'an) Quatrain/ <i>Arabian Nights</i> Pharmacy/Vaccines Arabic Numerals/Algebra Preserved ancient Greek texts</p>
<p>7.19 (C, E, G, H, P)</p> <p>Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.</p> <p>Social Studies Practices:</p> <p>SSP.04, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Identify Mehmed II the Conqueror as the leader of the Ottoman Empire and explain his importance in contributing to the establishment and rise of the Ottoman Empire. - Describe Mehmed's conquest of Constantinople and defeat of the Byzantine Empire, including his tactics and changes made to the city of Constantinople. 	<p>2</p>	<p>Unit 3 Chapter 9</p> <p>"Rise of the Ottoman Empire"</p> <p>Gallopade Teacher Toolkit</p>	<p>Byzantine Empire Constantinople Istanbul Eastern Roman Empire Mehmed II the Conqueror Ottoman Empire/Turkish Hagia Sophia Mosque Janissaries Cannons/Gunpowder Islam North Africa</p>
<p>7.20 (C, E, G, H)</p> <p>Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.</p>	<ul style="list-style-type: none"> - Explain how the geography of Arabia led to the creation of prosperous trade routes that linked three continents. - Describe the role merchants played in using 	<p>1</p>	<p>Unit 3 Chapter 9</p> <p>"Rise of the Ottoman Empire"</p> <p>Gallopade Teacher Toolkit</p>	<p>Southwest Asia North Africa Oases Nomad Sedentary Caravan Arabic</p>

7th Grade Social Studies Pacing Guide

Social Studies Practices: SSP.01, SSP.05, SSP.06	these trade routes to spread wealth and ideas throughout the three continents.		Arabian Peninsula vs Aladdin Activity – works in conjunction with 7.15	Ottoman Empire Islam
**Kahoot for Southwest Asia and North Africa **Quizlet for Southwest Asia and North Africa				

North and West Africa: 400-1500s CE	Overview: Students will analyze the geographic, political, economic, and cultural structures of West Africa. Standards 21-26	Quarter 1 3 weeks	TN Ready Blueprint 18-23%
--	--	--------------------------	--------------------------------------

Standard	Unwrap the Standard	Days	Resources	Vocabulary
7.21 (G) Identify and locate the geographical features of West Africa, including: • Atlantic Ocean • Djenne • Gulf of Guinea • Niger River • The Sahara • Timbuktu Social Studies Practices: SSP.01, SSP.06	<ul style="list-style-type: none"> - Identify key geographical locations using descriptions and clues. - Use geographical skills to locate key geographical locations on a map. - Identify how geographic features impacted life in North and West Africa. 	1	Unit 4 Chapter 10 “Geography of West Africa” Gallopade Teacher Toolkit	West Africa Atlantic Ocean Djenne Gulf of Guinea Niger River Sahara Sahel Savanna Timbuktu Mediterranean Sea Arabian Peninsula Trans-Saharan Caravan Trade
7.22 (C, H) Explain indigenous African spiritual traditions, including:	<ul style="list-style-type: none"> - Explain the distinctive and influential elements that made up indigenous African 	1	Unit 4 Chapter 11	Indigenous Traditional African Religions West & North Africa Animism

7th Grade Social Studies Pacing Guide

<p>ancestor worship, animism, and the relationship between humans and deities.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.04, SSP.05</p>	<p>religions/spiritual traditions, including polytheism, animism, and ancestor worship.</p> <ul style="list-style-type: none"> - Describe how the cultural diffusion as a result of the Trans-Saharan Caravan trade led to the adoption of the Islamic religion in many areas of North and West Africa. 		<p>“Indigenous West African Spiritual Traditions”</p> <p>Gallopade Teacher Toolkit</p> <p>Animism Activity</p>	<p>Ancestor Worship Shrine</p> <p>One Supreme god & lesser gods</p> <p>Cultural Diffusion</p> <p>Islam/Muslim</p> <p>Trans-Saharan Caravan trade</p>
<p>7.23 (C, E, G, H, P)</p> <p>Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.</p> <p>Social Studies Practices:</p> <p>SSP.03, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Explain the development and growth of villages around the Niger River as a result of natural resources, regional trade, and labor practices. - Describe the growth of these villages into the prosperous kingdoms of Ghana, Mali, and Songhai. - Examine the role that natural resources and trade played in the growth and wealth of these three empires. - Analyze the development of cities such as Djenne and Timbuktu into centers of trade, culture, and learning. 	2-3	<p>Unit 4 Chapter 12</p> <p>“West African Kingdoms Arise and Ideas Spread”</p> <p>Gallopade Teacher Toolkit</p>	<p>Extended Family</p> <p>Regional Commerce</p> <p>Labor Specialization</p> <p>Ghana</p> <p>Iron tools</p> <p>Taxes</p> <p>Mali</p> <p>Sundiata</p> <p>Mansa Musa</p> <p>Songhai</p> <p>Askia the Great</p> <p>Gao</p> <p>West Africa</p> <p>Sahara</p> <p>Sahel</p> <p>Niger River</p> <p>Djenne</p> <p>Timbuktu</p> <p>Mosques, libraries, and universities</p> <p>Trans-Saharan Caravan Trade</p> <p>Islam</p> <p>Arabic</p>

7th Grade Social Studies Pacing Guide

<p>7.24 (C, E, G, H, P)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Identify the location of the Trans-Saharan Caravan trade routes and describe the exchange of salt, gold, and slaves that occurred along its routes. - Describe what travel across these trade routes would have been like for caravans or traders. - Describe how North and West Africa were impacted socially and religiously by interaction with traders from the Arabian Peninsula, including the diffusion of the Arabic language and the Islamic faith. 	<p>2</p>	<p>Unit 4 Chapter 12</p> <p>“West African Kingdoms Arise and Ideas Spread”</p> <p>Gallopade Teacher Toolkit</p>	<p>Trans-Saharan Caravan Trade Caravan Salt Gold Slaves Cultural Diffusion Islam Muslim Arabic Sahara North Africa West Africa Niger River Timbuktu Djenne</p>
<p>7.25 (C, G, H)</p> <p>Explain the importance of griots in the transmission of West African history and culture.</p> <p>Social Studies Practices:</p> <p>SSP.03, SSP.04, SSP.05</p>	<ul style="list-style-type: none"> - Identify the role of griots in West African history and the reason for their necessity (the absence of a written language). - Explain why griots and oral traditions were vital to the passing down of West African history, morals, tribal genealogies, and cultural traditions. - Examine the consequences that could happen as a result of dependence on griots. 	<p>1-2</p>	<p>Unit 4 Chapter 11</p> <p>“Indigenous West African Spiritual Traditions”</p> <p>Gallopade Teacher Toolkit</p> <p>Griots and Oral Traditions Activity</p>	<p>Written language Oral Traditions/History Griot Tribal Genealogies Ancestry</p>

7th Grade Social Studies Pacing Guide

<p>7.26. (C, E, G, H, P)</p> <p>Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.04, SSP.06</p>	<ul style="list-style-type: none"> - Identify Mansa Musa and his role as leader of the Mali Empire. - Identify the motivation behind Mansa Musa's decision to take a hajj to Mecca in the year 1324. - Explain how Mansa Musa's hajj impacted not only Mali but much of Africa, Asia, and Europe as well. - Describe how Mansa Musa's hajj spread Islam throughout West and North Africa, changed the value of gold in cities such as Cairo, and changed the Asian and European perception of Africa. 	<p>2</p>	<p>Unit 4 Chapter 12</p> <p>"West African Kingdoms Arise and Ideas Spread"</p> <p>Gallopade Teacher Toolkit</p> <p>Mansa Musa Song</p> <p>Mansa Musa Journey Activity</p>	<p>Mali Empire Timbuktu Niani Cairo Salt/gold Inflation Mecca Hajj/Pilgrimage Mansa Musa Islam/Muslim Mosque Caravan Camel</p>
<p>**Kahoot for West and North Africa</p> <p>**Quizlet for West and North Africa</p>				

7th Grade Social Studies Pacing Guide

Middle Ages in Western Europe: 400-1500s CE	Overview: Students will analyze the geographic, political, economic, and cultural structures of Europe during the Middle Ages. Standards 27-39	Quarter 2 and 3 4-5 Weeks	TN Ready Blueprint 18-23%
--	--	----------------------------------	----------------------------------

Standard	Unwrap the Standard	Days	Resources	Vocabulary
7.27 (G) Identify and locate geographical features of Europe, including: • Alps • Atlantic Ocean • English Channel • Mediterranean Sea • Influence of the North Atlantic Drift • North European Plain • Ural Mountains Social Studies Practices: SSP.01, SSP.06	<ul style="list-style-type: none"> - Identify key geographical locations using descriptions and clues. - Use geographical skills to locate key geographical locations on a map. - Identify how key geographic features impact Europe. 	1	Unit 5 Chapter 13 “Geography of Western Europe” Gallopade Teacher Toolkit	Europe Alps Atlantic Ocean English Channel Mediterranean Sea North Atlantic Drift Northern European Plain Ural Mountains Asia Iberian Peninsula Modern Day – England, Ireland, France, Spain, Italy, Greece, Germany, Portugal)
7.28 (C, G, H, P) Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. Social Studies Practices: SSP.01, SSP.05, SSP.06	<ul style="list-style-type: none"> - Identify Christianity as the a unifying force and the predominant religion in areas where the Roman Empire had once been. - Identify and describe the role that both missionaries and monks played in the spread of the Christian faith and Catholic Church into Northern Europe. 	2	Unit 5 Chapter 14 “Life in Medieval Europe” Gallopade Teacher Toolkit	Monks Illuminated Manuscripts Monasteries Benedictine Code Missionaries Pope Catholic Church Christianity Alps Northern Europe

7th Grade Social Studies Pacing Guide

	<ul style="list-style-type: none"> - Describe how monasteries helped to preserve knowledge by protecting and copying classical texts and supplying religious knowledge to nearby communities. - Describe how missionaries were sent to Northern Europe by the Catholic Church as a means of spreading Christianity. 			Classical (Greek and Roman) Texts
<p>7.29 (C, E, G, H, P)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.04, SSP.06</p>	<ul style="list-style-type: none"> - Identify Charlemagne and his role in unifying Europe for the first time since the fall of Western Rome. - Describe how Charlemagne's Frankish Kingdom helped to establish cultural and political norms for Europe, including the development and spread of Feudalism. - Describe how Charlemagne established Christianity as the primary religion in his empire. - Explain Charlemagne's connection to the Papacy and how it led to the creation of the Holy Roman Empire. 	2-3	<p>Unit 5 Chapter 14</p> <p>"Life in Medieval Europe"</p> <p>Gallopade Teacher Toolkit</p> <p>Charlemagne – Good or Bad Leader Reading and Activity</p> <p>Charlemagne Interview Activity – intended to be done after the "Good or Bad Leader" activity above.</p>	<p>Charlemagne</p> <p>Franks/Frankish Kingdom</p> <p>Fall of Western Rome</p> <p>Christianity</p> <p>Roman Catholic Church</p> <p>Education</p> <p>Holy Roman Emperor</p> <p>Pope Leo III</p> <p>Muslims, Magyars, and Vikings</p> <p>Feudalism</p>

7th Grade Social Studies Pacing Guide

<p>7.30 (C, E, G, H, P)</p> <p>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).</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.04, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Describe the development of Feudalism, including an explanation of the system of promises within members of the feudal system, the roles of vassals and lords, and the distribution of wealth. - Describe the location where feudalism and manorialism occurred (the manor) and how it developed into the government and economic system of the Middle Ages in Europe. - Explain the self-sufficiency of the manor, the growth of manors into towns, and the trade network that developed between these large manors/towns. 	<p>2</p>	<p>Unit 5 Chapter 14</p> <p>“Life in Medieval Europe”</p> <p>Gallopade Teacher Toolkit</p>	<p>Muslims, Magyars, and Vikings Feudal System/Feudalism Manor Manorialism Economy Lord Vassal Fief (King, Noble (Baron), Knight, Peasant – Freeman and Serf) System of Promises Fealty Three-field system Castle Guilds</p>
<p>7.31 (C, E, G, H, P)</p> <p>Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.04, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Identify the cause of the Battle of Hastings, including the death of Edward the Confessor and the resulting three-way fight for the throne of England. - Describe the events leading to the Battle of Hastings and the results of the battle. - Analyze the long-term impacts that William’s victory had for both 	<p>2-3</p>	<p>Unit 5 Chapter 15</p> <p>“William the Conqueror and the Magna Carta”</p> <p>Gallopade Teacher Toolkit</p>	<p>Edward the Confessor Harold Godwinson William, Duke of Normandy (the Conqueror) England Harald Hardrada (Vikings) Battle of Hastings (1066) Norman Conquest Domesday Book/taxes Feudalism Castles French Language</p>

7th Grade Social Studies Pacing Guide

	England and Northern France, including the establishment of feudalism in England, the spread of the French language and architecture (castles), the creation of the Domesday book and subsequent taxing of English citizens, and the absolute control William assumed as a monarch.			Monarchy = Absolute Power
<p>7.32 (C, G, H, P)</p> <p>Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.03, SSP.04, SSP.05</p>	<ul style="list-style-type: none"> - Consider the reasons for the tensions between European popes and monarchs, and describe how that tension contributed to conflict (Henry IV and Pope Gregory VII) and cooperation (Pope Leo III and Charlemagne). - Before explaining this standard, some instruction of the old standard 7.39 about the importance of the Catholic Church would be helpful for students. It is copied and pasted below. - “7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of 	1-2	<p>Unit 5</p> <p>Chapter 15</p> <p>“William the Conqueror and the Magna Carta”</p> <p>Gallopade Teacher Toolkit</p>	<p>Papacy</p> <p>Pope</p> <p>Clergy</p> <p>Roman Catholic Church</p> <p>Monarchy (political)</p> <p>Charlemagne</p> <p>Pope Leo III</p> <p>Pope Gregory VII</p> <p>Henry IV</p> <p>Bishops</p> <p>Holy Roman Emperor</p> <p>Excommunicate</p> <p>Political/secular</p>

7th Grade Social Studies Pacing Guide

	<p>monastic and mendicant religious orders, <u>preservation</u> of the Latin language <u>and religious texts</u>, Thomas Aquinas's <u>synthesis of classical philosophy with Christian theology</u> and the concept of <u>"natural law."</u></p> <ul style="list-style-type: none"> - Underlined writing = covered in a different standard already. 			
<p>7.33 (G, H, P)</p> <p>Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.04, SSP.05</p>	<ul style="list-style-type: none"> - Identify King John and describe his treatment of English citizens and how that contributed to the signing of the Magna Carta. - Analyze the Magna Carta and its impact, including the rights it granted to English citizens (rule of law, trial by jury, Habeas Corpus), its limitation of the monarchy, and its historical impact (influencing the US Constitution and Bill of Rights). 	2	<p>Unit 5 Chapter 15</p> <p>"William the Conqueror and the Magna Carta"</p> <p>Gallopade Teacher Toolkit</p>	<p>King John Magna Carta England Runnymede Nobles Monarchy (limited monarchy) Habeas Corpus Rule of law Trial by Jury Parliament Independent Judiciary United States Constitution</p>
<p>7.34 (C, G, H, P)</p> <p>Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I.</p>	<ul style="list-style-type: none"> - Describe the causes of the 1st, 2nd, and 3rd Crusades, including the different religion's claims to the Holy Land and Seljuk Turk attacks against the Christian Byzantine Empire. - Analyze Pope Urban II's call for the Crusades (his 	2	<p>Unit 5 Chapter 16</p> <p>"The Crusades"</p> <p>Gallopade Teacher Toolkit</p>	<p>Crusades Roman Catholic Church Pope Jerusalem Holy Land Muslims Jews Saladin Pope Urban II</p>

7th Grade Social Studies Pacing Guide

<p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.06</p>	<p>reasoning) and how it led to thousands of Crusaders setting out for these wars.</p> <ul style="list-style-type: none"> - Analyze the events, key players, and outcomes of the first three Crusades, including Saladin and Richard I in the 3rd Crusade and treatment of the Jewish population in Europe. - Analyze the immediate and long-term effects of these wars, including the overall outcome, questioning of the Catholic Church, renewed economic activity between Europe and Asia/the Islamic World, increased distrust between Christians and both Muslims and Jews, a rise in royal and papal power, and greater global awareness for Europeans. 			<p>Richard I Constantinople 1st, 2nd, and 3rd Crusades Pilgrimage Seljuk Turk Muslims Abbasid Muslims Crusaders Islam Arabian Peninsula Byzantine Empire Mediterranean Sea Trade</p>
<p>7.35 (C, G, H)</p> <p>Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.03, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Describe the treatment of Jewish populations by both Christians and Muslims before and during the Crusades, which led to increased distrust between these populations. - Explain the impact the Crusades had on Christian and Muslim populations, 	<p>1-2</p>	<p>Unit 5 Chapter 16</p> <p>“The Crusades”</p> <p>Gallopade Teacher Toolkit</p>	<p>Muslim/Islam Jewish Christian Trade Europe Eastern Europe Arabian Peninsula Constantinople Mediterranean Sea Cultural Diffusion</p>

7th Grade Social Studies Pacing Guide

	<p>including increased trade between Europe and the Islamic World and increased distrust between the two religions after hundreds of years of conflict.</p> <ul style="list-style-type: none"> - Explain how increased contact with cultures outside Europe led to the rediscovery of classical texts and knowledge, contributing to the start of the Renaissance. 			<p>Byzantine Empire Crusaders Pope Roman Catholic Church Anti-Semitism</p>
<p>7.36 (C, E, G, H)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Describe the Black Death – the specific types of plague it involved, symptoms, how it traveled from Central Asia to Europe, and reasons for its rapid spread once in Europe. - Explain the social impact the Black Death had on European populations, including the drastic decrease in population, the impact of fear on the European people, questioning of the Catholic Church, self-punishment by Catholics, and changes in art. - Describe the economic impact of the Black Death, such as decreased numbers 	2	<p>Unit 5 Chapter 17</p> <p>“The Black Death”</p> <p>Gallopade Teacher Toolkit</p> <p>Black Death Overview Vid</p>	<p>Black Death/Bubonic Plague Rats, Fleas Trade Pandemic Sanitation Trade Routes Central Asia Middle East China Europe Black Sea Mediterranean Sea Peasants Feudalism Labor shortage Roman Catholic Church Flagellants 25 Million Christians Jews</p>

7th Grade Social Studies Pacing Guide

	of workers and peasants, which led lower classes to demand pay for their services, resulting in a decline of feudalism.			
<p>7.37 (C, E, H)</p> <p>Analyze the importance of the Black Death on the emergence of a modern economy, including: • Agricultural improvements • Commerce • Growth of banking • A merchant class • Technological improvements • Towns</p> <p>Social Studies Practices:</p> <p>SSP.04, SSP.05</p>	<ul style="list-style-type: none"> - Analyze how the economic and social impacts of the Black Death led directly to a modern economy. - Explain how the decreases in population led to a shortage of workers, a decline in the feudal system, the relocation of many peasants to cities (growth of towns), the development of less-labor intensive agricultural products, and technological improvements (plow, horseshoe and harness) - Analyze how these agricultural shifts led to an increase in commerce within cities, a growing merchant class, and ultimately the establishment of banks to handle the growing trade business. 	2	<p>Unit 5 Chapter 17</p> <p>“The Black Death”</p> <p>Gallopade Teacher Toolkit</p>	<p>Peasants Feudalism Labor shortage Modern Economy Commerce Merchant Class Banks Agricultural improvements Heavy Plow Horse Collar</p>
<p>7.38 (C, G, H, P)</p> <p>Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English</p>	<ul style="list-style-type: none"> - Identify and explain the reasons for the Hundred Years War, including the desire to control land in 	2	<p>Unit 5 Chapter 18</p>	<p>Hundred Years War England France Nobility</p>

7th Grade Social Studies Pacing Guide

<p>culture and language and Joan of Arc in promoting a peaceful end to the war.</p> <p>Social Studies Practices:</p> <p>SSP.03, SSP.04, SSP.05</p>	<p>France and the English Channel.</p> <ul style="list-style-type: none"> - Describe Henry V's role in claiming French land at the Battle of Agincourt and his subsequent spread of the English language and culture throughout his territory as a means to promote unity in his kingdom. - Describe Joan of Arc's role in leading the French to victory at the Battle of Orleans and how she advocated for a peaceful end to the war. - Explain the outcome of the Hundred Years War and the subsequent increase in internal unity of both England and France. 		<p>"Hundred Years War, Reconquista, and Inquisition"</p> <p>Gallopade Teacher Toolkit</p>	<p>Joan of Arc English Language Nationalism King Henry V Battle of Orleans Battle of Agincourt Heresy Stake Roman Catholic Church Edward III Battle of Orleans Battle of Agincourt</p>
<p>7.39 (C, G, H, P)</p> <p>Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Identify the factors leading up to Reconquista, such as internal fighting amongst Muslim Moor populations in the Iberian Peninsula. - Identify the main events of the Reconquista, including the reconquering of Spain and Portugal by European Christians. 	2	<p>Unit 5 Chapter 18</p> <p>"Hundred Years War, Reconquista, and Inquisition"</p> <p>Gallopade Teacher Toolkit</p>	<p>Muslim Moors Torture Reconquista Iberian Peninsula Roman Catholic Church Pope Heretic/Heresy Jews Inquisition King Ferdinand and Queen Isabella Converts Kingdom of Spain Kingdom of Portugal</p>

7th Grade Social Studies Pacing Guide

	<ul style="list-style-type: none">- Explain how the events of the Reconquista led directly to the Spanish Inquisition.- Explain King Ferdinand and Queen Isabella's motivation in starting the Spanish Inquisition.- Describe the purpose, tactics, and results of the Spanish Inquisition/Inquisition.- Explain how the Reconquista and Inquisition led to the rise of both the Spanish and Portuguese kingdoms, both of which would ultimately play an instrumental role in the Age of Exploration.			Age of Exploration
<p>**Kahoot for Middle Ages Europe</p> <p>**Quizlet for Early Middle Ages Europe</p> <p>**Quizlet for Later Middle Ages Europe</p>				

7th Grade Social Studies Pacing Guide

Early Modern Europe: 1400-7500s CE	Overview: Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution. Standards 40-52	Quarter 3 4-5 Weeks	TN Ready Blueprint 18-23%
---	---	----------------------------	----------------------------------

Standard	Unwrap the Standard	Days	Resources	Vocabulary
RENAISSANCE				
7.40 (C, E, G, H, P) Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities. Social Studies Practices: SSP.01, SSP.05, SSP.06	<ul style="list-style-type: none"> - Identify the locations of the Italian Peninsula, Mediterranean Sea, Adriatic Sea, and Black Sea. - Identify Italy's unique political makeup of independent city-states, which acted as manufacturing and trade centers. - Explain how Italy's location in southern Europe and on the Mediterranean Sea made it a center of trade and commerce. - Describe how this influx of trade led to the creation of banks, development of expansive trade systems, and an increase in populations moving through Italy's independent trade cities. 	1	Unit 6 Chapter 19 "The Renaissance" Gallopade Teacher Toolkit Renaissance Overview Video	Renaissance Rebirth Classical ideas/texts (Roman and Greek) Middle Ages Western Europe Italian Peninsula Independent city-states (Florence, Genoa, Milan, Venice) Banking Commerce/trade Art and Literature Cultural Diffusion Mediterranean Sea Guilds Medici Family

7th Grade Social Studies Pacing Guide

	<ul style="list-style-type: none"> - Analyze how this movement of resources, ideas, and wealth throughout Italy's independent trade cities helped it to become the birthplace of the Renaissance. 			
<p>7.41 (C, E, G, H, P)</p> <p>Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02</p>	<ul style="list-style-type: none"> - Identify the location of Florence, Italy and its role as the birthplace of the Renaissance. - Explain how Florence acted as a manufacturing center on the Italian Peninsula, leading to an increase in trade amongst Italian city-states. - Identify the Medici family and explain how banking in Florence gave them both political power and the ability to act as patrons of the arts. - Describe how the Medici's support of the arts resulted in Florence, Italy becoming the birthplace of the Renaissance. 	1-2	<p>Unit 6 Chapter 19</p> <p>"The Renaissance"</p> <p>Gallopade Teacher Toolkit</p>	<p>Renaissance</p> <p>Medici Family</p> <p>Florence</p> <p>Wool manufacturing</p> <p>Banking</p> <p>Italian Peninsula</p> <p>Commerce/trade</p> <p>Independent City-States</p> <p>Systems of patronage</p> <p>Art</p> <p>Political Power</p>
<p>**7.42 (C, H)</p> <p>Explain humanism, and describe how Thomas Aquinas's writings influenced humanistic thought and</p>	<ul style="list-style-type: none"> - Explain humanism as a new style of thinking in the Renaissance, focusing largely on human abilities, actions, and interests. 	2-3	<p>Unit 6 Chapter 19</p> <p>"The Renaissance"</p> <p>Gallopade Teacher Toolkit</p>	<p>Humanism</p> <p>Human thoughts/abilities/actions</p> <p>Philosophy</p> <p>Roman Catholic Church</p> <p>Secular</p> <p>Thomas Aquinas</p>

7th Grade Social Studies Pacing Guide

<p>fostered a balance between reason and faith.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.05</p>	<ul style="list-style-type: none"> - Describe humanism's emphasis on both classical learning and fostering a balance between intellect and faith. - Explain how humanism helped to shift the mindset of Europeans from the survivalist, narrow thinking of the Middle Ages to the ambitious, open, celebratory attitude of the Renaissance. - Identify Thomas Aquinas as a monk, teacher, and scholar during the Renaissance. - Describe how Thomas Aquinas helped to build a bridge between humanism and religion by teaching the idea that reason-centered thinking could be balanced with faith and religion. - Explain Thomas Aquinas' teaching of natural law as an example of the balance he promoted between reason and faith. 			<p>Reason Balance Natural Law Classical ideas/texts (Roman and Greek) <i>Summa Theologica</i></p>
<p>7.43 (C, E, G, H)</p> <p>Explain the development of Renaissance art, including the significance of: • Leonardo da Vinci • Michelangelo • William Shakespeare • Systems of patronage</p>	<ul style="list-style-type: none"> - Explain how humanism influenced the development of art during the Renaissance by encouraging an emphasis on realism, human activities, and the balance between reason and faith. 	3-4	<p>Unit 6 Chapter 19</p> <p>"The Renaissance"</p> <p>Gallopade Teacher Toolkit</p>	<p>Humanism Perspective Depth 3-Dimensional Realistic Balance between reason and faith Secular</p>

7th Grade Social Studies Pacing Guide

<p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.04</p>	<ul style="list-style-type: none"> - Identify the changes in art between the Middle Ages and the Renaissance as a result of humanism's influence, including the addition of perspective, depth, 3-D images, and the inclusion of secular images in Renaissance art. - Describe how Renaissance art was influenced by the rediscovery of Roman and Greek classical works of art. - Examine works of art from Michelangelo (<i>The David, the Sistine Chapel</i>), Leonardo da Vinci (<i>The Last Supper, Mona Lisa</i>) and William Shakespeare (<i>Romeo and Juliet</i>) and consider how they represent the influences of humanism. - Explain how artists, such as Michelangelo, Leonardo da Vinci, and William Shakespeare were financially supported by systems of patronage with the expectation that they produce works of art to show the greatness of their patron/country. 		<p><u>Humanism in Renaissance Art</u></p>	<p>Systems of patronage</p> <p>Medici Family</p> <p>Florence, Italy</p> <p>Leonardo da Vinci</p> <p>Renaissance Man</p> <p><i>The Mona Lisa</i></p> <p><i>The Last Supper</i></p> <p>Michelangelo</p> <p><i>The David</i></p> <p>Sistine Chapel</p> <p>Vatican</p> <p>William Shakespeare</p> <p><i>Romeo and Juliet</i></p>
---	--	--	---	--

7th Grade Social Studies Pacing Guide

PROTESTANT REFORMATION				
<p>7.44 (C, G, H)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.04, SSP.05</p>	<ul style="list-style-type: none"> - Identify Johannes Gutenberg and describe how his invention of the printing press used moveable type to print more efficiently than ever before. - Describe how the printing press contributed to the rapid spread of books, growth of literacy, and an information revolution in Europe. - Describe how Gutenberg's printing of Christian Bibles in Latin created a demand for Bibles printed in the common languages of European people. - Identify William Tyndale and describe how his belief that every person should have a Christian Bible in their own language led him to create the first English translation of the Bible. - Explain why translating the Bible into English was forbidden by the Catholic Church. - Describe the effects his translation of the Bible into 	<p>2</p>	<p>Unit 6 Chapter 20</p> <p>"The Protestant Reformation"</p> <p>Gallopade Teacher Toolkit</p> <p>Printing Press Song</p> <p>Demo of Printing Press</p>	<p>Johannes Gutenberg Germany Printing Press Moveable Type Woodblock Printing (predecessor) Literacy Dissemination of knowledge Gutenberg Bible Vernacular Monks Latin William Tyndale Protestant Reformation English Translation Vernacular</p>

7th Grade Social Studies Pacing Guide

	English had, including acceptance of the English language as a suitable language and Tyndale's execution as a heretic.			
<p>7.45 (C, H, P)</p> <p>Explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's <i>95 Theses</i>.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.04</p>	<ul style="list-style-type: none"> - Explain how increased literacy rates and corruption within the Catholic Church led to growing discontent with the Catholic Church. - Describe how growing discontent with the Catholic Church led to the Protestant Reformation and the creation of Protestant churches and religious reforms. - Explain the primary reasons for increased distrust with the Catholic Church, including the practice of selling indulgences and requiring taxes with the threat of excommunication. - Identify the power of the Pope to excommunicate church members and the implications of that action. - Identify Martin Luther and how his study of the Bible led him to speak out against corruption in the Catholic Church. - Explain Martin Luther's main issues with the Catholic 	2-3	<p>Unit 6 Chapter 20</p> <p>"The Protestant Reformation"</p> <p>Gallopade Teacher Toolkit</p>	<p>Protestant Reformation</p> <p>Protest Reform</p> <p>Roman Catholic Church</p> <p>Pope</p> <p>Clergy</p> <p>Indulgences</p> <p>Taxation</p> <p>Martin Luther</p> <p>Monk</p> <p>95 Theses</p> <p>Salvation by faith (vs faith and works)</p> <p>Scripture Alone (vs Pope and Catholic Church interpretation)</p> <p>Protestant Churches</p> <p>Lutheran</p> <p>Excommunication</p> <p>Heresy</p> <p>Desiderius Erasmus</p>

7th Grade Social Studies Pacing Guide

	Church which prompted him to post his <i>95 Theses</i> (indulgences, his belief in salvation by faith alone, and his belief in scripture as the only authority), starting the Protestant Reformation.			
<p>7.46 (C, H, P)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.05</p>	<ul style="list-style-type: none"> - Describe how growing discontent with the Catholic Church led to the Protestant Reformation and the creation of Protestant churches and religious reforms. - Explain the primary reasons for increased distrust with the Catholic Church, including the practice of selling indulgences and requiring taxes with the threat of excommunication. - Identify the power of the Pope to excommunicate church members and the implications of that action. - Identify Martin Luther and how his study of the Bible led him to speak out against corruption in the Catholic Church. - Explain Martin Luther's main issues with the Catholic Church which prompted him to post his <i>95 Theses</i> (indulgences, his belief in 	2	<p>Unit 6 Chapter 20</p> <p>"The Protestant Reformation"</p> <p>Gallopade Teacher Toolkit</p>	<p>Protestant Reformation</p> <p>Roman Catholic Church</p> <p>Pope</p> <p>Salvation by faith</p> <p>Scripture alone</p> <p>Martin Luther</p> <p>Indulgences</p> <p>John Calvin</p> <p>Geneva, Switzerland</p> <p>Calvinism</p> <p>Predestination</p> <p>William Tyndale</p> <p>English Translation Bible</p>

7th Grade Social Studies Pacing Guide

	<p>salvation by faith alone, and his belief in scripture as the only authority).</p> <ul style="list-style-type: none"> - Analyze how Martin Luther's actions caused a split in the Catholic Church and resulted in the creation of Protestant churches and more Protestant reformers. - Identify John Calvin and describe his beliefs, such as predestination, and how they helped to form the Protestant Calvinist Church, further spreading Protestant ideas. 			
<p>7.47 (C, G, H, P)</p> <p>Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.04, SSP.05</p>	<ul style="list-style-type: none"> - Identify Henry VIII as the King of England while England was still a Roman Catholic nation. - Describe how Henry's marriage to his brother's widow, Catherine of Aragon and their inability to produce a male heir prompted him to request an annulment from the Pope. - Explain how the Pope's response to Henry's request led Henry to separate politically and religiously from the Roman Catholic Church and create the Church of England. 	2-3	<p>Unit 6 Chapter 20</p> <p>"The Protestant Reformation"</p> <p>Gallopade Teacher Toolkit</p> <p>Henry VIII Song</p> <p>Henry VIII Song #2</p> <p>Queens of England Activity – works in conjunction with 7.49</p>	<p>Henry VIII Catherine of Aragon Roman Catholic Church Pope Annulment Divorce England Catholicism Protestantism Mary I (Bloody Mary) Anne Boleyn Elizabeth I Jane Seymour Edward VI Church of England/Anglican Heir Act of Supremacy</p>

7th Grade Social Studies Pacing Guide

	<ul style="list-style-type: none"> - Explain how these decisions changed England politically (with Henry as head of both the government and the church; execution of those who refused to become Protestant) and religiously (separation from the Pope; creation of the Protestant Church of England). - Describe the continuation of England as a Protestant nation under Edward, the shift back to a Catholic country under Mary I, and the final transition to a Protestant nation under Elizabeth I. 			
<p>7.48 (C, H)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.02, SSP.03, SSP.04, SSP.05</p>	<ul style="list-style-type: none"> - Analyze how the Catholic Counter-Reformation emerged in Europe as a response to the actions of Protestant reformers. - Analyze how changes to the Catholic Church during the Catholic Counter-Reformation helped to reform and reinvigorate the Catholic Church (changes included the creation of the mission-oriented Jesuit society by St. Ignatius of Loyola and the actions of the Council of Trent, which 	2-3	<p>Unit 6</p> <p>Chapter 20</p> <p>“The Protestant Reformation”</p> <p>Gallopade Teacher Toolkit</p>	<p>Protestant Reformation</p> <p>Protestantism</p> <p>Heresy</p> <p>Roman Catholic Church</p> <p>Catholic Counter-Reformation</p> <p>Council of Trent</p> <p>St. Ignatius</p> <p>Jesuits</p> <p>Missionaries</p> <p>North and South America</p> <p>Clergy</p>

7th Grade Social Studies Pacing Guide

	served to clarify and redefine Catholic doctrine).			
<p>7.49 (C, H, P)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.04, SSP.05</p>	<ul style="list-style-type: none"> - Describe Elizabeth's ascension to the throne after the death of her older sister, Mary I, and the subsequent return of England to Protestantism. - Examine the reasons for England's wealth, power, and prosperity during the Tudor Golden Age, such as Elizabeth's dedication to the arts, excellent diplomacy skills, and defeat of the Spanish Armada. - Examine England's rise of power within Europe as a result of Elizabeth's leadership. 	2-3	<p>Unit 6 Chapter 20</p> <p>"The Protestant Reformation"</p> <p>Gallopade Teacher Toolkit</p> <p>Queen Elizabeth Dinner Party Activity</p>	<p>Golden Age Tudor Dynasty England Henry VIII Catherine of Aragon Roman Catholic Church Catholicism Protestantism William Shakespeare Diplomacy Elizabethan Age/Golden Age Spanish Armada Spain - Philip II English Channel Colonies Francis Drake Pirates</p>
SCIENTIFIC REVOLUTION				
<p>7.50 (C, G)</p> <p>Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits).</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.03, SSP.05</p>	<ul style="list-style-type: none"> - Compare and contrast the heliocentric and geocentric theories. - Describe the Greek (Ptolemy) geocentric theory of the motion of the planets. - Explain Copernicus' heliocentric theory and Kepler's corrections to the theory with the idea of elliptical orbits. 	1	<p>Unit 6 Chapter 21</p> <p>"The Scientific Revolution"</p> <p>Gallopade Teacher Toolkit</p>	<p>Scientific Revolution Johannes Kepler Nicolaus Copernicus Geocentric Theory (earth-centered) Aristotle - Greeks Roman Catholic Church Excommunicate Heresy Heliocentric Theory (sun-centered) Elliptical vs Circular Orbit</p>

7th Grade Social Studies Pacing Guide

<p>7.51 (C, G, H)</p> <p>Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.03</p>	<ul style="list-style-type: none"> - Describe Galileo Galilei's discoveries concerning falling objects. - Analyze Galileo's contributions to the study of modern science, including his consistent use of experiments to prove his theories. - Examine Galileo's improvements of the microscope and telescope, which helped him to prove the heliocentric theory of the universe and observe planets/moons.. 	1	<p>Unit 6 Chapter 21</p> <p>"The Scientific Revolution"</p> <p>Gallopade Teacher Toolkit</p>	<p>Scientific Revolution</p> <p>Renaissance</p> <p>Humanism</p> <p>Roman Catholic Church</p> <p>Excommunicate</p> <p>Heresy</p> <p>Galileo Galilei</p> <p>Astronomy</p> <p>Telescope</p> <p>Microscope</p> <p>Heliocentric Theory</p> <p>Evidence/Experiments</p> <p>Falling Objects</p>
<p>7.52 (C, G, H)</p> <p>Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton's three Laws of Motion.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.04</p>	<ul style="list-style-type: none"> - Identify Sir Francis Bacon and explain how his establishment of the Scientific Method changed the way that people learned about the world and contributed to the progress of the Scientific Revolution. - Identify Sir Isaac Newton and his three Laws of Motion. - Explain the significance of his discoveries and how they mark the high point of the Scientific Revolution. 	1	<p>Unit 6 Chapter 21</p> <p>"The Scientific Revolution"</p> <p>Gallopade Teacher Toolkit</p>	<p>Scientific Revolution</p> <p>Humanism</p> <p>Sir Francis Bacon</p> <p>Scientific Method</p> <p>Sir Isaac Newton</p> <p>Laws of Motion</p> <p>Theory of Gravity</p> <p>Scientific Laws</p> <p>Motion</p> <p>Physics</p>
<p>**Kahoot for Renaissance/Reformation/Scientific Revolution</p> <p>**Quizlet for Renaissance/Reformation/Scientific Revolution</p>				

****Thomas Aquinas could be reassigned to the Middle Ages and discussed with the role of the Catholic Church**

7th Grade Social Studies Pacing Guide

Indigenous Civilizations of the Americas: 400-1500s CE	Overview: Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas. Standards 53-57	Quarter 3 2 Weeks	TN Ready Blueprint 13-18%
---	---	--------------------------	----------------------------------

Standard	Unwrap the Standard	Days	Resources	Vocabulary
7.53 (G, T) Identify and locate the geographical features of the Americas, including: • 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 Social Studies Practices: SSP.01, SSP.06	<ul style="list-style-type: none"> - Identify key geographical locations using descriptions and clues. - Use geographical skills to locate key geographical locations on a map. 	1	Unit 7 Chapter 22 “Geography of the Americas” Gallopade Teacher Toolkit	North America South America Andes Mountains Appalachian Mountains Atlantic Ocean Caribbean Sea Central Mexican Plateau Great Plains Gulf of Mexico Mississippi River Pacific Ocean Western Hemisphere Rocky Mountains Yucatan Peninsula Modern Day Mexico City The Americas Central America
7.54 (C, G, H, T) Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture.	<ul style="list-style-type: none"> - Identify the geographic features that impact North American Indians (i.e. Northeast, Southeast, and Plains). - Explain how geography impacted the Northeast 	2-3	Unit 7 Chapter 23 “North American Indian Cultures” Gallopade Teacher Toolkit	North America Northeast Indians “Three Sisters” crops (corn, beans, squash) Longhouses Wigwams Southeast Indians

7th Grade Social Studies Pacing Guide

<p>Social Studies Practices:</p> <p>SSP.01, SSP.06</p>	<p>Indians in regards to clothing, housing, and agriculture (i.e. “three sisters” crops; longhouses and wigwams).</p> <ul style="list-style-type: none"> - Describe how geography impacted the Southeast Indians in regards to clothing, housing, and agriculture (i.e. wigwams, “three sisters” crops) - Explain how geography impacted the Plains Indians in regards to clothing, housing, and agriculture (i.e. nomadic vs settled lifestyle; teepees). 			<p>Southeastern Woodlands</p> <p>Indigenous</p> <p>“Three Sisters” crops (corn, beans, squash)</p> <p>Plains Indians</p> <p>Great Plains</p> <p>Eastern Plains</p> <p>Earth Lodges</p> <p>Western Plains</p> <p>Buffalo</p> <p>Nomadic</p> <p>Tepees</p>
<p>7.55 (C, E, G, H, P, T)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.06</p>	<ul style="list-style-type: none"> - Identify the North American Indian tribes as having diverse and varied lifestyles in regards to language, customs, economies, and political structures. - Describe the varied languages, customs, economic and political structures of the Northeast Indians, (i.e. Iroquoian and Algonquian speakers, spiritual traditions, barter system, Haudenosaunee League) 	<p>2-3</p>	<p>Unit 7</p> <p>Chapter 23</p> <p>“North American Indian Cultures”</p> <p>Gallopade Teacher Toolkit</p>	<p>Northeast Indians</p> <p>Barter</p> <p>Trade networks</p> <p>Iroquois</p> <p>Luxury goods</p> <p>Surplus</p> <p>Iroquoian Speakers</p> <p>Six Nations</p> <p>Confederacy</p> <p>Great Law of Peace</p> <p>Grand Council</p> <p>The Haudenosaunee</p> <p>League</p> <p>Algonquin Speakers</p> <p>Southeast Indians</p> <p>Southeastern Woodlands</p>

7th Grade Social Studies Pacing Guide

	<ul style="list-style-type: none"> - Describe the varied languages, customs, economic and political structures of the Southeast Indians, (i.e. fur trade, Green Corn Festival, Muskogean language, Five Civilized Tribes) - Describe the varied languages, customs, economic and political structures of the Plains Indians, (i.e. multiple languages, Great Spirit/Wakan Tanka, trade system) 			Indigenous Muskogean Language Five Civilized Tribes Cherokee Indians Green Corn Festival Plains Indians Great Spirit/Wakan Tanka Shaman
7.56 (C, E, G, H, P) Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. Social Studies Practices: SSP.01, SSP.02, SSP.06	<ul style="list-style-type: none"> - Identify the geographic locations and climates of the Maya, Aztec, and Incan civilizations. - Explain how the warm climate of Mesoamerica allowed the Mayans to have excellent farm land, with their main crop being corn (maize) - Describe how geographic features, such as rainforests, led to the Mayan technique of slash and burn farming methods. - Explain how the large number of tribes in Central 	2	Unit 7 Chapter 24 “Maya, Aztec, and Inca Civilizations” Gallopade Teacher Toolkit	Geography Climate Maya Aztec Incan Modern Day Mexico North America South America Central America/Mesoamerica Yucatan Peninsula Andes Mountains Corn (maize) Lake Tecoco Valley of Mexico Tenochtitlan Chinampas Terrace farming

7th Grade Social Studies Pacing Guide

	<p>Mexico (in the valley of Mexico) contributed to the Aztecs settling in the swampy area of Lake Texcoco.</p> <ul style="list-style-type: none"> - Describe how because of the swampy conditions and the location of the Aztec capital city Tenochtitlan on an island, the Aztecs had to build chinampas to increase their available farmland. - Identify the Incans as the only one of the three early American civilizations to settle in South America, in the Andes Mountains along the western coast. - Explain how the diverse terrain (especially mountainous) and climate of the Incans forced them to adapt their agricultural practices to include terrace farming and strategic irrigation techniques. 			Irrigation
<p>7.57 (C, E, G, H, P)</p> <p>Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery,</p>	<ul style="list-style-type: none"> - Describe the economic characteristics of the Mayans, including the extensive trade network that existed between Mayan city-states, with each specializing in 	4	<p>Unit 7 Chapter 24</p> <p>“Maya, Aztec, and Inca Civilizations”</p> <p>Gallopade Teacher Toolkit</p>	<p>Social Economic Political Maya Aztec Incan Oral Traditions (Inca)</p>

7th Grade Social Studies Pacing Guide

<p>and advancements (e.g., astronomy, mathematics, and calendar).</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.06</p>	<p>different goods, such as chocolate and colorful feathers.</p> <ul style="list-style-type: none"> - Describe the social characteristics of the Mayans, including their class structure and polytheistic religious practices that encouraged providing blood to please the gods. - Describe the advancements of the Mayans, including their study of astronomy, a number system, 2 highly complex calendar systems, pyramids, palaces, written language, and observatories. - Describe the political characteristics of the Mayans, including the absence of one overall ruler or central government, but rather multiple city-states, each with its own leader. - Describe the economic characteristics of the Aztecs, including their dependence on farming, trade, and warfare to obtain all of the food and 		<p>Mayan, Aztec, Inca Tourism Activity – intended to be a wrap up activity for Mayans, Aztecs, and Incas.</p>	<p>Class Structure/Social Hierarchy</p> <p>Polytheistic</p> <p>Trade Network</p> <p>Astronomy (Maya)</p> <p>Religious and Farming</p> <p>Calendars (Maya)</p> <p>City-state (Maya)</p> <p>Tenochtitlan (Aztec)</p> <p>Chinampas (Aztec)</p> <p>Causeways (Aztec)</p> <p>Mummified</p> <p>Sapa Inca</p> <p>Terrace Farming (Inca)</p> <p>Road Network (Inca)</p> <p>Stonework (masonry)</p>
---	--	--	---	--

7th Grade Social Studies Pacing Guide

	<p>supplies needed for their growing society.</p> <ul style="list-style-type: none">- Describe the social characteristics of the Aztecs, including their class structure and polytheistic religious practices that involved human sacrifices to please the gods.- Describe the advancements of the Aztecs, including their development of causeways, chinampas, written language, and tlatchli (basketball type game).- Describe the political characteristics of the Aztecs, including one emperor who ruled over all Aztec people, court systems for law breakers, and the constant use of warfare to grow their civilization.- Describe the economic characteristics of the Incans, including the absence of any buying and selling, taxes in the form of work, and government distribution of all food and supplies .			
--	--	--	--	--

7th Grade Social Studies Pacing Guide

- | | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none">- Describe the social characteristics of the Incans, including their class structure (ayllus), oral traditions, and polytheistic religious practices that involved mummifying their leaders and sacrificing llamas.- Describe the advancements of the Incans, including their development of terrace farming, stonework, strong roads, irrigation techniques, and city planning.- Describe the political characteristics of the Incans, including one emperor (Sapa Inca) who had complete control over all citizens and distributed all food and supplies. | | | |
|--|---|--|--|--|

[**Quizlet for Indigenous Civilizations of the Americas](#)

7th Grade Social Studies Pacing Guide

The Age of Exploration: 1400-1700s CE	Overview: Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans. Standards 58-65	Quarter 4 3-4 Weeks	TN Ready Blueprint 13-18%
--	--	----------------------------	--------------------------------------

Standard	Unwrap the Standard	Days	Resources	Vocabulary
<p>7.58 (C, E, G, H, P)</p> <p>Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism).</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.03, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Identify the Age of Exploration and the explain the reasons behind Europeans decision to explore the world. - Describe the motivation behind Europeans desire to find an alternate route to Asia, including the desire for spices and silk and need to avoid the Ottoman Empire. - Analyze the religious motivation (GOD) European countries had in exploring new parts of the world, such as the desire to send missionaries to convert indigenous peoples to Christianity. - Analyze the political rivalry between European countries that 	<p>2</p>	<p>Unit 8 Chapter 25</p> <p>“Motivations for European Explorers”</p> <p>Gallopade Teacher Toolkit</p> <p>Age of Exploration: Why and How” Activity</p>	<p>North America Mercantilism Colonies Economic gain Age of Exploration Ottoman Empire Indigenous Political Rivals Missionaries Convert Christianity</p>

7th Grade Social Studies Pacing Guide

	<p>prompted kings and queens to send explorers out to new worlds in hopes of expanding their wealth and size. (GLORY)</p> <ul style="list-style-type: none"> - Break down and describe the many economic motivations behind the Age of Exploration, including the hope for gold, the search for raw materials, discovering trade routes to Asia, and the benefits from trading with colonies. (GOLD) - Explain how mercantilism helped to increase the wealth and influence of European powers. 			
<p>7.59 (C, E, G, H, P, T)</p> <p>Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: • England: Henry Hudson • France: Jacques Cartier • Portugal: Vasco da Gama, Bartolomeu Dias • Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.03, SSP.06</p>	<ul style="list-style-type: none"> - Identify, locate, and explain the importance of the following explorers and their voyages: - Henry Hudson (England): Explain how Hudson’s efforts to discover a Northwest Passage to Asia assisted the British in claiming part of northern Canada, helped develop more advanced maps of the area, and 	3	<p>Unit 8 Chapter 26</p> <p>“European Explorers”</p> <p>Gallopade Teacher Toolkit</p>	<p>Henry Hudson (England) Jacques Cartier (France) Vasco da Gama (Portugal) Bartolomeu Dias (Portugal) Christopher Columbus (Spain) Hernando de Soto (Spain) Ferdinand Magellan (Spain)</p>

7th Grade Social Studies Pacing Guide

	<p>even helped the Dutch to settle New Netherland.</p> <ul style="list-style-type: none"> - Jacques Cartier (France): Describe how Cartier's mission to discover gold, find a Northwest passage to Asia, and claim new land for France led him to explore the St. Lawrence Gulf and lay the groundwork for France to claim Canada. - Vasco da Gama (Portugal): Explain how da Gama's expedition allowed Europeans to find their first water trade route to India for spices. - Bartolomeu Dias (Portugal): Explain how Dias paved the way for exploration by being the first European to find Africa's southernmost tip. - Christopher Columbus (Spain): Describe Columbus' hope to find a trade route to Asia by heading west, his discovery of the Americas by accident, his search for gold and 			<p>Amerigo Vespucci (Spain)</p> <p>Age of Exploration</p> <p>Navigation</p> <p>Cartography</p> <p>King Ferdinand and Queen Isabella of Spain</p> <p>Strait of Magellan</p> <p>Asia</p> <p>India</p> <p>South America</p> <p>North America</p> <p>Hispaniola</p> <p>Mississippi River</p> <p>Indigenous people</p>
--	--	--	--	---

7th Grade Social Studies Pacing Guide

	<p>converts to Catholicism, and his enslavement of the native population. Explain that while Columbus' voyages were not the first to the Americas, they opened the door to exploration of the Americas and had severe consequences for the native population.</p> <ul style="list-style-type: none">- Hernando de Soto (Spain): Explain how de Soto's search for gold in North America led him to explore Florida, Georgia, and Tennessee, eventually become the first European to find and cross the Mississippi River (connection to TN and MS history). (De Soto also joined Pizarro in his conquering of the Inca Empire.)- Ferdinand Magellan (Spain): Explain the significance of Ferdinand Magellan's voyage to discover a western route to Asia, including being the first crew to circumnavigate the globe, establishing the			
--	--	--	--	--

7th Grade Social Studies Pacing Guide

	<p>Strait of Magellan, and successfully discovering a route to find spices in Asia.</p> <ul style="list-style-type: none"> - Amerigo Vespucci (Spain): Explain how Vespucci's desire to find a new trade route to Asia by sailing west led to the recognition of the Americas as new continents. 			
<p>7.60 (C, E, G, H, P)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Identify Prince Henry the Navigator as the leader of Portugal who took a vast interest in exploration and helped make the Age of Exploration possible. - Describe how Prince Henry helped make the Age of Exploration possible by advancing technological improvements (building the caravel, encouraging the use of the astrolabe, influencing the development of the chronometer), which helped Portuguese explorers to travel further than ever before. 	1	<p>Unit 8 Chapter 26</p> <p>"European Explorers"</p> <p>Gallopade Teacher Toolkit</p>	<p>Age of Exploration</p> <p>Portugal</p> <p>Navigator</p> <p>Prince Henry the Navigator</p> <p>Astrolabe</p> <p>Caravel</p> <p>Magnetic Compass</p> <p>John Harrison's Chronometer</p> <p>Cartography</p> <p>Longitude</p> <p>Latitude</p> <p>Iberian Peninsula</p> <p>Spain</p>

7th Grade Social Studies Pacing Guide

	<ul style="list-style-type: none"> - Describe how Prince Henry influenced the Age of Exploration by starting the first school for navigation, cartography, and shipbuilding. 			
<p>7.61 (C, E, G, H, P)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Locate and identify the French, Spanish, English, Portuguese, and Dutch colonies in the Americas. - Analyze how religious differences initiated by the Protestant Reformation led many European Protestants seeking religious freedom to explore and colonize the New World. - Analyze how religious differences in Europe led Protestants and Catholics to spread their faith by establishing colonies in the Americas. - Explain how European Protestants, such as the English and Dutch, who were searching for religious freedom settled in eastern North America (New England, New York, Pennsylvania) - Explain how Spain's requirement that all 	2	<p>Unit 8</p> <p>Chapter 27</p> <p>"Religious Influences in American Colonization"</p> <p>Gallopade Teacher Toolkit</p>	<p>Colonies</p> <p>Protestantism</p> <p>Catholicism</p> <p>New World</p> <p>Old World</p> <p>Christianity</p> <p>Protestant Reformation</p> <p>Dutch</p> <p>Holland</p> <p>North America</p> <p>Central America</p> <p>South America</p> <p>Portugal</p> <p>Spain</p> <p>England/Great Britain</p> <p>France</p> <p>Missionaries</p>

7th Grade Social Studies Pacing Guide

	<p>settlers be Catholic led to the rapid spread of Catholicism in areas settled by Spanish explorers, such as parts of North America, Central America, and South America.</p> <ul style="list-style-type: none"> - Explain how European Catholics, such as the French, Spanish, and Portuguese, who established colonies maintained the Catholic faith in those areas of the New World in South America, North America, and Central America. 			
<p>7.62 (C, E, G, H, P)</p> <p>Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Identify Hernan Cortes and explain how he used political allies and extensive training of his army to conquer Mexico for Spain, convert the Aztec citizens to Christianity, and bring an end to the Aztec Empire. - Analyze how the introduction of foreign illnesses, such as Smallpox, weakened indigenous cultures and aided the Spanish in their conquests. 	1-2	<p>Unit 7 Chapter 24</p> <p>“Maya, Aztec, and Inca Civilizations”</p> <p>Gallopade Teacher Toolkit</p> <p>Unit 8 Chapter 28</p> <p>“The Columbian Exchange”</p> <p>Gallopade Teacher Toolkit</p>	<p>Aztec Inca Spain Conquistadors Hernan Cortes Montezuma II Tenochtitlan Christianity Yucatan Peninsula Francisco Pizarro Atahualpa Peru Andes Mountains Indigenous people Smallpox</p>

7th Grade Social Studies Pacing Guide

	<ul style="list-style-type: none"> - Identify Francisco Pizarro and describe how he used deceit and ambush tactics to kidnap the Incan emperor, Atahualpa, and take control of the Incan Empire, leading to its decline. 			
<p>7. 63 (C, E, G, H, P)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.05, SSP.06</p>	<ul style="list-style-type: none"> - Locate and identify European regions, such as England and Holland that became Protestant as a result of the Protestant Reformation, and describe how all areas settled by these countries followed the same religious beliefs. - Locate and identify European regions, such as France, Spain, and Portugal that remained Catholic after the Protestant Reformation, and describe how all areas settled by these countries followed the same religious beliefs. - Consider how these divisions of land based off religious differences continued to impact the New World. 	2	<p>Unit 8 Chapter 27</p> <p>“Religious Influences in American Colonization”</p> <p>Gallopade Teacher Toolkit</p>	<p>Old World New World North America South America Central America Catholic France Spain Portugal Protestant Holland/Dutch England/Great Britain Colonization</p>

7th Grade Social Studies Pacing Guide

<p>7.64 (C, E, G, H, P)</p> <p>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.</p> <p>Social Studies Practices:</p> <p>All SSPs</p>	<ul style="list-style-type: none"> - Identify the Columbian Exchange – how it began, the primary items/ideas that were exchanged, the locations it existed between, and its impact on the cultures involved. - Explain the how the Old World was impacted as a result of plants and animals brought from the New World (and vice versa), including domesticated animals and relief from famines. - Explain the how the Old World was impacted as a result of technology brought from the New World (and vice versa), including farming methods, horses, metal cookware, and weapons. - Explain the how the Old World was impacted as a result of ideas, culture, and beliefs brought from the New World (and vice versa), including Christianity, private ownership of land and a written alphabet. - Describe and examine the main positive 	<p>3</p>	<p>Unit 8 Chapter 28</p> <p>“The Columbian Exchange”</p> <p>Gallopade Teacher Training</p>	<p>Columbian Exchange</p> <p>Old World (Eastern Hemisphere)</p> <p>New World (Western Hemisphere)</p> <p>Indigenous peoples</p> <p>The Americas</p> <p>Domesticate</p> <p>Famine</p> <p>Potatoes</p> <p>Three Sister crops (corn, beans, squash)</p> <p>Cash Crops</p> <p>Diseases</p> <p>Smallpox</p> <p>Slavery</p> <p>Transatlantic Slave Trade</p>
---	---	----------	--	--

7th Grade Social Studies Pacing Guide

	<p>economic and social consequences of the Columbian Exchange for both the Old and New World, such as the benefit of cash crops, the impact of New World crops in the Old World, and the arrival of Old World animals like horses to the New World.</p> <ul style="list-style-type: none"> - Describe and examine the main negative economic and social consequences of the Columbian Exchange for both the Old and New World, such as the impact of disease in the Americas, the destruction of many natural environments, and the development of African slavery in the Americas. 			
<p>7.65 (C, E, G, H, P)</p> <p>Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de</p>	<ul style="list-style-type: none"> - Explain how changes within the European Catholic Church (Catholic Counter-Reformation) ignited a desire for missionaries to spread Catholicism to all 	2-3	<p>Unit 8 Chapter 27</p> <p>“Religious Influences in American Colonization”</p> <p>Gallopade Teacher Toolkit</p>	<p>Colonization Spain Mission system The Presidio The Pueblo Encomienda system North America</p>

7th Grade Social Studies Pacing Guide

<p>la Casa's role in the transition to African slavery.</p> <p>Social Studies Practices:</p> <p>SSP.01, SSP.02, SSP.04, SSP.05, SSP.06</p>	<p>indigenous people in the newly created Spanish colonies in the Americas.</p> <ul style="list-style-type: none"> - Identify the mission system, with its goal to "civilize" and spread Christianity to all indigenous people, and describe the main components of the system (the mission, the presidio, and the pueblo). - Identify the encomienda system and explain how the Spanish used this as a means to control the indigenous populations in their new colonies in the Americas. - Identify Bartolome de las Casas and describe how his aversion to the encomienda system led him to advocate for greater numbers of African slaves, which played a significant role in establishing the long-term system of African slavery in the Americas. 			<p>South America Central America Bartolome de la Casas African Slavery Christianity Catholicism Convert Indigenous people</p>
<p style="text-align: center;">**Quizlet for the Age of Exploration</p>				