



**Robertson County Schools**  
**Social Studies Pacing Guide**  
**Grade 7**  
**2019**

## 7 | SEVENTH GRADE SOCIAL STUDIES

### **World History and Geography: The Middle Ages to the Exploration of the Americas Course Description:**

Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

*This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

## Content Strands

Content strands are found alongside the content standards and guide a teacher’s instruction in the classroom. The standards are focused on seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction from kindergarten through high school, at age-appropriate levels. The content strands can be viewed below in Table 4. For ease of reference, the content strands and corresponding codes are posted at the bottom on each page of the standards document.

<b>Content Strand Code</b>	<b>Content Strand Title</b>	<b>Content Strand Definition</b>
<b>C</b>	<b>Culture</b>	Students will use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.
<b>E</b>	<b>Economics</b>	Students will use economic reasoning skills and knowledge of major economic concepts, issues, and systems to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.
<b>G</b>	<b>Geography</b>	Students will use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world. Students will use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.
<b>H</b>	<b>History</b>	Students will use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in the history of Tennessee, the United States, and the world.
<b>P</b>	<b>Politics/ Government</b>	Students will use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. Students will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

<b>T</b>	<b>Tennessee</b>	Tennessee Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.
<b>TCA</b>	<b>Tennessee Code Annotated</b>	Students will learn mandatory content, as specified in the Tennessee Code Annotated (i.e., state law).

## Grades 6-8

### Social Studies Practices

**Overview:** Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

<b>Practice Number</b>	<b>Social Studies Practice</b>
<b>SSP.01</b>	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)</li><li>● Graphic representations (e.g., maps, timelines, charts, photographs, artwork)</li><li>● Artifacts</li><li>● Media and technology sources</li></ul>
<b>SSP.02</b>	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>● Extract and paraphrase significant ideas and relevant information</li><li>● Distinguish the difference between fact and opinion</li><li>● Draw inferences and conclusions</li><li>● Recognize author’s purpose, point of view, and bias</li><li>● Assess the strengths and limitations of arguments</li></ul>
<b>SSP.03</b>	Synthesize data from multiple sources in order to: <ul style="list-style-type: none"><li>● Recognize differences among multiple accounts</li><li>● Establish validity by comparing and contrasting multiple sources</li><li>● Frame appropriate questions for further investigation</li></ul>

<b>SSP.04</b>	<p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> <li>● Demonstrate and defend an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Illustrate cause and effect</li> <li>● Predict likely outcomes</li> <li>● Devise new outcomes or solutions</li> </ul>
<b>SSP.05</b>	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> <li>● Recognizing how and why historical accounts change over time</li> <li>● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness</li> <li>● Evaluating how unique circumstances of time and place create context and contribute to action and reaction</li> <li>● Identifying patterns of continuity and change over time, making connections to the present</li> </ul>
<b>SSP.06</b>	<p>Develop a geographic awareness by:</p> <ul style="list-style-type: none"> <li>● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global).</li> <li>● Determining the use of diverse types of maps based on their origin, structure, context, and validity</li> <li>● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships</li> <li>● Analyzing interaction between humans and the physical environment</li> <li>● Examining how geographic regions and perceptions of regions are fluid across time and space</li> </ul>

## 7<sup>th</sup> Grade Social Studies First Nine Weeks: Byzantine Empire, and The Middle Ages in Western Europe

<b>Byzantine Empire: 400-1500s CE (7.12-7.14)</b>			
<b>Overview:</b> Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire.			
<b>Enduring Understanding(s)</b>		<b>Essential Question(s)</b>	
<p>Geography impacts the development of a society.</p> <p>The development and spread of the great world religions influence the character of civilizations.</p> <p>Institutions and civilizations of the past continue to impact our world. Individuals impact human history.</p>		<p>Why do civilizations rise and fall?</p> <p>How does geography influence the way people live?</p>	
<b>Academic Vocabulary</b>			
Byzantine Empire Constantinople	cultural diffusion Eastern Orthodox Church	empire Justinian I	schism Latin

<b>Standards</b>	<b>Suggested Student Friendly “I Can” Statements</b>
<p><b>7.12</b> 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><b>7.14</b> Analyze the importance of regional geography and the location of Constantinople in maintaining European culture. (C, G, H)</p> <p><b>7.13</b> Explain the importance of Justinian’s political, social, and architectural achievements. (C, G, H, P)</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 Eastern 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>I can explain how the location of Constantinople benefitted the Eastern Roman empire, including trade, cultural diffusion, and military strategy.</p> <p>I can organize Justinian’s accomplishments and their impacts into one, coherent narrative or timeline.</p>
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**Middle Ages in Western Europe: 400-1500s CE (7.27-7.39)**

**Overview:** Students will analyze the geographic, political, economic, and cultural structures of Europe during the Middle Ages.

Enduring Understanding(s)	Essential Question(s)
<p>Distribution of wealth affects societal structure and quality of life.</p> <p>Religious beliefs often influence government decisions and cultural expressions.</p> <p>Movement of people, goods and ideas had positive and negative effects.</p> <p>People respond to and resolve conflicts in a variety of ways.</p> <p>Conflict among people influences the division and control of resources, rights, and privileges.</p>	<p>Why does conflict develop?</p> <p>What do people do in order to create stability?</p> <p>How does geography influence people’s daily lives?</p> <p>Why do governments change?</p>
Academic Vocabulary	
<p>clergy common law crusade feudalism</p>	<p>habeus corpus manorialism market economy</p> <p>monarch papacy parliament</p> <p>plague secular trial by jury</p>

Standards	Suggested Student Friendly “I Can” Statements
<p><b>7.27</b> Identify and locate geographical features of Europe, including: (G)</p> <ul style="list-style-type: none"> <li>● Alps</li> <li>● Atlantic Ocean</li> <li>● English Channel</li> <li>● Mediterranean Sea</li> <li>● Influence of the North Atlantic Drift</li> <li>● North European Plain</li> <li>● Ural Mountains</li> </ul> <p><b>7.28</b> 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><b>7.29</b> 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)</p>	<p>I can modify a map to include the following features and cities</p> <ul style="list-style-type: none"> <li>● Alps</li> <li>● Atlantic Ocean</li> <li>● English Channel</li> <li>● Mediterranean Sea</li> <li>● Influence of the North Atlantic Drift</li> <li>● North European Plain</li> <li>● Ural Mountains</li> </ul> <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 monasteries in education, healthcare, and farming reform, as well as how these services expanded Christianity beyond the Alps.</p> <p>I can explain the connection between the Catholic Church and medieval universities.</p> <p>I can create a timeline of Charlemagne’s life, and explain how each event was significant to Europe at the time, including:</p> <ul style="list-style-type: none"> <li>● the creation of the Holy Roman Empire</li> <li>● the establishment of Christianity as the religion of the Empire</li> <li>● his relationship to feudalism</li> </ul>

**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)

**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)

**7.32** Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. (C, G, H, P)

**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 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 make connections between the growth of towns and decline of feudalism.

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.

I can create an outline of the first three Crusades, including major events, individuals, and outcomes in each.

<p><b>7.35</b> 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)</p>	<p>I can assess the positive and negative impacts of the Crusades, and identify what groups were affected.</p>
<p><b>7.33</b> 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. (G, H, P)</p>	<p>I can evaluate the significance of the Magna Carta, common law, habeas corpus, writ, Parliament, and trial by jury.</p> <p>I can identify the influence of 13th century legal reform present in our society today.</p>
<p><b>7.38</b> 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)</p>	<p>I can evaluate the significance of the Hundred Years War in creating national identities for France and England.</p> <p>I can outline Henry V's and Joan of Arc's contributions to the Hundred Years War.</p>
<p><b>7.39</b> Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. C, G, H, P)</p>	<p>I can outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, The Inquisition, and the rise of the Spanish and Portuguese kingdoms.</p>
<p><b>7.36</b> 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>I can trace the spread of the Bubonic Plague from East to West.</p> <p>I can analyze a primary source document and cite evidence of how the Black Death affected daily life.</p>

**7.37** Analyze the importance of the Black Death on the emergence of a modern economy, including: (C, E, H)

- Agricultural improvements
- Commerce
- Growth of banking
- A merchant class
- Technological improvements
- Towns

I can summarize how the Black Death furthered the development of the following for survivors:

- Agricultural improvements
- Commerce
- Growth of banking
- A merchant class
- Technological improvements
- Towns

## 7<sup>th</sup> Grade Social Studies Second Nine Weeks: Southwest Asia and North Africa, and East Asia

<b>Southwest Asia and North Africa: 400-1500s CE (7.15-7.20)</b>			
<b>Overview:</b> Students will analyze the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.			
<b>Enduring Understanding(s)</b>		<b>Essential Question(s)</b>	
<p>Geography impacts the development of a society.</p> <p>The development and spread of the great world religions influence the character of civilizations.</p> <p>Societies respond in a variety of ways to invasions.</p> <p>Civilizations become increasingly interdependent through trade and cultural diffusion.</p> <p>A variety of governmental systems and political institutions develop over time.</p>		<p>How is a region impacted by its geography, economics, and culture?</p>	
<b>Academic Vocabulary</b>			
<p>bazaar</p> <p>caliph</p> <p>caliphate</p> <p>caravan</p>	<p>cultural diffusion</p> <p>Five Pillars</p> <p>Islam</p> <p>mosque</p>	<p>Islamic state</p> <p>monotheism</p> <p>Muhammad</p>	<p>Muslim</p> <p>Qur'an</p> <p>Sunnah</p>

Standards	Suggested Student Friendly “I Can” Statements
<p><b>7.15</b> Identify and locate the geographical features of Southwest Asia and North Africa, including: (G)</p> <ul style="list-style-type: none"> <li>● Arabian Peninsula</li> <li>● Arabian Sea</li> <li>● Black Sea</li> <li>● Caspian Sea</li> <li>● Euphrates River</li> <li>● Mecca</li> <li>● Mediterranean Sea</li> <li>● Persian Gulf</li> <li>● Red Sea</li> <li>● Tigris River</li> </ul> <p><b>7.16</b> Describe the origins and central features of Islam: (C, G, H, P)</p> <ul style="list-style-type: none"> <li>● Key Person: Mohammad</li> <li>● Sacred Texts: The Quran and The Sunnah</li> <li>● Basic Beliefs: monotheism, Five Pillars</li> </ul> <p><b>7.17</b> Describe the diffusion of Islam, its culture, and the Arabic language. (C, G)</p>	<p>I can modify a map to include the following features:</p> <ul style="list-style-type: none"> <li>● Arabian Peninsula</li> <li>● Arabian Sea</li> <li>● Black Sea</li> <li>● Caspian Sea</li> <li>● Euphrates River</li> <li>● Mecca</li> <li>● Mediterranean Sea</li> <li>● Persian Gulf</li> <li>● Red Sea</li> <li>● Tigris River</li> </ul> <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> <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>

**7.20** Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. (C, E, G, H)

**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)

**7.18** Summarize the contributions of the region's scholars in the areas of: (C, G, H)

- Geography
- Art
- Literature
- Mathematics
- Medicine
- Philosophy
- Science

I can analyze the development of trade routes throughout Asia, Africa, and Europe.

I can identify the impact of merchants on the spread of ideas and goods.

I can draw connections between the rise of the Ottoman Empire and the fall of the Byzantine Empire.

I can summarize the contributions of Muslim scholars in geography, art, philosophy, medicine, literature, and architecture, such as:

- concept of zero
- Arabic numerals
- One Thousand and One Nights (i.e. Arabian Nights)
- works of Rumi
- calligraphy
- medical advancements
- geometric mosaics



**East Asia-China: 400-1500s CE (7.01-7.07)**

**Overview:** Students will analyze the geographic, political, economic, and cultural structures of China.

<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>		
<p>Geographic factors impact conflicts between people and how those conflicts are resolved.</p> <p>A civilization’s environment affects its achievements.</p> <p>The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>The distribution of power is a product of existing document and laws combined with contemporary values and beliefs.</p>	<p>How do religion and philosophy impact culture?</p> <p>How does geography influence the way people live?</p> <p>What impact can architecture, technological, agricultural and commercial developments have on a society?</p>		
<b>Academic Vocabulary</b>			
bureaucracy civil service commerce	dynasty Grand Canal gunpowder	isolationism Mongols movable type	porcelain tribute

Standards	Suggested Student Friendly “I Can” Statements
<p><b>7.01a</b> Identify and locate the geographical features of East Asia, including: (G)</p> <ul style="list-style-type: none"> <li>● Gobi Desert</li> <li>● Plateau of Tibet</li> <li>● Himalayan Mountains</li> <li>● Yangtze River</li> <li>● Pacific Ocean</li> <li>● Yellow River</li> </ul> <p><b>7.02</b> Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs. (C, G, H, P)</p> <p><b>7.03</b> 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)</p> <p><b>7.04</b> Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. (C, G, H, P)</p>	<p>I can modify a map of Asia to include the following features</p> <ul style="list-style-type: none"> <li>● Gobi Desert</li> <li>● Plateau of Tibet</li> <li>● Himalayan Mountains</li> <li>● Yangtze River</li> <li>● Pacific Ocean</li> <li>● Yellow River (Huang He)</li> </ul> <p>I can explain how the <i>Period of Division</i>, Sui dynasty, and Tang dynasty promoted Buddhism in China.</p> <p>I can explain the impact of agricultural, commercial, and technological developments during the Tang and Song Dynasties, including:</p> <ul style="list-style-type: none"> <li>● Introduction of fast-ripening rice</li> <li>● A money economy</li> <li>● Irrigation systems</li> <li>● Porcelain</li> <li>● The Grand Canal</li> </ul> <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 (Confucianism, Daoism, and Buddhism) and the influence of each on Chinese society.</p> <p>I can synthesize the events that lead to the rise of the Mongol Empire into one, coherent narrative.</p>

<p><b>7.05</b> Describe Kublai Khan’s conquest of China and explain how he was able to maintain control of the Yuan Empire. (C, G, H, P)</p>	<p>I can use Kublai Khan’s conquest of the Song Dynasty as evidence to explain the adaptive battle strategies of the Mongols.</p> <p>I can express my support or opposition for how the Yuan Empire maintained control of their citizens.</p>
<p><b>7.06</b> 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"> <li>● papermaking</li> <li>● woodblock printing</li> <li>● the compass</li> <li>● gunpowder</li> </ul>
<p><b>7.07</b> 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"> <li>● Rebuilding the Great Wall</li> <li>● The Construction of the Forbidden City</li> <li>● Implementation of the tributary system</li> <li>● Relocation of the capitol</li> </ul> <p>I can define and defend isolationism.</p>

<b>East Asia-Japan: 400-1500s CE (7.01, 7.08-7.11)</b>	
<b>Overview:</b> Students will analyze the geographic, political, economic, and cultural structures of Japan.	
<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>
<p>Geography impacts the development of a society.</p> <p>Although civilizations share common elements, differences develop.</p> <p>The movement of people and ideas through trade results in cultural diffusion.</p> <p>Power, authority and governance evolve through the rise and fall of empires and nations.</p>	<p>How do new ideas change the way people live?</p> <p>How do governments promote and further culture and beliefs among citizens?</p> <p>What conditions are necessary for a society to experience a golden age?</p>
<b>Academic Vocabulary</b>	
<p>animism</p> <p>Bushido</p>	<p>daimyo</p> <p>constitution</p>
	<p>kami</p> <p>martial arts</p>
	<p>samurai</p> <p>shogun</p>

<b>Standards</b>	<b>Suggested Student Friendly “I Can” Statements</b>
<p><b>7.01b</b> Identify and locate the geographical features of East Asia, including: (G)</p> <ul style="list-style-type: none"> <li>● Japan</li> <li>● Korean Peninsula</li> <li>● Sea of Japan (East Sea)</li> <li>● Pacific Ocean</li> </ul>	<p>I can modify a map of Asia to include the following features</p> <ul style="list-style-type: none"> <li>● Japan</li> <li>● Korean Peninsula</li> <li>● Sea of Japan (East Sea)</li> <li>● Pacific Ocean</li> </ul>

<p><b>7.09</b> 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><b>7.08</b> Describe the origins and central features of Shintoism:</p> <p>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><b>7.10</b> 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 (Noh and Kabuki) and literature (Tale of Genji).</p> <p>I can analyze Japanese art or literature to assess the role and status of women in medieval Japanese society.</p>
<p><b>7.11</b> 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 compare and contrast the social structure of European feudalism to the Japanese feudalism at the time.</p>

**7<sup>th</sup> Grade Social Studies Third Nine Weeks: Indigenous Civilizations of the Americas, West Africa, and Early Modern Europe (The Renaissance and The Protestant Reformation)**

<b>Indigenous Civilizations of the Americas: 400-1500s CE (7.53-7.57)</b>			
<b>Overview:</b> Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas.			
<b>Enduring Understanding(s)</b>		<b>Essential Question(s)</b>	
<p>Geography impacts the development of a society.</p> <p>Although civilizations share common elements, differences develop.</p> <p>Regions of the world develop unique government institutions, cultures, and religions.</p>		<p>How does geography influence the way people live?</p> <p>What makes a culture unique?</p>	
<b>Academic Vocabulary</b>			
<p>chinampa</p> <p>codices</p> <p>glyph</p>	<p>indigenous</p> <p>Mayan calendar</p>	<p>Mesoamerica</p> <p>Quetzalcoatl</p> <p>quipu</p>	<p>slash-and-burn agriculture</p> <p>Tenochtitlán</p> <p>terrace farming</p>

Standards	Suggested Student Friendly “I Can” Statements
<p><b>7.53</b> Identify and locate the geographical features of the Americas, including: (G, T)</p> <ul style="list-style-type: none"> <li>● Andes Mountains</li> <li>● Appalachian Mountains</li> <li>● Atlantic Ocean</li> <li>● Caribbean Sea</li> <li>● Central Mexican Plateau</li> <li>● Great Plains</li> <li>● Gulf of Mexico</li> <li>● Mississippi River</li> <li>● North America</li> <li>● Pacific Ocean</li> <li>● Rocky Mountains</li> <li>● South America</li> <li>● Yucatan Peninsula</li> </ul> <p><b>7.54</b> 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)</p> <p><b>7.55</b> 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)</p> <p><b>7.56</b> 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)</p> <p><b>7.57</b> 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)</p>	<p>I can modify a map to include the following features</p> <ul style="list-style-type: none"> <li>● Andes Mountains</li> <li>● Appalachian Mountains</li> <li>● Atlantic Ocean</li> <li>● Caribbean Sea</li> <li>● Central Mexican Plateau</li> <li>● Great Plains</li> <li>● Gulf of Mexico</li> <li>● Mississippi River</li> <li>● North America</li> <li>● Pacific Ocean</li> <li>● Rocky Mountains</li> <li>● South America</li> <li>● Yucatan Peninsula</li> </ul> <p>I can explain the impact of geographic features on North American Indian cultures (i.e. Northeast, Southeast, and Plains), including clothing, housing, and agriculture.</p> <p>I can explain the diversity within North American Indian cultures, including languages, customs, and economic and political structures.</p> <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.</p> <p>I can describe the achievements, social structure, and customs of the Maya, Aztec, and Inca cultures.</p>

**West Africa: 400-1500s CE (7.21-7.26)**

**Overview:** Students will analyze the geographic, political, economic, and cultural structures of West Africa.

<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>		
<p>Geography shapes the development of societies.</p> <p>Although civilizations share common elements, differences develop.</p> <p>The movement of people and ideas through trade results in cultural diffusion.</p> <p>Power, authority and governance evolve through the rise and fall of kingdoms. Individuals impact human history.</p>	<p>How do societies grow from villages into powerful trading kingdoms?</p>		
<b>Academic Vocabulary</b>			
animism Djenne Ghana	griot Mali Mansa Musa	Niger River Sahara Songhai	Timbuktu Trans-Saharan trade



Standards	Suggested Student Friendly “I Can” Statements
<p><b>7.21</b> Identify and locate the geographical features of West Africa, including: (G)</p> <ul style="list-style-type: none"> <li>● Atlantic Ocean</li> <li>● Djenné</li> <li>● Gulf of Guinea</li> <li>● Niger River</li> <li>● The Sahara</li> <li>● Timbuktu</li> </ul> <p><b>7.22</b> Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. (C, H)</p> <p><b>7.25</b> Explain the importance of griots in the transmission of West African history and culture. (C, G, H)</p> <p><b>7.23</b> 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)</p> <p><b>7.24</b> 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)</p> <p><b>7.26</b> Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. (C, E, G, H, P)</p>	<p>I can modify a map to include the following features and cities</p> <ul style="list-style-type: none"> <li>● Atlantic Ocean</li> <li>● Djenné</li> <li>● Gulf of Guinea</li> <li>● Niger River</li> <li>● The Sahara</li> <li>● Timbuktu</li> </ul> <p>I can explain the significance of ancestor worship, animism, and the relationship between humans and deities in indigenous African spiritual traditions. I can define the role of a griot.</p> <p>I can examine the importance of oral traditions in teaching and preserving African history and culture. I can analyze the impact of trade cities, such as Djenné and Timbuktu, on culture and learning in West African trading empires.</p> <p>I can explain how the trading empire of Ghana evolved into Mali and later Songhai.</p> <p>I can identify ideas and goods that were traded along the Trans-Saharan trade routes, including religion, gold, salt, and slaves.</p> <p>I can explain the importance of Mansa Musa and his pilgrimage to Mecca.</p>

<b>Early Modern Europe: 1400-1700s CE The Renaissance (7.40-7.43)</b>	
<b>Overview:</b> Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	
<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>
<p>Societies change over time.</p> <p>Technological, economic, and ideological change influences the lives of everyday people.</p> <p>Individuals impact society.</p> <p>Political, economic, and social movements change society.</p> <p>Philosophy and religion reflect changes in society.</p>	<p>How do new ideas change the way people live? How does the past influence innovation?</p>
<b>Academic Vocabulary</b>	
city-state	humanism
natural law	patronage
	perspective

<b>Standards</b>	<b>Suggested Student Friendly “I Can” Statements</b>
<p><b>7.40</b> 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)</p>	<p>I can list factors that promoted the Italian Renaissance including:</p> <ul style="list-style-type: none"> <li>● Geography</li> <li>● Trade</li> <li>● Influence of outside cultures</li> <li>● City-state governance</li> </ul>



<b>Early Modern Europe: 1400-1700 CE The Protestant Reformation (7.44-7.49)</b>			
<b>Overview:</b> Students will analyze the historical developments of the Protestant Reformation.			
<b>Enduring Understanding(s)</b>		<b>Essential Question(s)</b>	
<p>Societies change over time.</p> <p>Technological, economic, and ideological change influences the lives of everyday people.</p> <p>Individuals impact society.</p> <p>Philosophy and religion reflect changes in society.</p>		<p>How do new ideas change the way people live?</p>	
<b>Academic Vocabulary</b>			
Counter Reformation	indulgence	predestination	Protestant Reformation
heresy/heretic	Jesuits	printing press	vernacular

<b>Standards</b>	<b>Suggested Student Friendly “I Can” Statements</b>
<p><b>7.45</b> 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)</p>	<p>I can draw connections between the Renaissance and Reformation.</p> <p>I can construct a timeline of the Protestant Reformation and explain the relationship between adjacent events.</p>
<p><b>7.44</b> 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)</p>	<p>I can connect Johannes Gutenberg’s printing press and William Tyndale’s translation of the Bible to the growth of literacy and knowledge.</p>

<p><b>7.46</b> 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)</p>	<p>I can explain the major ideas of reformers such as Martin Luther, John Calvin, Erasmus, and William Tyndale.</p> <p>I can infer why Martin Luther and John Calvin are called “reformers.”</p> <p>I can describe the Catholic Church’s response to the ideas of the reformers.</p>
<p><b>7.47</b> Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. (C, G, H, P)</p>	<p>I can identify members of the Tudor dynasty.</p> <p>I can compare and contrast the impact of Henry VIII and Mary I on English society.</p>
<p><b>7.48</b> 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)</p>	<p>I can analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including:</p> <ul style="list-style-type: none"> <li>● St. Ignatius of Loyola</li> <li>● the Jesuits</li> <li>● the Council of Trent</li> </ul>
<p><b>7.49</b> 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)</p>	<p>I can provide examples to justify describing Queen Elizabeth I’s reign as the Golden Age of the Tudor dynasty.</p> <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.</p>

## 7<sup>th</sup> Grade Social Studies Fourth Nine Weeks: Early Modern Europe (The Scientific Revolution) and The Age of Exploration

Early Modern Europe: 1400-1700 CE The Scientific Revolution (7.50-7.52)			
Overview: Students will analyze the historical developments of the Scientific Revolution.			
Enduring Understanding(s)		Essential Question(s)	
<p>Movement of people and ideas can bring about both conflict and compromise.</p> <p>Advances in science and technology influence society and the economy.</p>		<p>How do new ideas change the way people live?</p>	
Academic Vocabulary			
barometer	geocentric	microscope	scientific method
elliptical orbits	heliocentric	telescope	thermometer

Standards	Suggested Student Friendly “I Can” Statements
<p><b>7.50</b> Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). (C, G)</p> <p><b>7.51</b> Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope. (C, G, H)</p> <p><b>7.52</b> 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)</p>	<p>I can identify the influence of the Greeks, Copernicus, or Kepler in primary sources.</p> <p>I can cite evidence to argue the significance of the following individuals, both in their lifetimes and now:</p> <ul style="list-style-type: none"> <li>● Galileo Galilei</li> <li>● Sir Francis Bacon</li> <li>● Sir Isaac Newton</li> <li>● Nicolaus Copernicus</li> <li>● René Descartes</li> <li>● Johannes Kepler</li> </ul>

<b>Age of Exploration: 1400-1700s CE (7.58-7.65)</b>			
<b>Overview:</b> Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.			
<b>Enduring Understanding(s)</b>		<b>Essential Question(s)</b>	
<p>Movement of people and ideas can bring about both conflict and compromise.</p> <p>Regions of the world develop unique government institutions, cultures, and religions.</p> <p>The arrival of explorers to a region has a profound impact on the indigenous people.</p>		<p>How does technology change the way people live?</p> <p>What are the costs and benefits of human expansion?</p>	
<b>Academic Vocabulary</b>			
astrolabe	cartography	conquistador	encomienda system
capitalism	circumnavigate	cottage industry	mercantilism
caravel	Columbian Exchange	chronometer	

<b>Standards</b>	<b>Suggested Student Friendly “I Can” Statements</b>
<p><b>7.58</b> 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)</p>	<p>I can explain why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.</p>

**7.59** Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country:

(C, E, G, H, P, T)

- England: Henry Hudson
- France: Jacques Cartier
- Portugal: Vasco da Gama, Bartolomeu Dias
- Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci

**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)

**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 the routes of the following:

- Henry Hudson
- Jacques Cartier
- Vasco da Gama
- Bartolomeu Dias
- Christopher Columbus
- Hernando de Soto
- Ferdinand Magellan
- Amerigo Vespucci

I can assess the success of voyages by considering the strengths and weaknesses of each of the following

- Henry Hudson
- Jacques Cartier
- Vasco da Gama
- Bartolomeu Dias
- Christopher Columbus
- Hernando de Soto
- Ferdinand Magellan
- Amerigo Vespucci

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. compass, caravel, astrolabe, and Harrison's chronometer) during the Age of Discovery.

I can modify a map to include French, Spanish, English, Portuguese, and Dutch colonies.

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.



<p><b>7.62</b> 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)</p>	<p>I can state the impact of smallpox, 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.</p>
<p><b>7.63</b> 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)</p>	<p>I can modify a blank map to include French, Spanish, English, Portuguese, and Dutch colonies, and distinguish between which is Catholic or Protestant.</p>
<p><b>7.64</b> 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)</p>	<p>I can evaluate the impact of animals, crops, and diseases exchanged between the Eastern and Western hemispheres in the Columbian Exchange.</p>
<p><b>7.65</b> Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolomé de la Casas’ role in the transition to African slavery. (C, E, G, H, P)</p>	<p>I can explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolomé de la Casas’ role in the transition to African slavery.</p>

**Source Credits:**

**Tennessee Department of Education Social Studies Standards**

[https://www.tn.gov/content/dam/tn/education/standards/ss/Social\\_Studies\\_Standards.pdf](https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf)

**Williamson County Schools Scope and Sequence for Social Studies** <https://www.wcs.edu/district/departments/tla/scope-sequence/>

**Metro Nashville Public Schools Scope and Sequence for Social Studies** <https://ci.mnps.org/resources/48>