

Course Title:	7th Grade Social Studies
Grade(s):	7

Course Description
The Grade 7 Social Studies course introduces students to the ancient world while building strong historical thinking and research skills. Students learn how to ask meaningful questions, gather and evaluate information, and use evidence to understand people and events from the past. Through explorations of geography and its influence on early civilizations, learners investigate the development and achievements of East Asia, Europe, and Kingdoms of West Africa. By examining these cultures' innovations, belief systems, and daily life, students strengthen their ability to analyze primary and secondary sources, make connections across time and place, and communicate their findings clearly.
Approved Curricular Materials/Textbook(s)
TCI

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Themes of World History	In this unit, students will identify the 6 themes of World History including: • Human Environment Interaction • Rise of Civilizations • Growth and Changes in Society • Development of Political Institutions and Ideas • Belief Systems • Interconnectedness of Societies Students will describe how themes can connect different time periods and events throughout history. Students will also explore the ways historical themes are related to one another.	2 weeks (September)
Unit 2: China	Students will describe the geography of China and analyze how each region's physical features, climate, and vegetation affect daily life.	10 weeks (October-November)

	Students will study the early Chinese dynasties of the Shang, Zhou, Qin, and Han and their unique culture. They will also explore the ancient Chinese philosophies of Legalism, Confucianism, and Daoism. Lastly, students will explain how the Silk Road led to an exchange of goods, ideas, and beliefs. Students will work through the research process regarding modern issues in East Asia (examples: population, climate change, Arctic trade).	
Unit 3: Ancient Rome	Rise of the Roman Republic: Students will compare and contrast the rights and powers of patricians and plebeians throughout the Roman Republic. Students will also describe how the government of the Roman Republic became more democratic over time and analyze the Roman code of law, the Twelve Tables. From Republic to Empire: Students will complete an inquiry exploration to determine if Rome was a victim of its own success. Students will explain the role of Julius Caesar and Caesar Augustus in Rome's transition from republic to empire. Students will also map the geographic boundaries of Rome at the height of its empire. Daily Life in the Roman Empire: Students will analyze the political, economic, religious, and social structures of the Roman Empire. The Legacy of Rome in the Modern World: Students will identify some of the major lasting contributions of Rome and explain their influence on modern society.	6 weeks (December)
Unit 4: Europe and the Middle East during Medieval Times	Essential Question: How well did feudalism establish order in Europe in the Middle Ages? Objectives: - Describe the accomplishments of Charlemagne and explain how his cooperation with the pope benefited both the emperor and the pope. - Identify the key problems faced by Europeans that the development of feudalism addressed. - Differentiate between the roles and responsibilities of four of the main social classes in medieval European society.	8 weeks (January-February)

	● Evaluate the extent to which feudalism brought security, economic stability, prosperity, and opportunity to Europe in the Middle Ages. Essential Question: How did events in Europe contribute to the decline of feudalism and the rise of democratic thought? Objectives: ● Describe significant medieval English legal and constitutional developments, such as Magna Carta and the establishment of Parliament, and their impact on feudalism. ● Analyze how the bubonic plague spread from Central Asia to Europe and evaluate the impact it had on the population of Europe and on feudalism. ● Summarize the impact of the Hundred Years' War on feudalism in Europe. Essential Question: How did the Crusades affect the lives of Christians, Muslims, and Jews? Objectives: ● Explain the causes of the religious Crusades. ● Describe the course of the religious Crusades. ● Evaluate the effects of the Crusades on Christian, Muslim, and Jewish populations. Essential Question: What important innovations and adaptations did medieval Muslims make? Objectives: ● Explain the conditions that led to cultural blending in Islamic civilization. ● Trace the growth of cities and the establishment of trade routes in the Muslim world.	
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	Describe Muslim adaptations and innovations in learning and scholarship, science and technology, mathematics, medicine, the arts, and recreation.	
Unit 5: The Culture and Kingdoms of West Africa	Early Societies in West Africa Essential Question: What was the most significant factor in the development of early societies in West Africa? Objectives: - Describe the relationship between the Niger River, trade, and growth of settlements in West Africa. - Distinguish between the vegetation zones of forest, savanna, Sahel, and desert. - Trace how early societies in West Africa evolved into kingdoms. - Analyze the importance of family, labor specialization, and regional commerce in the development of cities and kingdoms in West Africa. Ghana: A West African Trading Empire Essential Question: To what extent did trans-Saharan trade lead to Ghana's wealth and success? Objectives: - Explain how trade in gold and salt led to the growth of Ghana and Mali. - Model the system of silent barter used by Wangarans and North African traders. - Describe the government of Ghana. - Evaluate how trans-Saharan trade affected different groups in West Africa, both culturally and religiously. The Cultural Legacy of West Africa Essential Question: In what ways do the cultural achievements of West Africa influence our culture today?	8 weeks (March-April)

	Objectives: ● Describe the importance of written and oral traditions in the transmission of African history and culture. ● Discuss various cultural achievements of West Africa and analyze the function of each in West African society. ● Explain how African cultural achievements of the past continue to shape the world today.	
Unit 6: Europe during the Renaissance	Essential Question: What changes in Europe led to the Renaissance? Objectives: ● Identify elements of classical, medieval, and Renaissance art. ● Connect the importance of the growth of towns, the rise of a money economy, and the development of independent city-states to the birth and spread of Renaissance ideas. ● Explore how humanism encouraged a new way of thinking that affected many aspects of European life during the Renaissance. Essential Question: What advances were made during the Renaissance? Objectives: ● Identify and explain Renaissance advances in architecture and engineering, painting, sculpture, literature, science, and mathematics. ● Describe Florentine politics, as reflected in the work of Machiavelli, as well as Florentine commerce and trade. ● Discuss the factors that made Florence an important cultural center during the Renaissance. ● Explain how various advances made during the Renaissance reflect humanist thinking and ideals. Students will work through the research process to determine which achievement during the Renaissance made the greatest impact on society then and today.	5 weeks (May-June)

