7th Grade Social Studies
World History & Early America
Program of Studies Description

Course Name - World History & Early America

This course explores the development of civilizations and the shaping of the modern world from the late ancient period through the birth of the United States. Students will study the growth and influence of major world civilizations, including the rise of the Byzantine Empire, the cultural and political achievements of the Middle Ages, and the global impact of the Renaissance and Reformation. The course then shifts to the Age of Exploration, examining how encounters between Europe, Africa, and the Americas transformed societies and laid the foundations for the modern era. Finally, students will trace the story of early America, from colonization to the causes and events of the Revolutionary War.

Through primary sources, historical inquiry, and critical discussion, students will strengthen their reading, writing, and analytical skills while drawing connections between past and present. The course emphasizes understanding leadership, cultural exchange, conflict, and innovation as driving forces in history.

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7th Grade Social Studies
World History & Early America
Syllabus

Course Description:

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Through primary sources, historical inquiry, and critical discussion, students will strengthen their reading, writing, and analytical skills while drawing connections between past and present. The course emphasizes understanding leadership, cultural exchange, conflict, and innovation as driving forces in history.

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
Byzantine and Islam	**4 weeks**	Social Studies: 7.1.7.A, 7.1.7.B, 7.2.7.A, 7.2.7.B, 7.3.7.A, 7.3.7.B, 7.4.7.A,7.4.7.B, 7.1.7.A, 7.2.7.A, 7.3.7.A, 7.4.7.A Literacy: CC.7.5.6-7.A., CC.7.5.6-7.B., CC.7.5.6-7.C., CC.7.5.6-7.D., CC.7.5.6-7.E., CC.7.5.6-7.F., CC.7.5.6-7.G. CC.7.5.6-7.H. CC.7.5.6-7.I. CC.7.5.6-7.J.	**Section Quizzes** **Unit Projects** **Unit Assessment**
African Civilizations	**3 Weeks**	Social Studies: 7.1.7.A, 7.1.7.B, 7.2.7.A, 7.2.7.B, 7.3.7.A, 7.3.7.B, 7.4.7.A,7.4.7.B, 7.1.7.A, 7.2.7.A, 7.3.7.A, 7.4.7.A Literacy: CC.7.5.6-7.A., CC.7.5.6-7.B., CC.7.5.6-7.C., CC.7.5.6-7.D., CC.7.5.6-7.E., CC.7.5.6-7.F.,	**Section Quizzes** **Unit Projects** **Unit Assessment**

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		CC.7.5.6-7.G. CC.7.5.6-7.H. CC.7.5.6-7.I. CC.7.5.6-7.J.	
American Civilizations	**3 Weeks**	Social Studies: 7.1.7.A, 7.1.7.B, 7.2.7.A, 7.2.7.B, 7.3.7.A, 7.3.7.B, 7.4.7.A,7.4.7.B, 7.1.7.A, 7.2.7.A, 7.3.7.A, 7.4.7.A Literacy: CC.7.5.6-7.A., CC.7.5.6-7.B., CC.7.5.6-7.C., CC.7.5.6-7.D., CC.7.5.6-7.E., CC.7.5.6-7.F., CC.7.5.6-7.G. CC.7.5.6-7.H. CC.7.5.6-7.I. CC.7.5.6-7.J.	**Section Quizzes** **Unit Projects** **Unit Assessment**
Empires of Asia	**3 Weeks**	Social Studies: 7.1.7.A, 7.1.7.B, 7.2.7.A, 7.2.7.B, 7.3.7.A, 7.3.7.B, 7.4.7.A,7.4.7.B, 7.1.7.A, 7.2.7.A, 7.3.7.A, 7.4.7.A Literacy: CC.7.5.6-7.A., CC.7.5.6-7.B., CC.7.5.6-7.C., CC.7.5.6-7.D., CC.7.5.6-7.E., CC.7.5.6-7.F., CC.7.5.6-7.G. CC.7.5.6-7.H. CC.7.5.6-7.I. CC.7.5.6-7.J.	**Section Quizzes** **Unit Projects** **Unit Assessment**
Medieval and Renaissance Europe	**4 Weeks**	Social Studies: 7.1.7.A, 7.1.7.B, 7.2.7.A, 7.2.7.B, 7.3.7.A, 7.3.7.B, 7.4.7.A,7.4.7.B, 7.1.7.A, 7.2.7.A, 7.3.7.A, 7.4.7.A Literacy: CC.7.5.6-7.A., CC.7.5.6-7.B., CC.7.5.6-7.C., CC.7.5.6-7.D., CC.7.5.6-7.E., CC.7.5.6-7.F.,	**Section Quizzes** **Unit Projects** **Unit Assessment**

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		CC.7.5.6-7.G. CC.7.5.6-7.H. CC.7.5.6-7.I. CC.7.5.6-7.J.	
Revolutions and Empires	**4 Weeks**	Social Studies: 7.1.7.A, 7.1.7.B, 7.2.7.A, 7.2.7.B, 7.3.7.A, 7.3.7.B, 7.4.7.A,7.4.7.B, 7.1.7.A, 7.2.7.A, 7.3.7.A, 7.4.7.A Literacy: CC.7.5.6-7.A., CC.7.5.6-7.B., CC.7.5.6-7.C., CC.7.5.6-7.D., CC.7.5.6-7.E., CC.7.5.6-7.F., CC.7.5.6-7.G. CC.7.5.6-7.H. CC.7.5.6-7.I. CC.7.5.6-7.J.	**Section Quizzes** **Unit Projects** **Unit Assessment**
Spain claims an empire **Europe fights over North America** **Spanish in the Americas** **Slavery begins in the Americas**	**4 Weeks**	Social Studies: 8.1.8.A., 8.1.8.B., 8.1.8.C., 8.3.8.A., 8.3.8.B., 8.3.8.C., 8.3.8.D. Literacy: CC.8.5.6-8.A., CC.8.5.6-8.B., CC.8.5.6-8.C., CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G. CC.8.5.6-8.H. CC.8.5.6-8.I. CC.8.5.6-8.J.	**Section Quizzes** **Unit Projects** **Unit Assessment**
Unions and Colonies	**4 Weeks**	Social Studies: 8.1.8.A., 8.1.8.B., 8.1.8.C., 8.3.8.A., 8.3.8.B., 8.3.8.C., 8.3.8.D. Literacy: CC.8.5.6-8.A., CC.8.5.6-8.B., CC.8.5.6-8.C., CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G. CC.8.5.6-8.H. CC.8.5.6-8.I. CC.8.5.6-8.J.	**Section Quizzes** **Unit Projects** **Unit Assessment**

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French and Indian War	**4 Weeks**	Social Studies: 8.1.8.A., 8.1.8.B., 8.1.8.C., 8.3.8.A., 8.3.8.B., 8.3.8.C., 8.3.8.D. Literacy: CC.8.5.6-8.A., CC.8.5.6-8.B., CC.8.5.6-8.C., CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G. CC.8.5.6-8.H. CC.8.5.6-8.I. CC.8.5.6-8.J.	**Section Quizzes** **Unit Projects** **Unit Assessment**
Revolutionary War	**4 Weeks**	Social Studies: 8.1.8.A., 8.1.8.B., 8.1.8.C., 8.3.8.A., 8.3.8.B., 8.3.8.C., 8.3.8.D. Literacy: CC.8.5.6-8.A., CC.8.5.6-8.B., CC.8.5.6-8.C., CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G. CC.8.5.6-8.H. CC.8.5.6-8.I. CC.8.5.6-8.J.	**Section Quizzes** **Unit Projects** **Unit Assessment**

Resources: National Geographic- World History- Great Civilizations Textbook

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World History & Early America
Curriculum Map

Unit 1	**Growth of Late Civilizations (Byzantine, Islam, African, American, Asia)**
Big Idea	What are the essential elements for an advanced civilization to keep growing instead of falling apart?
Unit Essential Questions:	How did the geography of these advanced civilizations support their growth? How did the government of these advanced civilizations support their growth? How did the religion of these advanced civilizations support their growth? How did the achievements of these advanced civilizations support their growth? How did the important people of these advanced civilizations support their growth? How did the politics of these advanced civilizations support their growth? How did the economy of these advanced civilizations support their growth? How did the society of these advanced civilizations support their growth?

Date	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
10-12 weeks	7.1.7.B, Explain and locate places and regions as defined by physical and human features. 7.2.7.A, Explain the characteristics of places and regions. 7.3.7.A, Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 7.4.7.A, Describe and explain the effects of the physical systems on people within regions. 7.4.7.B, Describe and explain the effects of people on the	crossroads, diversity, Constantinople, Bosporus, Justinian, heresy, divine, creed, excommunicate, icon, patriarch, schism, caravan, commodity, desertification, savannah, scarcity, trans-sahara, griot, mansa, dhow, hub, mariner, sultan, cacao, highland, lowland, mother culture, terrace, codex, glyph,	National Geographic- World History- Great Civilizations Textbook	**Section Quizzes** **Unit Projects** **Unit Assessment**	Problem-Solver Responsible Leader Empathetic Critical-Thinker Creative Confident Communitative Collaborative Adaptable

	physical systems within regions. 8.1.7.A, Demonstrate continuity and change over time using sequential order and context of events. 8.1.7.B, Identify and use primary and secondary sources to analyze multiple points of view for historical events. 8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 8.4.7.C, Differentiate how continuity and change have impacted world history; Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations 8.4.7.D, Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	chinampa, communal, conquistador, noble, serf, geoglyph, adobe, confederation, kiva, mound builder, shaman, totem pole, wigwam, khanate, isolationism, archipelago, clan, embassy, regent, ritual, kabuki, meditation, bushido, daimyo, feudalism, samurai, shogun, shogunate, vassal,			

World History & Early America
Curriculum Map

Unit 2	Medieval and Renaissance				
Big Idea	What are the essential elements for an advanced civilization to keep growing instead of falling apart?				
Unit Essential Questions:	How did the geography of these advanced civilizations support their growth? How did the government of these advanced civilizations support their growth? How did the religion of these advanced civilizations support their growth? How did the achievements of these advanced civilizations support their growth? How did the important people of these advanced civilizations support their growth? How did the politics of these advanced civilizations support their growth? How did the economy of these advanced civilizations support their growth? How did the society of these advanced civilizations support their growth?				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
4 weeks	7.1.7.B, Explain and locate places and regions as defined by physical and human features. 7.2.7.A, Explain the characteristics of places and regions. 7.3.7.A, Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 7.4.7.A, Describe and explain the effects of the physical systems on people within regions. 7.4.7.B, Describe and explain the effects of people on the physical systems within regions. 8.1.7.A, Demonstrate continuity and change over time using sequential order and context of events. 8.1.7.B, Identify and use primary and secondary sources to analyze multiple	Chivalry, convert, knight, feudalism, lord, manor, medieval, serf, vassal, bubonic plague, burgher, cathedral, clergy, common law, guild, longbow, monastery, parliament, classical, humanism, patron, perspective, renaissance man, secular, vernacular, cartography, printing press,	National Geographic- World History- Great Civilizations Textbook	**Section Quizzes** **Unit Projects** **Unit Assessment**	Problem-Solver Responsible Leader Empathetic Critical-Thinker Creative Confident Communitative Collaborative Adaptable

	points of view for historical events. 8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 8.4.7.C, Differentiate how continuity and change have impacted world history; Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations 8.4.7.D, Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	woodcut, denomination, heresy, indulgence, missionary, native-state			

World History & Early America
Curriculum Map

Unit 2	**Revolutions and Empires**
Big Idea	What are the essential elements for an advanced civilization to keep growing instead of falling apart?
Unit Essential Questions:	How did the geography of these advanced civilizations support their growth? How did the government of these advanced civilizations support their growth? How did the religion of these advanced civilizations support their growth? How did the achievements of these advanced civilizations support their growth? How did the important people of these advanced civilizations support their growth? How did the politics of these advanced civilizations support their growth? How did the economy of these advanced civilizations support their growth? How did the society of these advanced civilizations support their growth?

Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
4 weeks	7.1.7.B, Explain and locate places and regions as defined by physical and human features. 7.2.7.A, Explain the characteristics of places and regions. 7.3.7.A, Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 7.4.7.A, Describe and explain the effects of the physical systems on people within regions. 7.4.7.B, Describe and explain the effects of people on the physical systems within regions. 8.1.7.A, Demonstrate continuity and change over time using sequential order and context of events. 8.1.7.B, Identify and use primary and secondary sources to analyze multiple	Absolute-monarch, contract, divine right, confederation, dictator,	National Geographic-World History-Great Civilizations Textbook	**Section Quizzes** **Unit Projects** **Unit Assessment**	Problem-Solver Responsible Leader Empathetic Critical-Thinker Creative Confident Communitative Collaborative Adaptable

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	points of view for historical events. 8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 8.4.7.C, Differentiate how continuity and change have impacted world history; Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations 8.4.7.D, Explain how conflict and cooperation among groups and organizations have impacted the history of the world.				

American History
Curriculum Map

Unit 2	**Chapter 2 - European Exploration of the Americas**				
Big Idea	**Push pull factors led to conquest and colonization of the Americas.**				
Unit Essential Questions:	**What impact did European exploration have on the Americas?**				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
4 weeks	7.1.7.B, Explain and locate places and regions as defined by physical and human features. 7.2.7.A, Explain the characteristics of places and regions. 7.3.7.A, Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 7.4.7.A, Describe and explain the effects of the physical systems on people within regions. 7.4.7.B, Describe and explain the effects of people on the physical systems within regions. 8.1.7.A, Demonstrate continuity and change over time using sequential order and context of events. 8.3.7.A, Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. 8.3.7.B, Examine the importance of significant historical documents, artifacts, and places critical to United States history. 8.3.7.C, Compare how continuity and	Conquistador, mercantilism, missionary, smallpox, viceroy, viceroyalty circumnavigate, galleon, heretic, Northwest Passage, persecute, privateer, watershed Columbian Exchange, encomienda, hacienda, immunity, mestizo, mission, plantation, quinine African diaspora, chattel slavery, institution, Middle Passage, slavery, triangular trade	Textbook American Stories: Beginnings to 1877 Primary Source Analysis Encounter - Historical Fiction Analysis 1492 Poem - Historical Analysis Research Discussions Lecture & Discussions - Presentations Hernan Cortez - Video on Conquistadors in the Americas. Controlling North American Empires - Video of French and Spanish influence in the Americas. Far from the Baobab Tree - Francis M. King	**Section Quizzes** **Unit Projects** **Unit Assessment**	Problem-Solver Responsible Leader Empathetic Critical-Thinker Creative Confident Communitative Collaborative Adaptable

	change have impacted U.S. history: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations 8.3.7.D, Examine conflict and cooperation among groups and organizations in U.S. history: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability				

American History
Curriculum Map

Unit 2	**Chapter 3 - The Thirteen Colonies**				
Big Idea	**Various demands lead to the establishment of the Thirteen colonies.**				
Unit Essential Questions:	**How did early settlers cope with challenges as they established the first thirteen colonies?**				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
4 weeks	7.1.7.B, Explain and locate places and regions as defined by physical and human features. 7.2.7.A, Explain the characteristics of places and regions. 7.3.7.A, Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 7.4.7.A, Describe and explain the effects of the physical systems on people within regions. 7.4.7.B, Describe and explain the effects of people on the physical systems within regions. 8.1.7.A, Demonstrate continuity and change over time using sequential order and context of events. 8.3.7.A, Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. 8.3.7.B, Examine the importance of significant historical documents, artifacts, and places critical to United States history.	charter, indentured servant, joint-stock-company, traitor banish, dissenter, Fundamental Orders of Connecticut, Great Migration, King Philip's War, levy, Mayflower Compact, self-governance, separatist alliance, confederacy, doctrine, economic activity, natural resource, neutrality, proprietor, raw material, royal colony, tributary	Textbook American Stories: Beginnings to 1877 Primary Source Analysis Readings Research Discussions Debate Presentations Pilgrims vs. Puritans - Text Analysis Can America Be A "City On A Hill"? - Text Analysis Salem Witch Trials - Video Events leading to the Revolutionary War - Video The Last of the Mohicans - Video	**Section Quizzes** **Unit Projects** **Unit Assessment**	Problem-Solver Responsible Leader Empathetic Critical-Thinker Creative Confident Communitative Collaborative Adaptable

	8.3.7.C, Compare how continuity and change have impacted U.S. history: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations 8.3.7.D, Examine conflict and cooperation among groups and organizations in U.S. history: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability				

American History
Curriculum Map

Unit 2	**Chapter 4- Colonial Development**				
Big Idea	**Past and present traditions lead to a creation of a unique American identity.**				
Unit Essential Questions:	**How did a developing American identity unite the colonies?**				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
4 weeks	7.1.7.B, Explain and locate places and regions as defined by physical and human features. 7.2.7.A, Explain the characteristics of places and regions. 7.3.7.A, Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 7.4.7.A, Describe and explain the effects of the physical systems on people within regions. 7.4.7.B, Describe and explain the effects of people on the physical systems within regions. 8.1.7.A, Demonstrate continuity and change over time using sequential order and context of events. 8.3.7.A, Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. 8.3.7.B, Examine the importance of significant historical documents, artifacts, and places critical to United States history. 8.3.7.C, Compare how continuity and	apprentice, common school, Navigation Acts, provisions, religious freedoms, smuggle, subsistence farming artisan, backcountry, cash crop, indigo, overseer, Piedmont, Stono Rebellion arable, commodity, Conestoga Wagon, conformity, diversity, gristmill, tolerance burgeon, Enlightenment, Great Awakening, libel, midwife,	Textbook American Stories: Beginnings to 1877 Primary Source Analysis Readings Research Discussions Debate Presentations Enlightenment - Video The American Revolution - Video Enlightenment Scholars - Video The Last of the Mohicans - Video North America, before and after the French & Indian War - Video	**Section Quizzes** **Unit Projects** **Unit Assessment**	Problem-Solver Responsible Leader Empathetic Critical-Thinker Creative Confident Communitative Collaborative Adaptable

	change have impacted U.S. history: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations 8.3.7.D, Examine conflict and cooperation among groups and organizations in U.S. history: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability	natural rights, Parliament, salutary neglect, salvation			
		Trading post, treaty			

American History
Curriculum Map

Unit 2	Chapter 5- Road to the Revolution				
Big Idea	**Cascading of events leads to the breakdown of the relationship of the colonies and its mother country.**				
Unit Essential Questions:	**Why did the colonists decide to break from Britain?**				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
4 weeks	7.1.7.B, Explain and locate places and regions as defined by physical and human features. 7.2.7.A, Explain the characteristics of places and regions. 7.3.7.A, Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 7.4.7.A, Describe and explain the effects of the physical systems on people within regions. 7.4.7.B, Describe and explain the effects of people on the physical systems within regions. 8.1.7.A, Demonstrate continuity and change over time using sequential order and context of events. 8.3.7.A, Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. 8.3.7.B, Examine the importance of significant historical documents, artifacts, and places critical to United States history. 8.3.7.C, Compare how continuity and	boycott, Currency act, duty, grievance, militia, Proclamation of 1763, Quartering Act, repeal, revenue, Sons of Liberty, Stamp Act, Sugar Act, tyranny Boston Massacre, Boston Tea Party, committee of correspondence, Tea Act, Townshend Acts, writ of assistance First	Textbook American Stories: Beginnings to 1877 Primary Source Analysis Readings Research Discussions Presentations 1776 - Video Johnny Tremain - Esther Forbes Novel Study & Video Declaration of Independence - Interactive Analysis	**Section Quizzes** **Unit Projects** **Unit Assessment**	Problem-Solver Responsible Leader Empathetic Critical-Thinker Creative Confident Communitative Collaborative Adaptable

	change have impacted U.S. history: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations 8.3.7.D, Examine conflict and cooperation among groups and organizations in U.S. history: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability	Continental Congress, Intolerable Acts, Loyalist, minutemen, Patriot artillery, Continental Army, Declaration of Independence, drumlin, earthwork, geology, Hessian, Second Continental Congress, terrain, unalienable right			

Traits of a Civilization

- Cities-
  - Growth of Civilization (early man - advanced empires, etc.)
- Complex Institutions
  - Government- the creation of government - Greece and Rome)
  - Religion- Polytheism-Monotheism
- Specialized Workers
  - Agriculture
  - Trade
  - Social Structure
- Advanced Technology
  - Contributed to the growth of society
- Record Keeping
  - Writing

Early Civilization Jigsaw

For each unit:
Geography/Government
Religion
Achievements
People/Politics
Economics/Trade
Society

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