

7th Grade Social Studies



Bundle and Pacing

Unit 1: Medieval Europe

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| Length | 7 Weeks |
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| Standards | Priority/ Supporting |
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| 7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment. | Priority Standard |
| 7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries. | Priority Standard |
| 7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600 | Priority Standard |
| 7.C.CP.1 Compare political institutions and their impacts on people in empires between 600- 1600. | Supporting Standard |
| 7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600. | Supporting Standard |
| 7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources. | Supporting Standard |
| 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. | Supporting Standard |



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| <p>7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.</p> | Supporting Standard |
| <p>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> | Supporting Standard |
| <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> | Supporting Standard |
| <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> | Supporting Standard |
| <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> | Supporting Standard |



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| <p>7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines</p> | <p>Supporting Standard</p> |
| <p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600- 1600.</p> | <p>Supporting Standard</p> |
| <p>7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.</p> | <p>Supporting Standard</p> |



Unit 2: Islam During Medieval Time

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| Length | 3 Weeks |
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| Standards | Priority/ Supporting |
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| <p>7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources</p> | Priority Standard |
| <p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600</p> | Priority Standard |
| <p>7.E.IC.1 Analyze how economic choices were made based on scarcity.</p> | Supporting Standard |
| <p>7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> | Supporting Standard |
| <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p> | Supporting Standard |
| <p>7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.</p> | Supporting Standard |
| <p>7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.</p> | Supporting Standard |



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| <p>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines</p> | <p>Supporting Standard</p> |



Unit 3: Kingdoms of West Africa

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| Length | 3 Weeks |
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| Standards | Priority/ Supporting |
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| 7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets. | Priority Standard |
| 7.G.HE.1 Examine how physical geography influenced the societies and empires of AfroEurasia and the Americas between 600-1600. | Priority Standard |
| 7.E.MI.1 Analyze the role of consumers and producers in product markets. | Supporting Standard |
| 7.E.MI.2 Analyze the relationship between supply and demand. | Supporting Standard |
| 7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services. | Supporting Standard |
| 7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services. | Supporting Standard |
| 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. | Supporting Standard |
| 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. | Supporting Standard |



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| <p>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> | Supporting Standard |
| <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> | Supporting Standard |
| <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> | Supporting Standard |
| <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> | Supporting Standard |
| <p>7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines</p> | Supporting Standard |



Unit 4: China

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| Length | 3 Weeks |
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| Standards | Priority/ Supporting |
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| 7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600. | Priority Standard |
| 7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450. | Priority Standard |
| 7.E.MI.1 Analyze the role of consumers and producers in product markets. | Supporting Standard |
| 7.E.MI.2 Analyze the relationship between supply and demand. | Supporting Standard |
| 7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services. | Supporting Standard |
| 7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources. | Supporting Standard |
| 7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600. | Supporting Standard |



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| <p>7.C.PR.1 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.</p> | Supporting Standard |
| <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.</p> | Supporting Standard |
| <p>7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.</p> | Supporting Standard |
| <p>7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.</p> | Supporting Standard |
| <p>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> | Supporting Standard |



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| <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines</p> | <p>Supporting Standard</p> |



Unit 5: Japan

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| Length | 3 Weeks |
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| Standards | Priority/ Supporting |
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| 7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600. | Priority Standard |
| 7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600. | Priority Standard |
| 7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600. | Supporting Standard |
| 7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600. | Supporting Standard |
| 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. | Supporting Standard |
| 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. | Supporting Standard |
| 7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions. | Supporting Standard |



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| <p>7.I.U.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.U.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.U.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines</p> | <p>Supporting Standard</p> |



Unit 6: Europe's Renaissance & Reformation

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| Length | 6 Weeks |
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| Standards | Priority/ Supporting |
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| 7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600 | Priority Standard |
| 7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions. | Priority Standard |
| 7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600. | Priority Standard |
| 7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment. | Supporting Standard |
| 7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment. | Supporting Standard |
| 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. | Supporting Standard |
| 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. | Supporting Standard |



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| <p>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.</p> | Supporting Standard |
| <p>7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> | Supporting Standard |
| <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> | Supporting Standard |
| <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> | Supporting Standard |
| <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> | Supporting Standard |
| <p>7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines</p> | Supporting Standard |



Unit 7: Europe Enter Modern Age

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| Length | 6 Weeks |
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| Standards | Priority/ Supporting |
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| 7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450. | Priority Standard |
| 7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600. | Priority Standard |
| 7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries. | Priority Standard |
| 7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions. | Supporting Standard |
| 7.E.MI.1 Analyze the role of consumers and producers in product markets. | Supporting Standard |
| 7.E.MI.2 Analyze the relationship between supply and demand. | Supporting Standard |
| 7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services. | Supporting Standard |



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| <p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p> | <p>Supporting Standard</p> |
| <p>7.E.ST.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p> | <p>Supporting Standard</p> |
| <p>7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration</p> | <p>Supporting Standard</p> |
| <p>7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.</p> | <p>Supporting Standard</p> |
| <p>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> | <p>Supporting Standard</p> |
| <p>7.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.UE.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> | <p>Supporting Standard</p> |



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| <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines</p> | <p>Supporting Standard</p> |



Unit 8: Meso-America

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| Length | 4 Weeks |
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| Standards | Priority/ Supporting |
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| 7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources | Priority Standard |
| 7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600. | Priority Standard |
| 7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600. | Supporting Standard |
| 7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600- 1600 impacted the environment in a variety of ways. | Supporting Standard |
| 7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600. | Supporting Standard |
| 7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600. | Supporting Standard |
| 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600 | Supporting Standard |
| 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. | Supporting Standard |



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| <p>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> | <p>Supporting Standard</p> |
| <p>7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines</p> | <p>Supporting Standard</p> |

