

# Wallenpaupack Area School District Planned Course Curriculum Guide

## Social Studies

### 7<sup>th</sup> Grade Social Studies

#### Course Description:

The seventh-grade social studies curriculum provides students with a strong understanding of the foundation of government, and the accompanying framework that explains the purpose of government, different types of government as well as how this plays out in 21<sup>st</sup> century civics. The curriculum also provides an understanding of world history from the fall of the Roman Empire to the Age of Exploration. Topics covered include the Middle Ages, the Bubonic Plague, the Renaissance, Protestant Reformation, Age of Enlightenment, Age of Discovery, and Age of Exploration as pilgrims traveled across oceans in search of free land.

#### Revision Date:

September 2023

This PCCG is designed as an ACTIVE document capable of technological modification as required.

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: 7<sup>th</sup> Grade Social Studies</b>	<b>GRADE/S: 7<sup>th</sup> Grade</b>
<b>UNIT 1: Governments</b>	<b>TIMEFRAME: 4 weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

**5.1.7.A – Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.**

**5.1.7.B: Identify the different types of government and the processes they use in making laws.**

**5.1.7.C: Explain how the principles and ideas shape local, state, and national government.**

- Liberty/Freedom
- Democracy
- Justice
- Equality

**5.1.7.F: Describe how the media uses political symbols to influence public opinion.**

**5.1.9.A.: Identify and explain the major arguments advanced for the necessity of government.**

**5.1.9.B.: Describe historical examples of the importance of the rule of law.**

**5.1.9.C.: Analyze the principles and ideals that shape government.**

**5.1.9.I.: Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government.**

**5.2.7.B: Compare the methods citizens use to resolve conflicts in society and government.**

**5.2.7.C: Describe the role of political leadership and public service.**

**5.2.7.D: Describe the citizen’s role in the political process.**

**5.2.9.A. – Contrast the essential rights and responsibilities of citizens in systems of government (Autocracy, Democracy, Oligarchy, Republic).**

**5.2.9.G. – Analyze political and civic participation in government and society.**

**5.3.7.A: Compare and contrast the responsibilities and powers of the three branches of government.**

**5.3.7.C: Describe how local, state, and national governments provide services.**

**5.3.7.J: Identify several types of governments.**

**5.3.9.K.: Identify and explain systems of government.**

**5.4.7.B: Describe how countries coexist in the world community.**

**UNIT OBJECTIVES (SWBATS):**

- Students will be able to identify and define at least eight types of governments.
- Students will be able to compare and contrast different types of governments.
- Students will be able to explain why certain governments work in certain parts of the world and not in other parts of the world.
- Students will be able to explain the four roles of government.
- Students will be able to explain what is needed for a place to become a state/country.
- Students will be able to explain all three branches of the U.S. government and explain the importance of a separation of powers.
- Students will be able to compare and contrast philosophers’ views of early politics.
- Students will be able to explain the five ways of limiting government, including rule of law.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

**ANCHOR VOCABULARY:**

Anarchy	Junta	Rule of Law
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Democracy	Monarchy	Consent of the Governed
Direct Democracy	Oligarchy	Separation of Power
Representative Democracy	Theocracy	Rights of the Minority
Dictatorship		Constitution
<b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> </ul>		
<b>EVIDENCE OF MASTERY:</b> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Teacher/Department generated Exams/quizzes.</li> <li>• Mastery is demonstrated by the passing of the course.</li> </ul>		
<b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b> <b>Remediation:</b> <ul style="list-style-type: none"> <li>• Appropriate accommodations based on the student's IEP/504 Plan</li> <li>• Study guides by Unit</li> <li>• Explicit modeling followed by systematic guided practice.</li> </ul> <b>Extension:</b> <ul style="list-style-type: none"> <li>• Assign narrative selections that are appropriate level of student comprehension.</li> <li>• Extending skills to the next level of complexity</li> <li>• Individualized enriched assignments and activities</li> </ul>		
<b>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</b> <ul style="list-style-type: none"> <li>• Discovery Education Techbook</li> <li>• Teacher Created Resources</li> <li>• Maps</li> <li>• Primary Sources</li> <li>• Notes / Lecture</li> <li>• Student Group Work</li> <li>• Student Worksheets</li> <li>• Internet: iCivics.org</li> <li>• Power Point Presentation</li> <li>• Videotape/DVD</li> </ul>		
<b>RESOURCE SPECIFIC VOCABULARY:</b> Thomas Hobbes John Locke State of Nature Blank Slate Natural Rights		

Wallenpaupack Area School District Curriculum

COURSE: 7<sup>th</sup> Grade Social Studies

GRADE/S: 7<sup>th</sup> Grade

UNIT 2: The Middle Ages

TIMEFRAME: 18 weeks

**PA COMMON CORE/NATIONAL STANDARDS:**

5.2.7.D - Describe the citizen's role in the political process.

5.3.7.J - Identify various types of governments.

5.4.7.A - Identify how countries have varying interests.

6.1.7.A - Explain how limited resources and unlimited wants cause scarcity.

6.1.7.B - Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services.

6.2.7.A - Describe the interaction of consumers and producers of goods and services in the state and national economy.

6.2.7.D - Explain the effects that changes in price have on buyers and sellers.

6.3.7.C - Explain the cost and benefits of taxation.

6.3.7.D - Identify how governments limit or promote international trade.

6.4.7.A - Explain why people specialize in the production of goods and services and divide labor.

6.4.7.D - Explain how transportation, communication networks, and technology contribute to economic interdependence.

6.5.7.A - Describe how people are compensated for their production of goods and services.

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

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.B - Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C - Differentiate how continuity and change have impacted world history.

- Belief systems and religions, commerce and industry, technology, politics, 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.

**UNIT OBJECTIVES (SWBATS):**

- Students will be able to explain the cause of the fall of the Roman Empire and how that event marked the start of the Middle Ages.
- Students will be able to explain fiefdom and will be able to explain how a fief is self-sufficient.
- Students will be able to identify the roles that make up a feudal pyramid and will be able to explain how each class of citizens is reliant on another.
- Students will be able to recognize the role that religion played throughout the Middle Ages.
- Students will be able to compare and contrast wars of the Middle Ages, noting causes, important events, and outcomes.
- Students will be able to explain the shift of power that took place throughout the Middle Ages.
- Students will be able to explain why the Magna Carta is a significant document that influenced human rights throughout history.
- Students will be able to identify causes and effects of the bubonic plague.

- Students will be able to explain how the plague led to the Renaissance.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

**ANCHOR VOCABULARY:**

Fief	Tsar	Feudalism
Manorialism	Emperor	Bubonic Plague
Nation States	Merchant	Chivalry
Magna Carta	Christianity	Byzantine Empire
Spanish Inquisition	Crusades	Medieval

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Homework
- Tests
- Quizzes
- Projects

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

- Formative Assessments
- Teacher/Department generated Exams/quizzes.
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

**Remediation:**

- Appropriate accommodations based on the student's IEP/504 Plan
- Study guides by Unit / Guided notes by lesson
- Explicit modeling followed by systematic guided practice.

**Extension:**

- Assign narrative selections that are appropriate level of student comprehension.
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Discovery Education Techbook
- Teacher Created Resources
- Maps
- Primary Sources
- Notes / Lecture
- Student Group Work
- Student Worksheets
- Internet
- Power Point Presentation

**RESOURCE SPECIFIC VOCABULARY:**

Self-sufficient	Flagellants	William of Normandy
King / Queen	Black Death	King Harold
Lord	Charlemagne	Queen Isabella
Noble	Principalities	King Ferdinand

<b>Knight</b>	<b>Joan of Arc</b>	<b>Heresy</b>
<b>Peasant</b>	<b>Ivan the Terrible</b>	<b>Theocracy</b>
<b>Serf</b>	<b>Russia</b>	<b>Monarchy</b>

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: 7<sup>th</sup> Grade Social Studies</b>	<b>GRADE/S: 7<sup>th</sup> Grade</b>
<b>UNIT 3: The Renaissance</b>	<b>TIMEFRAME: 4-5 weeks</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p><b>7.1.9.B.3. - How culture and experience influence perceptions of places and regions.</b></p> <p><b>7.3.9.A.1. - Explain the human characteristics of places and regions by their population characteristics.</b></p> <p><b>7.3.9.A.3. - Effects of several types and patterns of human movement: mobility (e.g., travel for business); Migration (e.g., rural to urban, short term vs. long term, critical distance).</b></p> <p><b>7.3.9.B.1. - Ethnicity of people at national levels (e.g., customs, celebrations, languages, religions).</b></p> <p><b>7.3.9.D.2. - Factors that shape spatial patterns of economic activity both nationally and internationally (e.g., comparative advantage in location of economic activities; changes in resource trade; disruption of trade flows).</b></p> <p><b>7.3.9.D.3. – Technological changes that affect the definitions of, access to, and use of natural resources (e.g., the role of exploration, extraction, use and depletion of resources).</b></p> <p><b>7.4.9.A. – Explain the impacts of physical systems on people.</b></p> <p><b>7.4.9.B.1. – Forces by which people modify the physical environment (e.g., increasing population; new agricultural techniques; industrial processes and pollution).</b></p> <p><b>8.1.9.A. – Analyze chronological thinking: difference between past, present, and future; sequential order of historical narrative; data presented in timelines; continuity and change; context for events.</b></p> <p><b>8.1.9.B. – Analyze and interpret historical sources: literal meaning of historical passages; date in historical and contemporary maps, graphs, and tables; different historical perspectives; data from maps, graphs and tables; visual data presented in historical evidence.</b></p> <p><b>8.1.9.C. – Analyze the fundamentals of historical interpretation: fact versus opinion; reasons/causes for multiple points of view; illustrations in historical documents and stories; causes and results; author or source used to develop historical narratives.</b></p> <p><b>8.1.9.D. – Analyze and interpret historical research: historical event (time and place); facts, folklore, and fiction; historical questions; primary sources; secondary sources; conclusions (e.g., History Day projects, mock trials, speeches); Credibility of evidence.</b></p> <p><b>8.4.9.A. – Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500.</b></p> <p><b>8.4.9.A.1. – Political and Military Leaders (Saladin, William the Conqueror)</b></p> <p><b>8.4.9.A.2. – Cultural and Commercial Leaders (e.g., Medici Family)</b></p> <p><b>8.4.9.A.3. – Innovators and Reformers (e.g., Leonardo da Vinci, Raphael, Galileo, Dante, Gutenberg)</b></p> <p><b>8.4.9.B. – Analyze historical documents, material artifacts and historic sites important to world history before 1500.</b></p> <p><b>8.4.9.B.1. – Documents, Writings, and Oral Traditions (e.g., Magna Carta)</b></p> <p><b>8.4.9.B.3. – Historic Districts (e.g., Rome, Florence, Vatican City).</b></p> <p><b>8.4.9.C. – Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.</b></p> <p><b>8.4.9.D. – Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia, and Europe: Domestic Instability; Ethnic and Racial Relations; Labor Relations; Immigration and Migration; Military Conflicts.</b></p> <p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain the transition from the end of the Bubonic Plague to the start of the Renaissance.</li> </ul>
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- Students will be able to explain the difference between individualism and humanism and how this impact changed the course of religion in the Renaissance.
- Students will be able to identify three or more artists, inventors, and philosophers that were influential to the Renaissance movement.
- Students will be able to define the Renaissance and explain why the timing of the Renaissance was so important for world history.
- Students will be able to explain what started to happen towards the end of the Renaissance that changed religion once again, leading into the Protestant Reformation.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

**ANCHOR VOCABULARY:**

Renaissance                      Architecture                      Apprentice                      Astronomy                      Telescope

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Homework
- Tests
- Quizzes
- Projects

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

- Formative Assessments
- Teacher/Department generated Exams/quizzes.
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

**Remediation:**

- Appropriate accommodations based on the student’s IEP/504 Plan
- Study guides by Unit
- Explicit modeling followed by systematic guided practice.

**Extension:**

- Assign narrative selections that are appropriate level of student comprehension.
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Discovery Education Techbook
- Teacher Created Resources
- Maps
- Primary Sources
- Notes / Lecture
- Student Group Work
- Student Worksheets
- Internet
- Power Point Presentation
- Videotape/DVD

**RESOURCE SPECIFIC VOCABULARY:**

Individualism Raphael Michelangelo	Humanism Dante Sistine Chapel	Patron Thomas More Donatello	Copernicus Utopia	Leonardo da Vinci Johannes Gutenberg	Medici Family William Shakespeare
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Wallenpaupack Area School District Curriculum	
COURSE: 7 <sup>th</sup> Grade Social Studies	GRADE/S: 7 <sup>th</sup> Grade
UNIT 4: Protestant Reformation	TIMEFRAME: 1 week

**PA COMMON CORE/NATIONAL STANDARDS:**

5.2.7.A. – Compare and contrast the rights and responsibilities of citizenship in the community, state, and nation.

5.2.7.B. – Compare the methods citizens use to resolve conflicts in society and government.

7.1.9.B.2. – How characteristics contribute to regional changes (e.g., economic development, accessibility, demographic change).

7.1.9.B.3. – How culture and experience influence perceptions of places and regions.

7.3.9.B.2. – Culture distribution (e.g., ethnic enclaves and neighborhoods).

7.3.9.B.3. – Culture diffusion (e.g., acculturation and assimilation, cultural revivals of language)

8.1.9.D. – Analyze and interpret historical research: historical event (time and place); facts, folklore, and fiction; historical questions; primary sources; secondary sources; conclusions (e.g., History Day projects, mock trials, speeches); Credibility of evidence.

8.2.9.A.4. – Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott).

8.2.9.C.1. – Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences).

8.4.9.C. – Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women before 1500; Africa; Americas; Asia; Europe.

**UNIT OBJECTIVES (SWBATS):**

- Students will be able to explain how the Protestant Reformation led to peoples' desire to come to America.
- Students will be able to explain the role Martin Luther played in the Protestant Reformation.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

**ANCHOR VOCABULARY:**

Exploration	Silk Road	Colonies
Navigational Tools	Sailors	Slavery
Goods	Trade	Pirates
Voyage	Conquistador	Barter
Expedition		

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Homework
- Tests
- Quizzes
- Projects

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

- Formative Assessments
- Teacher/Department generated Exams/quizzes.



- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

**Remediation:**

- Appropriate accommodations based on the student's IEP/504 Plan
- Study guides by Unit
- Explicit modeling followed by systematic guided practice.

**Extension:**

- Assign narrative selections that are appropriate level of student comprehension.
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Discovery Education Techbook
- Teacher Created Resources
- Maps
- Primary Sources
- Notes / Lecture
- Student Group Work
- Student Worksheets
- Internet
- Power Point Presentation

**RESOURCE SPECIFIC VOCABULARY:**

Christopher Columbus	Amerigo Vespucci	Ferdinand Magellan
Compass	Mayflower Compact	Astrolabe
Missionary	Caravel	Vasco da Gama
Bartolomeu Dias	Dutch East India Company	Cape Town
Encomienda	Jamestown	Plymouth
Roanoke	Tobacco	

**Wallenpaupack Area School District Curriculum**

**COURSE:** 7<sup>th</sup> Grade Social Studies

**GRADE/S:** 7<sup>th</sup> Grade

**UNIT 5:** The Age of Exploration

**TIMEFRAME:** 4 weeks

**PA COMMON CORE/NATIONAL STANDARDS:**

**6.5.7.A - Describe how people are compensated for their production of goods and services.**

**7.3.7.A - Describe the human characteristics of places and regions using the following criteria:**

- Population
- Culture
- Settlement
- Economic activities
- Political activities

**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 change have impacted U.S. history.**

- Belief systems and religions
- Commerce and industry

- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.4.7.A - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.D - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

**UNIT OBJECTIVES (SWBATS):**

- Students will be able to explain the role that government played in the discovery of new lands.
- Students will be able to identify the main reasons that drove colonists to America.
- Students will be able to explain how the Renaissance led to the age of exploration through the use of inventions and navigational tools.
- Students will be able to explain how triangular trade works and the impact it had on the global economy.
- Students will be able to identify at least four explorers during the Age of Exploration.
- Students will be able to explain the significance of the Mayflower Compact.
- Students will be able to compare and contrast Jamestown, Plymouth, and Roanoke colonies.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

**ANCHOR VOCABULARY:**

Exploration	Silk Road	Colonies
Navigational Tools	Sailors	Slavery
Goods	Trade	Pirates
Voyage	Conquistador	Barter
Expedition		

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Homework
- Tests
- Quizzes
- Projects

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

- Formative Assessments
- Teacher/Department generated Exams/quizzes.
- Mastery is demonstrated by the passing of the course.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

**Remediation:**

- Appropriate accommodations based on the student's IEP/504 Plan
- Study guides by Unit
- Explicit modeling followed by systematic guided practice.

**Extension:**

- Assign narrative selections that are appropriate level of student comprehension.
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- **Discovery Education Techbook**
- **Teacher Created Resources**
- **Maps**
- **Primary Sources**
- **Notes / Lecture**
- **Student Group Work**
- **Student Worksheets**
- **Internet**
- **Power Point Presentation**

**RESOURCE SPECIFIC VOCABULARY:**

**Christopher Columbus**

**Compass**

**Missionary**

**Bartolomeu Dias**

**Encomienda**

**Roanoke**

**Amerigo Vespucci**

**Mayflower Compact**

**Caravel**

**Dutch East India Company**

**Jamestown**

**Tobacco**

**Ferdinand Magellan**

**Astrolabe**

**Vasco da Gama**

**Cape Town**

**Plymouth**