

Adair County Middle School

2019-2020

7th Grade [Social Studies STANDARDS](#) / PACING GUIDE

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7th Grade - Development of Civilizations Kentucky Academic Standards

Introduction: The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Seventh graders continue to work toward this goal by examining how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600 - 1600. Seventh graders will compare political institutions and their impacts on people in empires. Students will compare how different economic systems choose to allocate the production, distribution and consumption of resources. Students will examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration. Students will evaluate the political, geographic, economic and social impact of the expansion of empires during this period. Grounding students' understanding of large empires in examples from across the entire globe, students will see how the accomplishments, developments, conflicts, migrations and interactions of the early modern world establish the foundations of modern society.

Key Vocabulary: May include, but not limited to: Afro-Eurasia, empire, global interconnectedness, global market, Indian Ocean Maritime System, Mesoamerica, migration, conquest, Renaissance, Scientific Revolution, Silk Roads

Looking Back, Looking Ahead: Connections Grade 6 and 8

In grade 6, students investigate the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires between 3500 BCE - 600 CE. In grade 7, students will examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas. In grade 8, students investigate of how conflict and compromise impacted the founding and development of the United States from 1600 - 1877.

[Sample Evidence of Learning](#)

Opportunities for Cross Disciplinary Connections

The KAS for Social Studies provided opportunities to engage with other content areas. For example, a teacher can connect the KAS for Social Studies and the KAS for Reading and Writing by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to analyze the interactions between individuals, events and ideas over the course of a text. They could determine the perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others. They can identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. Students could also analyze how two or more authors writing about the same topic, such as technology's impact on civilization, present key information by emphasizing different evidence or advancing different interpretations of facts.

They could compose explanatory texts to examine a topic, such as the strengths and weaknesses of technology's impact on the growth and expansion of civilizations, conveying ideas, concepts and information through the selection, organization and analysis of relevant content. Students could compose arguments with clear reasons and relevant evidence 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.

| Grade by Grade Indicators | Learning Target We are learning | Window of Instruction (weeks) | Essential Vocabulary |
|---|---|---------------------------------------|--|
| The Middle Ages | | | |
| <p><u>Civics</u> 7.C.CP.1 Compare political institutions and their impacts on people in empires between 600 - 1600.</p> <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600</p> | <p>...that depending on time and place , people had a variety of roles to play within their governments during the Middle Ages.</p> <p>...to compare the rights of subjects(people) during the Middle Ages.</p> <p>...to compare the roles and responsibilities of subjects (people) during the early Middle Ages.</p> <p>...that law codes were created to maintain order and meet the needs of the subjects during the Middle Ages.</p> | <p>Weeks 1-6 (6 weeks)</p> | <p>Eurasia topography Middle Age medieval Monks Manor knights vassals feudalism serfs vikings Monasteries Pope King</p> |

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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> <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>...how early empires concentrated the power of the government in one person.</p> <p>...how the leader of the empire maintained order and justice over his/her subjects(people) during the Middle Ages.</p> | | <p>excommunicate authority Charlemagne Orthodox Church crusade Holy Land natural law Magna Carta heresy Black Death bubonic plague Hundred Years' War Spanish Inquisition Joan of Arc Bible Christianity Habeas corpus</p> |
| <p><u>Economics</u></p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.MI.2 Analyze the relationship between supply and demand.</p> <p>7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p> | <p>...what the role of consumers and producers are in product markets.</p> <p>...what the relationship between supply and demand was during the Middle Ages.</p> <p>...how to order (categorize) the four factors of production</p> <p>...how the four factors (land, labor, capital and entrepreneurship are combined to make goods and deliver services.</p> | | |

7.E.MA.1 Compare the economic development of traditional and market economies.

7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.

7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.

7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.

7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.

7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600 - 1450.

7.E.IC.1 Analyze how the economic choices were made based on scarcity.

7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.

...about the impact of specialization upon trade and the cost of goods and services during the Middle Ages.

...explain how advances in technology improved standards of living during the Middle Ages.

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| <p><u>Geography</u></p> <p>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.</p> <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> <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>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> | <p>...how various factors influenced movement, both voluntary and forced migration during the Middle Ages.</p> <p>...how cooperation and conflict within and among the societies influenced the division and control of land and resources during the Middle Ages.</p> <p>...how one culture can both positively and negatively influence another during the Middle Ages.</p> <p>...the physical geography influenced the societies and empires during the Middle Ages.</p> | | |

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| <p>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.</p> <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> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | <p>...about how societies and empires impacted the environment during the Middle Ages.</p> <p>...about the spatial organization of people, places and environments found in the societies and empires during the Middle Ages.</p> <p>...how to use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | | |
| <p><u>History</u></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>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p> | <p>...about the changes resulting from increased interactions and connections during the Middle Ages.</p> <p>...how to evaluate the political, geographic, economic and social impact of the expansion of empires during the Middle Ages.</p> | | |

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| <p>7.H.CO.1 Explain how religion influenced state-building trade and cultural interactions between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p> | <p>...how religion influenced trade and cultural interactions during the Middle Ages.</p> <p>...about the various motives for expansion among multiple empires during the Middle Ages.</p> | | |
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| <p>Grade by Grade Indicators</p> | <p>Learning Target We are learning</p> | <p>Window of Instruction (weeks)</p> | <p>Essential Vocabulary</p> |

World Religions

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| <p><u>Civics</u></p> <p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600 - 1600.</p> <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600</p> <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> | <p>...that depending on time and place , people had a variety of roles to play within their governments in the Islamic World.</p> <p>...to compare the rights of subjects(people) in the Islamic World.</p> <p>...to compare the roles and responsibilities of subjects (people) in the Islamic World .</p> <p>...that law codes were created to maintain order and meet the needs of the subjects in the Islamic World.</p> <p>...how early empires concentrated the power of the government in one person.</p> | <p>Weeks 6 - 9 (4 weeks)</p> | <p>oasis caravan Muhammad Islam Muslim Qur'an pilgrimage mosque jihad Five Pillars of Islam caliph shah Shia Sunni Sufism patrons minaret Nomads</p> |
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| <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>...how the leader of the empire maintained order and justice over his/her subjects(people) in the Islamic World .</p> | | <p>caravan Calligraphy</p> <p>World Religions Unit 2 B Vocabulary</p> <p>Christianity Jesus of Nazareth Bible crucifixion Resurrection disciples Messiah Paul of Tarsus persecution Judaism Abraham Ten Commandments diaspora monotheism synagogue prophets rabbis Passover Moses Exodus</p> |
| <p><u>Economics</u></p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.MI.2 Analyze the relationship between supply and demand.</p> | <p>...what the role of consumers and producers are in product markets.</p> <p>...what the relationship between supply and demand was in the Islamic World.</p> | | |

7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.

7.E.MA.1 Compare the economic development of traditional and market economies.

7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.

7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.

7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.

7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.

7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600 - 1450.

7.E.IC.1 Analyze how the economic choices were made based on scarcity.

...how to order (categorize) the four factors of production.

...how the four factors (land, labor, capital and entrepreneurship are combined to make goods and deliver services.

...about the impact of specialization upon trade and the cost of goods and services in the Islamic World .

...explain how advances in technology improved standards of living in the Islamic World .

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| <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of</p> <p><u>Geography</u></p> <p>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.</p> <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> <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>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>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.</p> | <p>...how various factors influenced movement, both voluntary and forced migration in the Islamic World.</p> <p>...how cooperation and conflict within and among the societies influenced the division and control of land and resources in the Islamic World.</p> <p>...how one culture can both positively and negatively influence another in the Islamic World.</p> <p>...the physical geography influenced the societies and empires in the Islamic World.</p> <p>...about how societies and empires impacted the environment in the Islamic World.</p> | | |
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| <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> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | <p>...about the spatial organization of people, places and environments found in the societies and empires in the Islamic World.</p> <p>...how to use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | | |
| <p><u>History</u></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>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p> <p>7.H.CO.1 Explain how religion influenced state-building trade and cultural interactions between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple</p> | <p>...about the changes resulting from increased interactions and connections in the Islamic World.</p> <p>...how to evaluate the political, geographic, economic and social impact of the expansion of empires in the Islamic World.</p> <p>...how religion influenced trade and cultural interactions in the Islamic World.</p> <p>...about the various motives for expansion among multiple empires in the Islamic World.</p> | | |

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| empires between 600-1600. | | | |
| Grade by Grade Indicators | Learning Target We are learning to..... | Window of Instruction (weeks) | Essential Vocabulary |
| Empires of Asia | | | |
| <p><u>Civics</u></p> <p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600 - 1600.</p> <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600</p> <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> <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>...that depending on time and place , people had a variety of roles to play within their governments during the various empires of Asia.</p> <p>...to compare the rights of subjects(people) during the various empires of Asia.</p> <p>...to compare the roles and responsibilities of subjects (people) during the early various empires of Asia.</p> <p>...that law codes were created to maintain order and meet the needs of the subjects during the various empires of Asia.</p> <p>...how early Asian empires concentrated the power of the government in one person.</p> <p>...how the leader of each empire maintained order and justice over his/her subjects(people) during the various empires of Asia .</p> | <p>Weeks 10-15 (6 weeks)</p> | <p>Grand Canal porcelain Woodblock Printing Gunpowder Compass Isolationism Buddhism Confucianism Shinto Clans Regent Zen Daimyo Samurai Figurehead shogun</p> |

Economics

7.E.MI.1 Analyze the role of consumers and producers in product markets.

7.E.MI.2 Analyze the relationship between supply and demand.

7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.

7.E.MA.1 Compare the economic development of traditional and market economies.

7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.

7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.

7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.

7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.

7.E.ST.4 Analyze the interregional

...what the role of consumers and producers are in product markets.

...what the relationship between supply and demand was during the various empires of Asia.

...how to order (categorize) the four factors of production

...how the four factors (land, labor, capital and entrepreneurship are combined to make goods and deliver services.

...about the impact of specialization upon trade and the cost of goods and services during the various empires of Asia.

...explain how advances in technology improved standards of living during the various empires of Asia.

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| <p>trading systems of the Americas, Africa, Asia and Europe between 600 - 1450.</p> <p>7.E.IC.1 Analyze how the economic choices were made based on scarcity.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of</p> | | | |
| <p><u>Geography</u></p> <p>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.</p> <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> <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>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the</p> | <p>...how various factors influenced movement, both voluntary and forced migration during the various empires of Asia.</p> <p>...how cooperation and conflict within and among the societies influenced the division and control of land and resources during the various empires of Asia.</p> <p>...how one culture can both positively and negatively influence another during the various empires of Asia.</p> <p>...the physical geography influenced the societies and empires during the various empires of Asia.</p> | | |

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| <p>Americas between 600-1600.</p> <p>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.</p> <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> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | <p>...about how societies and empires impacted the environment during the various empires of Asia.</p> <p>...about the spatial organization of people, places and environments found in the societies and empires during the various empires of Asia.</p> <p>...how to use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | | |
| <p><u>History</u></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>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p> | <p>...about the changes resulting from increased interactions and connections during the various empires of Asia.</p> <p>...how to evaluate the political, geographic, economic and social impact of the expansion of empires during the various empires of Asia.</p> | | |

| <p>7.H.CO.1 Explain how religion influenced state-building trade and cultural interactions between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p> | <p>...how religion influenced trade and cultural interactions during the various empires of Asia.</p> <p>...about the various motives for expansion among multiple empires during the various empires of Asia.</p> | | |
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| <p>Grade by Grade Indicators</p> | <p>Learning Target We are learning to.....</p> | <p>Window of Instruction (weeks)</p> | <p>Essential Vocabulary</p> |
| <p>African Kingdoms</p> | | | |
| <p><u>Civics</u></p> <p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600 - 1600.</p> <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600</p> <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> <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>...that depending on time and place , people had a variety of roles to play within their governments during various African Kingdoms.</p> <p>...to compare the rights of subjects(people) during various African Kingdoms.</p> <p>...to compare the roles and responsibilities of subjects (people) during various African Kingdoms.</p> <p>...that law codes were created to maintain order and meet the needs of the subjects during various African Kingdoms.</p> <p>...how early African empires concentrated the power of the government in one person.</p> <p>...how the leader of the empire maintained order and justice over his/her subjects(people) during various African Kingdoms.</p> | <p>Weeks 16-18 (3 weeks)</p> | <p>Rifts sub-Saharan Africa Sahel Savannah Rain forests Extended family Animism Silent barter Oral history Griots Proverbs Kente</p> |

Economics

7.E.MI.1 Analyze the role of consumers and producers in product markets.

7.E.MI.2 Analyze the relationship between supply and demand.

7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.

7.E.MA.1 Compare the economic development of traditional and market economies.

7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.

7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.

7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.

7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.

7.E.ST.4 Analyze the interregional

...what the role of consumers and producers are in product markets.

...what the relationship between supply and demand was during various African Kingdoms.

...how to order (categorize) the four factors of production.

...how the four factors (land, labor, capital and entrepreneurship are combined to make goods and deliver services.

...about the impact of specialization upon trade and the cost of goods and services during various African Kingdoms.

...explain how advances in technology improved standards of living during various African Kingdoms.

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| <p>trading systems of the Americas, Africa, Asia and Europe between 600 - 1450.</p> <p>7.E.IC.1 Analyze how the economic choices were made based on scarcity.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of</p> | | | |
| <p><u>Geography</u></p> <p>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.</p> <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> <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>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the</p> | <p>...how various factors influenced movement, both voluntary and forced migration during various African Kingdoms.</p> <p>...how cooperation and conflict within and among the societies influenced the division and control of land and resources during various African Kingdoms.</p> <p>...how one culture can both positively and negatively influence another during various African Kingdoms.</p> <p>...the physical geography influenced the societies and empires during various African Kingdoms.</p> | | |

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| <p>Americas between 600-1600.</p> <p>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.</p> <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> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | <p>...about how societies and empires impacted the environment during various African Kingdoms.</p> <p>...about the spatial organization of people, places and environments found in the societies and empires during various African Kingdoms.</p> <p>...how to use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | | |
| <p><u>History</u></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>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p> | <p>...about the changes resulting from increased interactions and connections during various African Kingdoms.</p> <p>...how to evaluate the political, geographic, economic and social impact of the expansion of empires during various African Kingdoms.</p> | | |

| <p>7.H.CO.1 Explain how religion influenced state-building trade and cultural interactions between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p> | <p>...how religion influenced trade and cultural interactions during various African Kingdoms.</p> <p>...about the various motives for expansion among multiple empires during various African Kingdoms.</p> | | |
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| Grade by Grade Indicators | Learning Target We are learning to..... | Window of Instruction (weeks) | Essential Vocabulary |
| <h2>Early Americas</h2> | | | |
| <p><u>Civics</u></p> <p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600 - 1600.</p> <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600</p> <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> <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>...that depending on time and place , people had a variety of roles to play within their governments during the Early Americas.</p> <p>...to compare the rights of subjects(people) during the Early Americas.</p> <p>...to compare the roles and responsibilities of subjects (people) during the early Early Americas.</p> <p>...that law codes were created to maintain order and meet the needs of the subjects during the Early Americas.</p> <p>...how early American empires concentrated the power of the government in one person.</p> <p>...how the leader of the empire maintained order and justice over his/her subjects(people) during the Early Americas.</p> | <p>Weeks 19-23 (5 weeks)</p> | <p>Maize Observatories Causeways Conquistadors Hernan Cortes Moctezuma II Masonry Atahualpa Francisco Pizarro Aspect Rebel Motive distribute</p> |

Economics

7.E.MI.1 Analyze the role of consumers and producers in product markets.

7.E.MI.2 Analyze the relationship between supply and demand.

7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.

7.E.MA.1 Compare the economic development of traditional and market economies.

7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.

7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.

7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.

7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.

7.E.ST.4 Analyze the interregional

...what the role of consumers and producers are in product markets.

...what the relationship between supply and demand was during the Early Americas.

...how to order (categorize) the four factors of production

...how the four factors (land, labor, capital and entrepreneurship are combined to make goods and deliver services.

...about the impact of specialization upon trade and the cost of goods and services during the Early Americas.

...explain how advances in technology improved standards of living during the Early Americas.

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| <p>trading systems of the Americas, Africa, Asia and Europe between 600 - 1450.</p> <p>7.E.IC.1 Analyze how the economic choices were made based on scarcity.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of</p> | | | |
| <p><u>Geography</u></p> <p>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.</p> <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> <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>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the</p> | <p>...how various factors influenced movement, both voluntary and forced migration during the Early Americas.</p> <p>...how cooperation and conflict within and among the societies influenced the division and control of land and resources during the Early Americas.</p> <p>...how one culture can both positively and negatively influence another during the Early Americas.</p> <p>...the physical geography influenced the societies and empires during the Early Americas.</p> | | |

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| <p>Americas between 600-1600.</p> <p>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.</p> <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> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | <p>...about how societies and empires impacted the environment during the Early Americas.</p> <p>...about the spatial organization of people, places and environments found in the societies and empires during the Early Americas.</p> <p>...how to use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | | |
| <p><u>History</u></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>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p> | <p>...about the changes resulting from increased interactions and connections during the Early Americas.</p> <p>...how to evaluate the political, geographic, economic and social impact of the expansion of empires during the Early Americas.</p> | | |

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| <p>7.H.CO.1 Explain how religion influenced state-building trade and cultural interactions between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p> | <p>...how religion influenced trade and cultural interactions during the Early Americas.</p> <p>...about the various motives for expansion among multiple empires during the Early Americas.</p> | | |
| <p>Grade by Grade Indicators</p> | <p>Learning Target We are learning to.....</p> | <p>Window of Instruction (weeks)</p> | <p>Essential Vocabulary</p> |
| <p>The Renaissance and Reformation</p> | | | |
| <p><u>Civics</u></p> <p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600 - 1600.</p> <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600</p> <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> <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>...that depending on time and place , people had a variety of roles to play within their governments during the Renaissance and Reformation.</p> <p>...to compare the rights of subjects(people) during the Renaissance and Reformation.</p> <p>...to compare the roles and responsibilities of subjects (people) during the Renaissance and Reformation.</p> <p>...that law codes were created to maintain order and meet the needs of the subjects during the Renaissance and Reformation.</p> <p>...how early kingdoms concentrated the power of the government in one person.</p> <p>...how the leader of the kingdom maintained order and justice over his/her subjects(people) during the Renaissance and Reformation.</p> | <p>Weeks 24-27 (4 weeks)</p> | <p>Marco Polo Renaissance Humanism Machiavelli Michelangelo Leonardo da Vinci Johann Gutenberg Erasmus Shakespeare Reformation Martin Luther Protestants John Calvin Jesuits Federalism Classical Affect Agreement</p> |

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| <p><u>Economics</u></p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.MI.2 Analyze the relationship between supply and demand.</p> <p>7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p> <p>7.E.MA.1 Compare the economic development of traditional and market economies.</p> <p>7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.</p> <p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p> <p>7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p> | <p>...what the role of consumers and producers are in product markets.</p> <p>...what the relationship between supply and demand was during the Renaissance and Reformation.</p> <p>...how to order (categorize) the four factors of production</p> <p>...how the four factors (land, labor, capital and entrepreneurship are combined to make goods and deliver services.</p> <p>...about the impact of specialization upon trade and the cost of goods and services during the Renaissance and Reformation.</p> | | |

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| <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600 - 1450.</p> <p>7.E.IC.1 Analyze how the economic choices were made based on scarcity.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of</p> | <p>...explain how advances in technology improved standards of living during the Renaissance and Reformation.</p> | | |
| <p><u>Geography</u></p> <p>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.</p> <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> <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>7.G.HE.1 Examine how physical</p> | <p>...how various factors influenced movement, both voluntary and forced migration during the Renaissance and Reformation.</p> <p>...how cooperation and conflict within and among the societies influenced the division and control of land and resources during the Renaissance and Reformation.</p> <p>...how one culture can both positively and negatively influence another during the Renaissance and Reformation.</p> | | |

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| <p>geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>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.</p> <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> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | <p>...the physical geography influenced the societies and empires during the Renaissance and Reformation.</p> <p>...about how societies and empires impacted the environment during the Renaissance and Reformation.</p> <p>...about the spatial organization of people, places and environments found in the societies and empires during the Renaissance and Reformation.</p> <p>...how to use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | | |
| <p><u>History</u></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>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social</p> | <p>...about the changes resulting from increased interactions and connections during the Renaissance and Reformation.</p> <p>...how to evaluate the political, geographic, economic and</p> | | |

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| <p>impact of the expansion of empires between 600-1600.</p> <p>7.H.CO.1 Explain how religion influenced state-building trade and cultural interactions between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p> | <p>social impact of the expansion of empires during the Renaissance and Reformation.</p> <p>...how religion influenced trade and cultural interactions during the Renaissance and Reformation.</p> <p>...about the various motives for expansion among multiple empires during the Renaissance and Reformation.</p> | | |
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| <p>Grade by Grade Indicators</p> | <p>Learning Target We are learning to.....</p> | <p>Window of Instruction (weeks)</p> | <p>Essential Vocabulary</p> |
| <p>Age of Exploration</p> | | | |
| <p><u>Civics</u></p> <p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600 - 1600.</p> <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600</p> <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> | <p>...that depending on time and place , people had a variety of roles to play within their governments during the Age of Exploration.</p> <p>...to compare the rights of subjects(people) during the Age of Exploration.</p> <p>...to compare the roles and responsibilities of subjects (people) during the early Age of Exploration.</p> <p>...that law codes were created to maintain order and meet the needs of the subjects during the Age of Exploration.</p> <p>...how early kingdoms concentrated the power of the government in one person.</p> | <p>Weeks 28-36 (9 weeks)</p> | <p>Scientific Revolution Theories Ptolemy Copernicus Galileo Galilei Sir Isaac Newton Scientific method Prince Henry Vasco da Gama Columbus Magellan Circumnavigate Sir Francis Drake Spanish Armada Plantations Mercantilism Capitalism Market economy Logical</p> |

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| <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>...how the leader of the kingdom maintained order and justice over his/her subjects(people) during the Age of Exploration.</p> | | <p>principles</p> |
| <p><u>Economics</u></p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.MI.2 Analyze the relationship between supply and demand.</p> <p>7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p> <p>7.E.MA.1 Compare the economic development of traditional and market economies.</p> <p>7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.</p> <p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p> <p>7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.</p> <p>7.E.ST.3 Explain how growing</p> | <p>...what the role of consumers and producers are in product markets.</p> <p>...what the relationship between supply and demand was during the Age of Exploration.</p> <p>...how to order (categorize) the four factors of production</p> <p>...how the four factors (land, labor, capital and entrepreneurship are combined to make goods and deliver services.</p> | | |

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| <p>interdependence and advances in technology improve standards of living.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600 - 1450.</p> <p>7.E.IC.1 Analyze how the economic choices were made based on scarcity.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of</p> | <p>...about the impact of specialization upon trade and the cost of goods and services during the Age of Exploration.</p> <p>...explain how advances in technology improved standards of living during the Age of Exploration.</p> | | |
| <p><u>Geography</u></p> <p>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.</p> <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> <p>7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships,</p> | <p>...how various factors influenced movement, both voluntary and forced migration during the Age of Exploration.</p> <p>...how cooperation and conflict within and among the societies influenced the division and control of land and resources during the Age of Exploration.</p> <p>...how one culture can both positively and negatively influence another during the Age of Exploration.</p> | | |

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| <p>expansion and exploration.</p> <p>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>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.</p> <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> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | <p>...the physical geography influenced the societies and empires during the Age of Exploration.</p> <p>...about how societies and empires impacted the environment during the Age of Exploration.</p> <p>...about the spatial organization of people, places and environments found in the societies and empires during the Age of Exploration.</p> <p>...how to use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> | | |
| <p><u>History</u></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>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific</p> | <p>...about the changes resulting from increased interactions and connections during the Age of Exploration.</p> | | |

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| <p>Revolution and the Enlightenment.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p> <p>7.H.CO.1 Explain how religion influenced state-building trade and cultural interactions between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p> | <p>...how to evaluate the political, geographic, economic and social impact of the expansion of empires during the Age of Exploration.</p> <p>...how religion influenced trade and cultural interactions during the Age of Exploration.</p> <p>...about the various motives for expansion among multiple empires during the Age of Exploration.</p> | | |
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