HAZLETON AREA SCHOOL DISTRICT



7th Grade Social Studies Curriculum

**DRAFT**

**Revised 6-20-23**

HAZLETON AREA SCHOOL DISTRICT

Social Studies Curriculum

Grade 7 **Quarter 1**

***The Renaissance***

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| **Topic** | **Objective** | **Essential Questions** | **PA Standards/PA Core Standards** | **Academic Vocabulary** | **Suggested Materials/Resources** | **Assessments** |
| World History:  Review:  World Map  Ancient World  Renaissance | * Students will be able to explain how political and economic conditions in Europe contributed to the birth of the Renaissance. * Students will be able to identify the major artistic, literary, and technological contributions of individuals during the Renaissance. * Students will investigate how geography played a role in the diffusion of the ideas from one country to another in Europe.   NEW  Students will be able to:   * explain how political and economic conditions in Europe contributed to the birth of the Renaissance. * identify the major artistic, literary, and technological contributions of individuals during the Renaissance. * interpret how geography played a role in the diffusion of the ideas from one country to another in Europe. | How did the ideas of the Renaissance help shape the modern world? | **CC.1.2.8. A**  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective  summary of the text  **8.4.8.A:** Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.  **8.4.8.B:** Illustrate how historical documents, artifacts, and sites are critical to world history.  **8.4.8.C:** Illustrate how continuity and change have impacted world history.  Belief systems and religions  Commerce and industry  Technology  Politics and government  Physical/human geography  Social organizations  **8.4.8.D:** Compareconflict and cooperation among groups and organizations which have impacted the history and development of the world | City-State  Humanism  Vernacular  Classical Art  Perspective  Landscape  Portrait  Patron  Realism  Cultural Diffusion  Monarchy  Oligarchy  Guild  Printing Press  Playwright | * Textbook * Various Maps (Physical and Political) * Graphic organizers * Student created foldable * Projector/overhead * Blank Timeline * Internet access * Student computer access * Teaching transparency   Links:  [The Louvre Virtual Tours Website](https://www.louvre.fr/en)  [Primary Sources from the Luminarium; Anthology of English Literature](http://www.luminarium.org/)  [La Renaissance](http://www.ibiblio.org/wm/paint/glo/renaissance/)  [Renaissance Maps](https://exhibits.stanford.edu/renaissance-exploration/catalog?f%5Btopic_facet%5D%5B%5D=Geography&per_page=48)  [Who was Johannes Gutenberg?](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Johannes%20Gutenberg-Reading%20Sheet.pdf)  [Leonardo Da Vinci Resource](https://www.mos.org/leonardo/node/1) | **Suggested Summative assessments:**  **-**Chapter Test  -Vocabulary Quizzes  -Exam  -Map Quizzes  -Project/Presentation  Links:  [Renaissance Projects/Assignments](https://www.rsa.org/page/teachingresources)  [Renaissance and Reformation Workbook Pages](https://haywoodschools.com/wp-content/uploads/2020/04/Renaissance-and-Reformation-workbook-pages.pdf)  Renaissance Matching Worksheet  [KWL PDF](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf)  [Ven diagram PDF](https://www.studenthandouts.com/00/200811/venn2.pdf)  [Think-Pair-Share Instructions](https://www.plymouth.k12.in.us/formative/think-pair-share#:~:text=Think%3A%20Students%20are%20set%20a,why%20it%20is%20the%20best.)  [Graphic Organizer Templates](https://www.studenthandouts.com/graphic-organizers/) |

HAZLETON AREA SCHOOL DISTRICT

Social Studies Curriculum

Grade 7 **Quarter 2**

***Age of Exploration***

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| **Topic** | **Objective** | **Essential Questions** | **PA Standards/PA Core Standards** | **Academic Vocabulary** | **Suggested Materials/Resources** | **Assessments** |
| World History:  Reformation  Scientific Revolution  Europeans Explore the World | * Students will investigate reasons why Europeans began to make voyages of exploration. * Students will analyze Spanish and Portuguese exploration and conquests in the Americas. * Students will be able to explain why these colonies enabled European countries to grow wealthy and powerful. * Students will be able to explain and assess the encomienda system. * Students will examine what motivated the English, French, and Dutch to migrate and settle in the New World. * Students will compare and contrast how European powers differed in their colonization plans.   NEW  Students will be able to:   * explain how Renaissance ideals sparked the Reformation and the Scientific Revolution. * outline reasons why Europeans began to make voyages of exploration. * analyze Spanish and Portuguese exploration. * explain what motivated the English, French, and Dutch to colonize new lands. * Compare and contrast how European powers differed in their colonization plans. | How does the impact of European colonization affect modern cultures? | **CC.8.6.6-8. E.**  Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.  **CC.1.2.8. F**  Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.  **7.1.8.B:** Explain and locate places and regions as defined by physical and human features**.**  **8.4.8.A:** Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.  **8.4.8.D:** Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.  **8.4.8.C:** Illustrate how continuity and change have impacted world history.  Belief systems and religions   Commerce and industry   Technology   Politics and government   Physical and human geography   Social organizations | Clergy  Protestant  Catholic  Theocracy  Indulgences  Cartographer  Scientific Method  Hypothesis  Heliocentric  Caravel  Circumnavigate  Plantations  Missionary  Treaty of Tordesillas  Viceroy  Conquistador  Encomienda System  Immunity  Privateer  Colombian Exchange  Northwest Passage  Cash Crops  Compact | [Primary Resources for Martin Luther](https://christian.net/resources/selected-works-of-martin-luther-1483-1546/)  [Primary Documents for Scientific Revolution](https://teachnthrive.com/history-passages/world-history-passages/7-primary-source-documents-from-the-scientific-revolution/)  [Who was Isaac Newton?](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Sir%20Isaac%20Newton-READING%20SHEET.pdf)  [Tools of Discovery](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Tools%20of%20Discovery%20READING%20SHEET.pdf)  [Age of Exploration Map](C://Users/natalej/Downloads/European%20Exploration%20Map.pdf)  [European Exploration Map](C://Users/natalej/Downloads/European%20Exploration%20Map%20(1).pdf)  [Interpreting a Primary Source: A Letter from Columbus](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Interpreting%20a%20Primary%20Source-A%20letter%20From%20Columbus-2022.pdf)  [Ferdinand Magellan](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Ferdinand%20Magellan%20READING%20SHEET.pdf)  [Who Were Conquistadors?](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Conquistadors%20Reading%20Sheet.pdf) | **Suggested Summative assessments:**  **-**Chapter Test  -Vocabulary Quizzes  -Exam  -Map Quizzes  -Project/Presentation  [Martin Luther Worksheet](https://www.sfponline.org/Uploads/103/20.%20Martin%20Luther_worksheet.pdf)  [Scientific Revolution Project](https://cdn.ymaws.com/www.rsa.org/resource/resmgr/teachingresources/july2021/scientific_revolution_resear.pdf)  [World Explorer Lessons/Inspiration](https://wvia.pbslearningmedia.org/collection/pbs-world-explorers/t/wolrd-explorer-lessons/)  [Age of Exploration Worksheet](C://Users/natalej/Downloads/Age%20of%20Exploration.pdf)  [Age of Exploration Webquest](C://Users/natalej/Downloads/Age%20of%20Exploration%20Webquest.pdf)  [World Explorer Project](http://lukensocialstudies.weebly.com/european-explorers-project.html)  [Columbus Worksheet](C://Users/natalej/Downloads/columbus.pdf)  [KWL PDF](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf)  [Ven diagram PDF](https://www.studenthandouts.com/00/200811/venn2.pdf)  [Think-Pair-Share Instructions](https://www.plymouth.k12.in.us/formative/think-pair-share#:~:text=Think%3A%20Students%20are%20set%20a,why%20it%20is%20the%20best.)  [Graphic Organizer Templates](https://www.studenthandouts.com/graphic-organizers/) |

HAZLETON AREA SCHOOL DISTRICT

Social Studies Curriculum

Grade 7 **Quarter 3**

***Conquest and Revolution***

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| **Topic** | **Objective** | **Essential Questions** | **PA Standards/PA Core Standards** | **Academic Vocabulary** | **Suggested Materials/Resources** | **Assessments** |
| World History:  Spanish and Portuguese Conquests  Colonial Empires  ~English  ~French  ~Dutch  Colonies  Colonial Conflicts  American Revolution | * Students will be able to describe the events that led to the development of absolute monarchies in Europe. * Students will examine and be able to describe the economic policy of mercantilism. * Students will describe the history of the Atlantic slave trade and its impact on colonization. * Students will understand what conflicts arose over competition for land acquisition in the New World. * Students will describe how the ideas of the Enlightenment would lead to revolutions in America and Europe. * Students will be able to explain why the American Revolution was a seminal event. * Students will explain how the founders of the United States “revolutionized” the idea of government.   NEW  Students will be able to:   * describe what conflicts arose over competition for land acquisition and resources in Africa, Asia, and the New World. * recognize how the ideas of Enlightenment led to revolutions throughout the world. * explain why the American Revolution was a seminal event. | How did conflict and revolution transform society? | **CC.1.2.8. B**  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.  **CC.1.5.8. A**  Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.  **7.1.8.B:** Explain and locate places and regions as defined by physical and human features**.**  **8.4.8.A:** Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.  **8.1.8.B:** Compare and contrast a historical event, using multiple points of view from primary and secondary sources.  **8.4.8.C:** Illustrate how continuity and change have impacted world history.  Belief systems and religions:  Commerce and industry  Technology  Politics and government  Physical and human geography  social organizations | Monarchy  Despotism  Sovereign  Divine Right  Balance of Power  Oligarchy  Autocratic  Armada  Mercantilism  Raw Materials  Triangular Trade  Capitalism  Inflation  Entrepreneur  French and Indian War  Treaty  Social Contract  Philosopher  Laissez-faire  Stamp Act  Natural Law  Federal Republic  Checks and Balances | [Atlas of Colonization](https://commons.wikimedia.org/wiki/Atlas_of_colonialism)  [Primary Resources for Spanish/Portuguese exploration in the Americas](https://www.loc.gov/classroom-materials/spanish-and-portuguese-exploration-in-the-americas/)  [War for Empires – Colonial Resource](https://courses.lumenlearning.com/ushistory1os2xmaster/chapter/wars-for-empire/)  [Primary Resources on Colonialism](https://shsulibraryguides.org/c.php?g=86715&p=558183)  [French and Indian War](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/The%20French%20and%20Indian%20War%20READING%20SHEET.pdf)  [Lexington and Concord](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Lexington%20and%20Concord%20READING%20SHEET-2022.pdf)  [Journal From a Soldier](https://homepages.rootsweb.com/~dagjones/captdavidperry/chapter02.html#top)  [Primary Resources on American Revolution](https://www.loc.gov/exhibits/british/brit-2.html)  [Liberty: American Revolution Videos on YouTube](https://www.youtube.com/watch?v=CHRPY1aBPug)  [Enlightenment Timeline Resource](https://www.britannica.com/summary/The-Enlightenment-Timeline)  [Through the Wilderness to Saratoga](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Through%20the%20Wilderness%20to%20Saratoga%20READING%20SHEET%202023.pdf) | **Suggested Summative assessments:**  **-**Chapter Test  -Vocabulary Quizzes  -Exam  -Map Quizzes  -Project/Presentation  [KWL PDF](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf)  [Ven diagram PDF](https://www.studenthandouts.com/00/200811/venn2.pdf)  [Think-Pair-Share Instructions](https://www.plymouth.k12.in.us/formative/think-pair-share#:~:text=Think%3A%20Students%20are%20set%20a,why%20it%20is%20the%20best.)  [Graphic Organizer Templates](https://www.studenthandouts.com/graphic-organizers/)  [13 Colonies Mapping](https://hasdcloud-my.sharepoint.com/cms/lib/PA01001366/Centricity/Domain/614/Mapping%2013%20Colonies-2021.pdf)  [American Revolution Packet](https://www.millerplace.k12.ny.us/cms/lib/NY02208586/Centricity/Domain/956/NCRMS%20Grade%207%20Social%20Studies.pdf)  [Enlightenment Projects/Inspiration for Assessment](https://www.teachingexpertise.com/classroom-ideas/enlightenment-primary-source-activity/)  [Interpreting a Primary Source: The Boston Massacre](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Boston%20Massacre-2022.pdf) |

HAZLETON AREA SCHOOL DISTRICT

Social Studies Curriculum

Grade 7 **Quarter 4**

***Revolution and the Industrial Age***

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| **Topic** | **Objective** | **Essential Questions** | **PA Standards/PA Core Standards** | **Academic Vocabulary** | **Suggested Materials/Resources** | **Assessments** |
| World History:  French Revolution  Revolutions in Latin America and Europe 1800-1848  Dawn of the Industrial Age  Spread of Industry and Technology | * Students will analyze how Europe was affected by the changes brought about by the French Revolution. * Students will describe how revolutionary ideas and the spirit of reform spread across Europe. * Students will explain the causes of discontent in Latin America. * Students will analyze how Latin America’s colonial legacy and political instability shaped its history after independence. * Students will be able explain the beginnings of industrialization and identify the new technologies that triggered the industrial Revolution. * Students will identify key inventors and describe how their inventions furthered the industrial revolution. * Students will describe the social and economic effects of industrialization. * Students will analyze the benefits and challenges of industrialization.   NEW  Students will be able to:   * explain how Europe was affected by the changes brought about by the French Revolution. * describe how revolutionary ideas and the spirit of reform spread across Europe and throughout the world. * analyze how Latin America’s colonial legacy and political instability shaped its history after independence. * explain the beginnings of industrialization and identify the new technologies that triggered the Industrial Revolution. * recognize the benefits and challenges of industrialization. | Is the cost of the change worth the price paid? Why or why not? | **CC.1.2.8.C**  Analyze how a text makes connections among and distinctions between individuals, ideas, or events.  **CC.1.5.8. A**  Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.  **8.4.8.A:** Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.  **8.4.8.D:** Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.  **5.4.8.A:** Describe how national interests lead to agreements and conflicts between and among countries.  **7.4.8.B:** Interpret the effects of people on the physical systems within regions. | Bourgeoisie  Estates  Deficit Spending  Inflation  Reign of Terror  Bastille  Guillotine  Suffrage  Nationalism  Radicals  Annex  Guerilla Warfare  Plebiscite  Abdicated  Congress of Vienna  Capital  Enterprise  Entrepreneur  Turnpike  Urbanization  Labor Union  Socialism  Means of Production  Assembly Line  Cartel  Corporation  Communism  Social Democracy | [Primary Resources for French Revolution](https://frda.stanford.edu/)  [The Trial and Execution of Louis XVI](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/The%20Trial%20and%20Execution%20of%20Louis%20XVI-2022.pdf)  [Digital Archive of Latin American Primary Resources](https://dp.la/primary-source-sets/latin-american-revolutionaries)  [Industrial Age in Great Britain](http://foundations.uwgb.org/cause-and-effect/)  [Timeline of Industrial Revolution](https://www.britannica.com/summary/Industrial-Revolution-Timeline)  [The Beginning of the Industrial Revolution](https://www.studentsofhistory.com/why-the-industrial-revolution-began-in-england) | **Suggested Summative assessments:**  **-**Chapter Test  -Vocabulary Quizzes  -Exam  -Map Quizzes  -Project/Presentation  [French Revolution Tick-Tac-Toe Project](https://cdnsm5-ss3.sharpschool.com/UserFiles/Servers/Server_207577/File/Social%20Studies/French%20Revolution%20Project%20December%202017%20-%20no%20resources%20just%20web%20link.pdf)  [Assembly Line Lesson/Project – Industrial Revolution](https://www.ucis.pitt.edu/esc/system/files/resources/documents/Assembly%20Line%20Simulation_0.pdf)  [KWL PDF](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf)  [Ven diagram PDF](https://www.studenthandouts.com/00/200811/venn2.pdf)  [Think-Pair-Share Instructions](https://www.plymouth.k12.in.us/formative/think-pair-share#:~:text=Think%3A%20Students%20are%20set%20a,why%20it%20is%20the%20best.)  [Graphic Organizer Templates](https://www.studenthandouts.com/graphic-organizers/) |