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 MapAncient WorldRenaissance | * 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.

NEWStudents 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 objectivesummary 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in the social, political, cultural, and economic development throughout world history.**8.4.8.B:** Illustrate how historical documents, artifacts, and sites are critical to world history.**8.4.8.C:** Illustrate how continuity and change have impacted world history.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-StateHumanismVernacularClassical ArtPerspectiveLandscapePortraitPatronRealismCultural DiffusionMonarchyOligarchyGuildPrinting PressPlaywright | * 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/PresentationLinks:[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:ReformationScientific RevolutionEuropeans 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.

NEWStudents 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 | ClergyProtestantCatholicTheocracyIndulgencesCartographerScientific MethodHypothesisHeliocentricCaravelCircumnavigatePlantationsMissionaryTreaty of TordesillasViceroyConquistadorEncomienda SystemImmunityPrivateerColombian ExchangeNorthwest PassageCash CropsCompact | [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 MapEuropean Exploration Map[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 WorksheetAge of Exploration Webquest[World Explorer Project](http://lukensocialstudies.weebly.com/european-explorers-project.html) Columbus 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 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 ConquestsColonial Empires ~English  ~French  ~Dutch  ColoniesColonial ConflictsAmerican 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.

NEWStudents 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 geographysocial organizations | MonarchyDespotismSovereignDivine RightBalance of PowerOligarchyAutocraticArmadaMercantilismRaw MaterialsTriangular Trade CapitalismInflationEntrepreneurFrench and Indian WarTreatySocial ContractPhilosopherLaissez-faireStamp ActNatural LawFederal RepublicChecks 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 RevolutionRevolutions in Latin America and Europe 1800-1848Dawn of the Industrial AgeSpread 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.

NEWStudents 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. | BourgeoisieEstatesDeficit SpendingInflationReign of TerrorBastilleGuillotineSuffrageNationalismRadicalsAnnexGuerilla WarfarePlebisciteAbdicatedCongress of ViennaCapitalEnterpriseEntrepreneurTurnpikeUrbanizationLabor UnionSocialism Means of ProductionAssembly LineCartelCorporationCommunismSocial 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/) |