EAST PENN SCHOOL DISTRICT

7TH GRADE SOCIAL STUDIES

Approved 10/19
Effective 8/20

Unit 1: From Ancient to Medieval Europe

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

D2.Civ.2.6-8.
Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

D2.Civ.6.6-8.
Describe the roles of political, civil, and economic organizations in shaping people’s lives.

D2.Civ.12.6-8.
Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Eco.1.6-8.
Explain how economic decisions affect the well-being of individuals, businesses, and society.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the lessons of the past, to better understand current events and resolve conflicts in a global society.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Establish definable historic periods to organize significant events.
U2: Understand long/short term cause and effect relationships among historic events.
U3: The study of political, social and economic patterns reveals continuity and change over time.
U4: Conflict and cooperation have a wide ranging impact and influence on society, economy, and culture.</td><td>ESSENTIAL QUESTIONS
EQ1: How do empires evolve?
EQ2: How does the past affect the future?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Contributions of the Roman/Byzantine Empires</td><td>Skills
S1: I can analyze primary and secondary sources.
S2: I can interpret maps.</td></tr>
</table>

D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	K2: Reasons for the Fall of Roman Empire K3: Reasons for the Rise of Constantinople K4: Contributions of Medieval Europe K5: The Medieval Catholic Church	S3: I can analyze historical arguments. S4: I can evaluate cause and effect. S5: I can engage in the inquiry process. S6: I can explain the need for rules and laws in a society.

D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.		

Unit 2: Islam, Southwest Africa, and North Africa

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Standards

D2.Civ.6.6-8.
Describe the roles of political, civil, and economic organizations in shaping people’s lives.

D2.Civ.10.6-8.
Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Eco.1.6-8.
Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2.Eco.6.6-8.
Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

D2.Geo.6.6-8.
Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the lessons of the past, to better understand current events and resolve conflicts in a global society.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: All religions have historical foundations and core beliefs/practices.
U2: All religions are internally diverse.
U3: Religion is dynamic.
• Religion influences culture, history, and current development.
• Culture, history, and current development influence religion.
U4: Individuals have the ability to impact humanity on a global scale.
U5: Geography impacts historical development, culture, and cultural diffusion.</td><td>ESSENTIAL QUESTIONS
EQ1: What is the purpose of religion?
EQ2: How does religion impact our world?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The geography of Southwest Asia (the Middle East) and North Africa
K2: Muhammad and the beginning of Islam
K3: Major beliefs of Islam
K4: The spread of Islam and Islamic contributions
K5: North Africa’s role in the gold/salt trade and spread of Islam</td><td>Skills
S1: I can interpret maps.
S2: I can analyze primary and secondary sources.
S3: I can summarize historical events and major religious beliefs
S4: I can make connections between the present and the past</td></tr>
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D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.		

Unit 3: African Civilizations and Indian Ocean Trade Network

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Standards

D2.Geo.2.6-8.
Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.Geo.6.6-8.
Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.His.16.6-8.
Organize applicable evidence into a coherent argument about the past.

D2.His.14.6-8.
Explain multiple causes and effects of events and developments in the past.

D2.His.15.6-8.
Evaluate the relative influence of various causes of events and developments in the past.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to apply economic concepts to participate productively in a global economy.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Geography influences trade, economics, and culture.
U2: Through trade and interaction cultures evolve.</td><td>ESSENTIAL QUESTIONS
EQ1: How does geography influence trade, economics, and culture?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The trans-Saharan trade
K2: Important trade centers and goods exchanged, such as: Ghana, Mali, Songhai, Axsum, Kilwa, etc.
K3: The influence of religon (Islam and Christianity)
K4: The Development of Swahili culture
K5: Trading partners in NW Africa and the East African coast
K6: The approximate location of the Indian Ocean trade network</td><td>Skills
S1: I can analyze primary and secondary sources.
S2: I can interpret maps.
S3: I can analyze historical arguments.
S4: I can make connections between the present and the past.
S5: I can engage in the inquiry process.
S6: I can examine & evaluate different perspectives.</td></tr>
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D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.		

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.		

Unit 4: East Asian Societies

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Standards

D2.Civ.6.6-8.
Describe the roles of political, civil, and economic organizations in shaping people’s lives.

D2.Geo.2.6-8.
Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.Geo.6.6-8.
Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.His.16.6-8.
Organize applicable evidence into a coherent argument about the past.

D2.His.14.6-8.
Explain multiple causes and effects of events and developments in the past.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze how innovations and inventions can change society and how belief systems influence societies. Students will also be able to make connections between physical geography and development of a given location.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Physical geography impacts empires and cultures.
U2: Political and economic systems impact society and culture.
U3: Belief systems impact society and cultures</td><td>ESSENTIAL QUESTIONS
EQ1: How does geography impact development?
EQ2: How does the distribution of power influence social structure?
EQ3: Is an isolated society positive?
EQ4: When is isolation beneficial?
EQ5: Is isolation bad?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Belief systems: Shinto, Buddhism, Confucianism, Hinduism
K2: Artistic expression
K3: Heian Period
K4: Feudalism
K5: Inventions and innovations of post classical China
K6: Isolationism/Geography</td><td>Skills
S1: I can analyze primary and secondary sources.
S2: I can interpret maps.
S3: I can summarize historical events.
S4: I can develop an argument about the past.</td></tr>
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D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.		

Unit 5: The Indigenous Americas

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Standards

D2.Geo.2.6-8.
Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.Geo.6.6-8.
Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.His.16.6-8.
Organize applicable evidence into a coherent argument about the past.

D2.His.14.6-8.
Explain multiple causes and effects of events and developments in the past.

D2.His.15.6-8.
Evaluate the relative influence of various causes of events and developments in the past.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to understand how geography informs interactions with the environment.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Complex civilizations existed in the Americas prior to European arrival.
U2: Constraints often lead to innovation.</td><td>ESSENTIAL QUESTIONS
EQ1: How does the environment impact development?
EQ2: How does development impact the environment?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The geography of Central and South America and its role in economics and trade
K2: Contributions of the Indigenous Empires
K3: The geography of the Americas and their diverse agriculture
K4: The rise and fall of the Indigenous Empires</td><td>Skills
S1: I can analyze primary and secondary sources.
S2: I can interpret maps.
S3: I can analyze historical arguments.
S4: I can make connections between the present and the past.
S5: I can engage in the inquiry process.
S6: I can examine & evaluate different perspectives.
S7: I can compare and contrast empires.</td></tr>
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D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.		

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.		

Unit 6: Renaissance and Reformation

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Standards</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1:</td><td>ESSENTIAL QUESTIONS
EQ1: How does religion act as both a unifying and dividing force in society?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1:</td><td>Skills
S1:</td></tr>
</table>