

7th grade Social Studies



Prioritized Standards and Instructional Units 2021-2022

Unit 1: Medieval Europe

Length	7 Weeks	Possible Compelling Questions: <ul style="list-style-type: none"> • How was medieval European society shaped by disease, warfare, and class structure? • How was order established in Europe during the Middle Ages? • How influential was the Roman Catholic Church in medieval Europe?
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Standards	Priority or Supporting:
Questioning: 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. 7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.	<u>Priority Standard</u>
7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.	<u>Priority Standard</u>
7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600	<u>Priority Standard</u>



<p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600- 1600.</p>	<p>Supporting Standard</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>Supporting Standard</p>
<p>7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.</p>	<p>Supporting Standard</p>
<p>Using Evidence:</p> <p>7.I.U.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> <p>7.I.U.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> <p>7.I.U.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.</p>	
<p>Communicating Conclusions:</p> <p>7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses 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.</p> <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p>	



7.I.CC.4

Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.

7.I.CC.5

Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines



Unit 2: Islam During Medieval Time

Length	3 Weeks	Possible Compelling Questions: How are a civilization's values influenced by its religious beliefs and practices?
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Standards	Priority or Supporting
Questioning: 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. 7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
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	<u>Priority Standard</u>
7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600	<u>Priority Standard</u>
7.E.IC.1 Analyze how economic choices were made based on scarcity.	Supporting Standard
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.	Supporting Standard



7.H.CO.2

Evaluate various motives for expansion among multiple empires between 600-1600.

Supporting Standard**Using Evidence:****7.I.U.E.1**

Use multiple sources to develop claims in response to compelling and supporting questions.

7.I.U.E.2

Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.

7.I.U.E.3

Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.

Communicating Conclusions:**7.I.CC.1**

Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.

7.I.CC.2

Construct arguments by drawing on multiple disciplinary lenses 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.

7.I.CC.3

Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

7.I.CC.4

Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.

7.I.CC.5

Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines

Unit 3: Kingdoms of West Africa

Length	3 Weeks	Possible Compelling Questions: How does geography influence religious, economic, and political differences?
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Standards	Priority or Supporting
Questioning: 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. 7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.	<u>Priority Standard</u>
7.G.HE.1 Examine how physical geography influenced the societies and empires of AfroEurasia and the Americas between 600-1600.	<u>Priority Standard</u>
7.E.MI.1 Analyze the role of consumers and producers in product markets.	Supporting Standard
7.E.MI.2	Supporting Standard

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.	Supporting Standard
7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.	Supporting Standard
Using Evidence: 7.I.U.1 Use multiple sources to develop claims in response to compelling and supporting questions. 7.I.U.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions. 7.I.U.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	
Communicating Conclusions: 7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations. 7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses 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. 7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations. 7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues. 7.I.CC.5	



Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines



Unit 4: China

Length	3 Weeks	Possible Compelling Questions: What are unintended consequences of commerce? How much influence should the government have over trade and commerce?
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Standards	Priority or Supporting
Questioning: 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. 7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
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.	<u>Priority Standard</u>
7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.	<u>Priority Standard</u>
7.E.MI.1 Analyze the role of consumers and producers in product markets.	Supporting Standard
7.E.MI.2 Analyze the relationship between supply and demand.	Supporting Standard
7.E.MI.3 Categorize the four factors of production and how they are combined to make	Supporting Standard



goods and deliver services.	
7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.	Supporting Standard
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.	Supporting Standard
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.	Supporting Standard
7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.	Supporting Standard
Using Evidence:	
7.I.U.1 Use multiple sources to develop claims in response to compelling and supporting questions.	
7.I.U.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	
7.I.U.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	
Communicating Conclusions:	
7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.	



7.I.CC.2

Construct arguments by drawing on multiple disciplinary lenses 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.

7.I.CC.3

Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

7.I.CC.4

Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.

7.I.CC.5

Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines

Unit 5: Japan

Length	3 Weeks	Possible Compelling Questions: What are the factors that create an imbalance of power within a culture?
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Standards	Priority or Supporting
Questioning: 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. 7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
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.	Priority Standard
7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.	Priority Standard
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.	Supporting Standard
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.	Supporting Standard
Using Evidence:	



7.I.UE.1

Use multiple sources to develop claims in response to compelling and supporting questions.

7.I.UE.2

Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.

7.I.UE.3

Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.

Communicating Conclusions:**7.I.CC.1**

Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.

7.I.CC.2

Construct arguments by drawing on multiple disciplinary lenses 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.

7.I.CC.3

Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

7.I.CC.4

Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.

7.I.CC.5

Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines

Unit 6: Europe's Renaissance & Reformation

Length	6 Weeks	Possible Compelling Questions: How does the rebirth of learning during the Renaissance lead to the Reformation? How does religion influence the development of society as a whole?
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Standards	Priority or Supporting
Questioning: 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. 7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600	<u>Priority Standard</u>
7.I.UE.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	<u>Priority Standard</u>
7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.	<u>Priority Standard</u>
7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.	Supporting Standard



7.H.CE.1

Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.

Supporting Standard**Using Evidence:****7.I.UE.1**

Use multiple sources to develop claims in response to compelling and supporting questions.

7.I.UE.2

Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.

7.I.UE.3

Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.

Communicating Conclusions:**7.I.CC.1**

Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.

7.I.CC.2

Construct arguments by drawing on multiple disciplinary lenses 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.

7.I.CC.3

Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

7.I.CC.4

Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.

7.I.CC.5

Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines

Unit 7: Europe Enter Modern Age

Length	6 Weeks	Possible Compelling Questions: What are the unintended consequences of trade? How do the rights of citizens compare with those of today?
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Standards	Priority or Supporting
Questioning: 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. 7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.	<u>Priority Standard</u>
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.	<u>Priority Standard</u>
7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.	<u>Priority Standard</u>
7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	Supporting Standard



<p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p>	<p>Supporting Standard</p>
<p>7.E.MI.2 Analyze the relationship between supply and demand.</p>	<p>Supporting Standard</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>Supporting Standard</p>
<p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p>	<p>Supporting Standard</p>
<p>7.E.ST.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p>	<p>Supporting Standard</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>Supporting Standard</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>Supporting Standard</p>
<p>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p>	<p>Supporting Standard</p>
<p>Using Evidence: 7.I.U.1 Use multiple sources to develop claims in response to compelling and supporting questions. 7.I.U.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p>	



7.I.UE.3

Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.

Communicating Conclusions:**7.I.CC.1**

Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.

7.I.CC.2

Construct arguments by drawing on multiple disciplinary lenses 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.

7.I.CC.3

Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

7.I.CC.4

Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.

7.I.CC.5

Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines

Unit 8: Meso-America

Length	4 Weeks	Possible Compelling Questions: How do the beliefs and values of a diverse culture affect individuals and society? How did earlier civilizations think about history?
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Standards	Priority or Supporting
Questioning: 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600. 7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
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	<u>Priority Standard</u>
7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.	<u>Priority Standard</u>
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.	Supporting Standard
7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600-	Supporting Standard



1600 impacted the environment in a variety of ways.	
7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.	Supporting Standard
7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.	Supporting Standard
Using Evidence: 7.I.U.1 Use multiple sources to develop claims in response to compelling and supporting questions. 7.I.U.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions. 7.I.U.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	
Communicating Conclusions: 7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations. 7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses 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. 7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations. 7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues. 7.I.CC.5	



Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines

