

## Grade 7 Social Studies: Quarter 3 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1 The Renaissance	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Through extensive use of primary source texts, students will explore the pivotal developments that brought Medieval Europe into the Renaissance. Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance through an examination of leading artists and the development of new ideas from the period.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.41, 7.43, 7.44, 7.45, 7.46, 7.48
Q3, Unit 2 The Reformation	4 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Building on the understanding gained from the unit on the Renaissance, students will examine how changes in popular thought and new inventions impacted societal views towards religion. Students will inquire into how the Catholic church's hold on European politics gradually gave way to the forces of the Reformation, which then set the stage for the Counter-reformation.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.47, 7.50, 7.53, 7.54, 7.55, 7.56, 7.57
Q3, Unit 2 The Enlightenment and Scientific Revolution	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Building on the understanding gained from the unit on the Renaissance and the Reformation, students will revisit standards that apply to the spread of knowledge and the rise of humanism. This time, students will use their knowledge to provide context for the Enlightenment and Scientific Revaluation. Students will explore primary texts from this period of classic academia and will evaluate the reasons for the success of the Enlightenment as a movement. Finally students will be able to analyze how the progress made during this time paved the way for the Age of Exploration.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.59, 7.60, 7.61, 7.62
Q3, Unit 4 Mesoamerica Pt.1	1 week	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations prior to European contact. Students will analyze the interconnectedness of these civilizations and their accomplishments and the impacts that exploration by Europeans had upon them. Part one of this unit will focus on the Olmec and Mayan civilizations.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.64, 7.65, 7.68, 8.69

## Grade 7 Social Studies: Quarter 3 Map Instructional Framework

### Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing. To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

### Weekly Guidance and Curriculum Map Resources

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, recommended protocols or activities aligning to these texts or standards, and a weekly assessment in the form of a TN Ready aligned writing prompt. **All curriculum materials, including the texts, instructions for protocols, and suggested text dependent questions can be found in Sharepoint.** Texts are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level and quarter. The folder for each quarter houses a large supplemental packet for that quarter and folders by unit for any additional materials. **Unless otherwise noted by an asterisk (\*) all texts in the curriculum map are in the supplemental packet for that quarter. If a text has an asterisk (\*) then the material can be found in the unit folder.**

### Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary.

Contextual Redefinition.....Appendix A Page 58

Fray Model.....Appendix A Page 59

List/Group/Label.....Appendix A Page 60

Semantic Webbing.....Appendix A Page 61

SVES (Elaboration).....Appendix A Page 62

Vocabulary Squares.....Appendix A Page 63

Word Sorts.....Appendix A Page 58

### Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1 .....p. 4
- Chunking.....p. 47
- Document Analysis Templates .....p. 61
- Evaluating Arguments in a Resource Book ..... p. 63
- Evidence Logs .....p. 66
- Read Aloud .....p. 130
- Reader’s Theater .....p. 132
- Save the Last Word for Me .....p. 136
- Text to Text, Text to Self, Text to World .....p. 148
- Two Column Note Taking .....p. 157
- Word Wall .....p. 165

### Unit Assessments

Unit Assessments have been provided in the SharePoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder of the Middle School section. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. They are provided in multiple formats; teachers may choose to use these as complete common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

## Grade 7 Social Studies: Quarter 3 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1 The Renaissance	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Through extensive use of primary source texts, students will explore the pivotal developments that brought Medieval Europe into the Renaissance. Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance through an examination of leading artists and the development of new ideas from the period.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.41, 7.43, 7.44, 7.45, 7.46, 7.48

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Article and Question Set: The Travels of Marco Polo				
<b>Standards</b>	7.58				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Two Minute Interviews: Questions – How were ideas and information spread during the Middle Ages? Who held all of the power during this time and why?				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	- Modeling the Standard - Daily Agenda Essential Question: How do ideas spread?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Two Column Note Taking (See Social Studies Appendix B) – The Travels of Marco Polo - Students should also ask questions to the text that center on the theme of how the Travels of Marco Polo show a major change from the way things were done in the Middle Ages in Europe.				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Found Poems – The Travels of Marco Polo (Students may use the article in addition to the text of the travels themselves. Marco Polo's language can be dense so it is a good idea to let students work in small groups).				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine Think/Puzzle/Explore - What do students know and want to know more of about the period of the Renaissance?				

## Grade 7 Social Studies: Quarter 3, Unit 1 Vocabulary

**Tier 2 Vocabulary** – urban, currency, complex, range, perspective

**Tier 3 Vocabulary** - \_secular, Renaissance, mercenary, diplomacy, humanism, Machiavelli, doge, philosophy, reform

## Grade 7 Social Studies: Quarter 3, Unit 1 - Week 1

The Renaissance: Week 1	
<b>Essential Question(s)</b>	How do ideas spread? How does trade and commerce change society? How does the shift from feudalism to a commerce economy change Europe?
<b>Student Outcomes</b>	Students can explain the influence of geography on the spread of ideas during the Renaissance. Students can describe the influences of other cultures on the development of Renaissance ideals. Students can analyze the significance of commerce and merchant-run city states, including the role of the Medici Family in Florence, on the development of the Renaissance.
<b>Texts</b>	<b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i> , Chapter 11 <b>Texts:</b> <ul style="list-style-type: none"> <li>• Article and Question Set: The Travels of Marco Polo (980L)</li> <li>• Article and Question Set: The Italian Renaissance (Lexile 1020)*</li> </ul> <b>Recommended Protocol(s):</b> Image Analysis, Two Column Note Taking <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Task: Renaissance and SciRev*</li> <li>• Primary Source: Erasmus, from <i>The Praise of Folly</i> (Also called by some, <i>In Praise of Folly</i> Lexile 1120)</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Alphabet Brainstorm</b> (Appendix B p.7): How did the events of the Middle Ages lead to the Renaissance? <b>Anticipation Guides</b> (Appendix B p.16): What do students know about the Renaissance? <b>Identity Charts</b> (Appendix B p.95): The Silk Road, The Medici Family, The Spanish Moors, Marco Polo <b>Iceberg Diagrams</b> (Appendix B p.91): New ideas spread through Europe...how?
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  <b>Based on the sources and your knowledge of history, describe <u>three</u> ways that commerce ignited the Renaissance in Italy and contributed to the spread of its ideas. Use complete sentences and evidence from the sources to support your answer.</b>
<b>Standards</b>	7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. 7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. 7.44 Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. 7.45 Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.

## Grade 7 Social Studies: Quarter 3, Unit 1 - Week 2

<b>The Renaissance: Week 2</b>	
<b>Essential Question(s)</b>	How do new ideas develop? What happens when religion is challenged by new ideas? How as the Renaissance a re-birth of learning?
<b>Student Outcomes</b>	<p>Student can tell about the major changes in how people thought about life, the world and themselves during the Renaissance.</p> <p>Student can tell what happened to allow the discovery and advancements in culture and technology during the Renaissance.</p> <p>Students can explain the basic ideas of humanism and its impact on education during the Renaissance.</p> <p>Students can identify major figures of the Renaissance, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, and William Shakespeare, and describe the advancements they are responsible for.</p>
<b>Texts</b>	<p><b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i>, Chapter 11</p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Article and Question Set: Art of the Renaissance (Lexile 1130)*</li> <li>• Article and Question Set: Inventors and Scientists: Leonardo da Vinci (Lexile 1000)*</li> </ul> <p><b>Recommended Protocol(s):</b> Image Analysis, Evidence Log</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Excerpts from <i>The Prince</i> by Machiavelli (1280L)</li> <li>• Text Set: Selections from Shakespeare (Lexile NP)</li> <li>• Task: Machiavelli*</li> <li>• Article and Question Set: Artists: Michelangelo (Lexile 1060)*</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Big Paper Silent Conversation</b> (Appendix B p.27): How did humanism help ideas spread during the Renaissance? Is the spread of ideas always a good thing? Why or why not?</p> <p><b>Bio Poems</b> (Appendix B p.31): Erasmus, Shakespeare, Machiavelli, and other critical people of this era.</p> <p><b>Café Conversations</b> (Appendix B p.39): Political and Cultural Figures of this Period</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the excerpts and your knowledge of history, describe the ideas of humanism <u>and</u> explain how it tried to enact a balance between academia and religion. Use complete sentences and evidence from the excerpts to support your answer.</b></p>
<b>Standards</b>	<p>7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith.</p> <p>7.48 Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare.</p>

## Grade 7 Social Studies: Quarter 3, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 2 The Reformation	4 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Building on the understanding gained from the unit on the Renaissance, students will examine how changes in popular thought and new inventions impacted societal views towards religion. Students will inquire into how the Catholic church's hold on European politics gradually gave way to the forces of the Reformation, which then set the stage for the Counter-reformation.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.47, 7.50, 7.53, 7.54, 7.55, 7.56, 7.57

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Protestant Reformation				
<b>Standards</b>	7.53, 7.54, 7.55				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Vocabulary Squares – Words 'Protestant' and 'Reformation'				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	- Modeling the Standard - Daily Agenda  Examine root of 'Protestant' and 'Reformation'. Examining those, what can we anticipate the Protestant Reformation will be?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evidence Logs on Protestant Reformation. Students should keep track of multiple points of views – the Catholic Church, each reformer, counter reforms enacted, etc.				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Begin constructing Iceberg Diagrams for the Protestant Reformation.				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	2 pt. Writing: List three causes of the Protestant Reformation.				

## Grade 7 Social Studies: Quarter 3 Unit 2 Vocabulary

**Tier 2 Vocabulary** – impose, restore, unify, accursed, vile, feasts, vigil, rouse, reform

**Tier 3 Vocabulary** – Reformation, indulgence, annul, predestination, seminary, heresy, counterreformation, denomination, theology, Ninety Five theses, inquisition

## Grade 7 Social Studies: Quarter 3, Unit 2 - Week 1

The Reformation: Week 1	
<b>Essential Question(s)</b>	How does the printing press impact society? How does the Catholic Church react to the changes of the Renaissance? Why was there growing dissent against the Catholic Church during the Renaissance?
<b>Student Outcomes</b>	Students can analyze the impact of the printing press and increased literacy on the Catholic Church. Students can describe the reaction of the Catholic Church to societal changes during the Renaissance. Students can identify and explain major issues within the Catholic Church during the Renaissance.
<b>Texts</b>	<b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i> , Chapter 13 <b>Texts:</b> <ul style="list-style-type: none"> <li>• Article and Question Set: Inventors and Scientists: Johannes Gutenberg (Lexile 1080)*</li> <li>• Article and Question Set: The Protestant Reformation (Lexile 1060)*</li> </ul> <b>Recommended Protocol(s):</b> Jigsaw, Read Aloud <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Reformation Stations (Lexile Mixed)*</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>SPAR Debate</b> (Appendix B p.142): Controversial Statement: The Spread of knowledge is always a good thing. <b>Town Hall Circle</b> (Appendix B p.154): How did the church help and hinder the spread of knowledge during the Reformation? <b>Town Hall Circle</b> (Appendix B p.154): Why did the protestant reformation happen?
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  <b>Based on the excerpts and your knowledge of history, describe two reasons for the growth of literacy in Europe and explain the reactions of the Catholic Church to those developments. Use complete sentences and evidence from the excerpts to support your answer.</b>
<b>Standards</b>	7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing. 7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments. 7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England's break with the Catholic Church.

## Grade 7 Social Studies: Quarter 3, Unit 2 - Week 2

The Reformation: Week 2	
<b>Essential Question(s)</b>	What is 'Reformation'? How does Reformation lead to a revolution? Are all revolutions wars?
<b>Student Outcomes</b>	Student can explain the major events and key figures of the Protestant Reformation. Student can explain why and how people were able to change the balance of power in Europe through religious movements.
<b>Texts</b>	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 13 <b>Text(s):</b> <ul style="list-style-type: none"> <li>Primary Source: Martin Luther (Lexile 1150)</li> <li>Article and Question Set: Religious Leaders – Martin Luther (Lexile 1130)*</li> </ul> <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>Task: Martin Luther*</li> <li>Reformation Text Set (Lexile Mixed)*</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Storyboard</b> (Appendix B p.146): Major Events of the Reformation <b>Two Minute Interviews</b> (Appendix B p.161): What were Luther's main complaints against the church? How did the Catholic Church respond to the reformation? How did Luther's ideas differ from Calvin's? How were the practices of the new protestant churches different from those of the Catholic Church? <b>Identity Charts</b> (Appendix B p.95): Humanism, The Printing Press, The Protestant Reformation
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  <b>Based on the texts and your knowledge of history, identify and explain the ideas of two prominent figures of the Protestant Reformation. Use complete sentences and evidence from the texts to support your answer.</b>
<b>Standards</b>	7.50 Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe. (H, G, P) 7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action.



## Grade 7 Social Studies: Quarter 3, Unit 2 - Week 3

The Reformation: Week 3	
<b>Essential Question(s)</b>	Are all revolutions wars? How does the Reformation lead to a revolution? How do leaders influence the societies they lead?
<b>Student Outcomes</b>	Students can explain the major events and key figures of the Protestant Reformation. Students can explain why and how people were able to change the balance of power in Europe through religious movements. Students can identify major figures in English history, their role in the changing religious landscape of the Reformation, and the rise in power of England.
<b>Texts</b>	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 13 <b>Text(s):</b> <ul style="list-style-type: none"> <li>• Article and Question Set: World Leaders: Henry VIII (Lexile 1060)*</li> <li>• Article and Question Set: World Leaders: Queen Elizabeth I (Lexile 1040)*</li> </ul> <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Article and Question set: World Leaders: Mary Queen of Scots (Lexile 1050)*</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Human Timeline</b> (Appendix B p.89): Important events in British dynasties from William the Conqueror through Elizabeth the First <b>Give One, Get One</b> (Appendix B p.83): Essential Connections from the Unit <b>Character Charts</b> (Appendix B p.43): Political and Cultural Figures of this Period
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  <b>Based on the sources and your knowledge of history, describe the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I and their impact on the rise of English power in Europe. Use complete sentences and evidence from the sources to support your answer.</b>
<b>Standards</b>	7.50 Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe. (H, G, P) 7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action.

## Grade 7 Social Studies: Quarter 3, Unit 2 - Week 4

The Reformation: Week 4	
<b>Essential Question(s)</b>	What is the counter-reformation? How did reformation occur within the Catholic Church? Was the Protestant Reformation successful? How did Protestants change ideas on the role of governments?
<b>Student Outcomes</b>	Students can explain the major events and key figures of the Protestant Reformation and the Counter-Reformation. Students can explain why and how people were able to change the balance of power in Europe through religious movements. Students can identify ideas of self-governance in Protestant thought and link it to democratic ideals.
<b>Texts</b>	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 13 <b>Text(s):</b> <ul style="list-style-type: none"> <li>Text set: Counter-Reformation (Lexile Mixed)*</li> <li>Primary Source: Council of Trent: Rules on Prohibited Books (Lexile NP)*</li> </ul> <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>St. Ignatius of Loyola (Lexile NP)*</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Iceberg Diagrams</b> (Appendix B p. 91): Reforms of the Counter-Reformation <b>Reporter's Notebook</b> (Visible Thinking Strategies): Counter-Reformation <b>Connect/Extend/Challenge</b> (Visible Thinking Strategies): Counter-Reformation
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  <b>Based on the texts and your knowledge of history, identify two critiques of the Catholic Church during the Protestant Reformation and explain the reaction of the Catholic Church to those complaints during the Counter-Reformation. Use complete sentences and evidence from the texts to support your answer.</b>
<b>Standards</b>	7.56 Engage effectively in collaborative discussions explaining Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. 7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent.

## Grade 7 Social Studies: Quarter 3, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 2 The Enlightenment and Scientific Revolution	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Building on the understanding gained from the unit on the Renaissance and the Reformation, students will revisit standards that apply to the spread of knowledge and the rise of humanism. This time, students will use their knowledge to provide context for the Enlightenment and Scientific Revaluation. Students will explore primary texts from this period of classic academia and will evaluate the reasons for the success of the Enlightenment as a movement. Finally students will be able to analyze how the progress made during this time paved the way for the Age of Exploration.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.59, 7.60, 7.61, 7.62

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Excerpts from Locke – <i>Two Treatises</i>				
<b>Standards</b>	7.62				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Identifications – John Locke (Who, What, When, Where, Why Important?), The Enlightenment. Students should be allowed to use their Anchor texts to help them establish some context for the reading for the day.				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	- Modeling the Standard - Daily Agenda Essential Question: How are revolutionary ideas born?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Jigsaw with Close Read (See Social Studies Appendix B) – Excerpts from Locke. Please note that the complexity of these passages might necessitate using the supplemental summary text available in the text packet as well.				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Think Pair Share – Text dependent questions from Weekly Guidance on the excerpts from Locke.				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine <u>Compass Points</u> - Premise: Knowledge Spread Rapidly during the Enlightenment and Scientific Revolution				

## Grade 7 Social Studies: Quarter 3 Unit 3 Vocabulary

**Tier 2 Vocabulary** - expand, generation, contribute, circumstances, acquisition, perceived, implication, apparent, hypothesis

**Tier 3 Vocabulary** - Mercantilism, export, import, commerce, colony, cottage, industry, Ptolemy, theory, rationalism, heliocentric, ellipses, scientific method, Age of Enlightenment, abolitionism, constitutional monarchy, social contract, separation of powers

## Grade 7 Social Studies: Quarter 3, Unit 3 - Week 1

The Enlightenment and Scientific Revolution: Week 1	
<b>Essential Question(s)</b>	How was the Scientific Revolution a revolution? How is knowledge transmitted and safeguarded from generation to generation? How do new ideas cause conflict?
<b>Student Outcomes</b>	Students can identify and explain the major achievements and inventors of the Scientific Revolution. Students can explain how the events of the Renaissance paved the way for new developments in scientific thought. Students can describe the impact of religious influences on the Scientific Revolution.
<b>Texts</b>	<p><b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i>, Chapter 13</p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Article and Question Set: Biography of Isaac Newton (Lexile 1050)*</li> <li>• Task: Galileo*</li> </ul> <p><b>Recommended Protocol(s):</b> Jigsaw, Read Aloud</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Primary Source: Galileo Discovers the Moons of Jupiter (L1200L)</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Two Minute Interviews</b> (Appendix B p.161): Interview questions for this week should allow students to tell each other all they know about the major thinkers of the Enlightenment and Scientific Revolution.</p> <p><b>Human Timeline</b> (Appendix B p.89): Major accomplishments of the Scientific Revolution</p> <p><b>Character Charts</b> (Appendix B p.43): Political and Cultural Figures of this Period and their Achievements</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the source and your knowledge of history, describe <u>four</u> ways the Scientific Revolution changed Europe. Use complete sentences and evidence to support your answer.</b></p>
<b>Standards</b>	<p>7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)</p> <p>7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)</p>

## Grade 7 Social Studies: Quarter 3, Unit 3 - Week 2

The Enlightenment and Scientific Revolution: Week 2	
<b>Essential Question(s)</b>	How were the ideas of the Enlightenment “enlightening”? How do the ideas of the Renaissance, Reformation, Scientific Revolution, and antiquity all interconnect into the Enlightenment?
<b>Student Outcomes</b>	Students can summarize how various movements impacted the development of the Enlightenment in Europe. Students can describe the main ideas of the Enlightenment and identify its key thinkers. Students can analyze the work of John Locke and Charles-Louis Montesquieu.
<b>Texts</b>	<b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i> , Chapter 13 <b>Texts:</b> <ul style="list-style-type: none"> <li>• Task: The Enlightenment*</li> <li>• Explanation of Two Treatises of Government and Excerpts from Locke (Lexile 1300)</li> </ul> <b>Recommended Protocol(s):</b> Jigsaw, Read Aloud <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Primary Source: Montesquieu from <i>The Spirit of the Laws</i> (1200L)</li> <li>• The Spirit of the Laws Summary (1050L)</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Town Hall Circle</b> (Appendix B p.154): Which figure from the Enlightenment made the most significant contributions? <b>Bio Poems</b> (Appendix B p.31): Important thinkers of the Enlightenment <b>Iceberg Diagrams</b> (Appendix B p.91): The Enlightenment ushered in a new era of scientific progress...how and why?
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  <b>Based on the texts and your knowledge of history, describe two influences on the ideas of the Enlightenment and explain the political philosophies of Locke and Montesquieu. Use evidence from the text to support your answer and write in complete sentences.</b>
<b>Standards</b>	7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. 7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu.

## Grade 7 Social Studies: Quarter 3, Unit 4

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 4 Mesoamerica Pt.1	1 week	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations prior to European contact. Students will analyze the interconnectedness of these civilizations and their accomplishments and the impacts that exploration by Europeans had upon them. Part one of this unit will focus on the Olmec and Mayan civilizations.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.64, 7.65, 7.68, 8.69

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Tikal				
<b>Standards</b>	7.64, 7.65, 7.68, 7.69				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	See-Think-Wonder: Image of the Temple of the Great Jaguar in article.				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Discussion of Bell Ringer responses – What makes you say that? Can students make inferences into what this building was used for or comparisons to past civilizations they have studied?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Two-Column Note taking on selections from article Tikal				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Levels of Questions – students answer select questions on excerpts from Tikal and create their own levels of questions on the article for peers.				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	I used to think... But now I think... on Mayan Civilization. Students can compare what they thought about the Maya based on the See-Think-Wonder with what they have learned after finishing the article.				

## Grade 7 Social Studies: Quarter 3 Unit 4 Vocabulary

**Tier 2 Vocabulary** – link, complex, predict, rely, distribute

**Tier 3 Vocabulary** – isthmus, maize, sinkhole, Hogan, Olmec, Maya, city-state

## Grade 7 Social Studies: Quarter 3, Unit 4 - Week 1

Mesoamerica Part 1: Week 1	
<b>Essential Question(s)</b>	How does geography impact the development of civilizations? What are the achievements of the Olmec and Maya civilizations?
<b>Student Outcomes</b>	Students can describe the civilizations of the Olmec and Maya peoples of Mesoamerica. Students can analyze how the geography of North and Central America impacted the development of the Olmec and Mayan civilizations. Students can identify and summarize the importance of the major achievements of the Olmec and Mayan civilizations.
<b>Texts</b>	<p><b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i>, Chapter 7</p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Article and Question Set: The Ancient Maya Empire – It Flourished and Mysteriously Ended (Lexile1070) – Located in Q4 Supplemental Packet</li> <li>• Olmec Civilization (Lexile Mixed)*</li> </ul> <p><b>Recommended Protocol(s):</b> Jigsaw, Read Aloud</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Tikal (Lexile NP)*</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Anticipation Guides</b> (Appendix B p.16): What do students know about the empires of the ancient Americas?</p> <p><b>Alphabet Brainstorm</b> (Appendix B p. 7): Achievements, events, and key facts of the Olmec and Maya</p> <p><b>Biopoem</b> (Appendix B . p. 31): Mayan and Olmec civilizations</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the sources and your knowledge of history, describe the geographical features, achievements, and social characteristics of the Olmec and Mayan civilizations. Use complete sentences and evidence from the sources to support your answer.</b></p>
<b>Standards</b>	<p>7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations.</p> <p>7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states.</p> <p>7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations).</p> <p>7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems.</p>