Seventh Grade

Unit #1, Social Studies, Classical Civilizations- Rome

Content Area: Social Studies
Course(s): Social Studies
Time Period: September
Length: 8 weeks
Status: Published

Enduring Understanding

Rome, considered a classical civilization, developed and expanded into an empire of unprecedented size and diversity. By creating a centralized government and promoting commerce, a common culture, and social values, it became a major force in the Mediterranean. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Though it declined as a result of internal weaknesses and external invasions, Rome left a lasting legacy.

Essential Questions
1. How did the geographic features of Rome contribute to its growth and development.

2. How did the Roman form of government influence society (economic, cultural, religious, political)?

3. How has Rome impacted present society?

NJ Student Learning Standards

SOC.6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

SOC.6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

SOC.6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

SOC.6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

SOC.6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

SOC.6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

SOC.6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

SOC.6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.

SOC.6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

SOC.6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

SOC.6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

SOC.6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

SOC.6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Instructional Activities**

1. Interactive Map Activities: Explore the growth of the Roman Empire from the Republic to its fall

2. Modern Geography: Explore the modern day countries that were once part of the Roman Empire

3. Travel Brochure: Create an Ancient Rome travel brochure of the various regions controlled by Rome

4. Emperors' Biography: Select an emperor to research and present

**Interdisciplinary Connections**

Language Arts / Math: Roman Numerals; Compare and contrast common numbers and Roman numerals

Art: Roman-style art sculpture and architecture

Science: Explore volcanic eruptions; Pompeii, concrete

**Assessment**

1. chapter review

2. map skill activities

3. research topics and projects

4. writing development

5. section quizzes

6. chapter tests

**Texts and Resources**

World: Adventures in Time and Place, McGraw Hill
Unit #2, Social Studies, Classical India and China

Content Area: Social Studies
Course(s): Social Studies
Time Period: November
Length: 8 weeks
Status: Published

Enduring Understanding
Due to the Greek and Roman empires opening up the world to the influences of Indian and Chinese empires, people were influenced by new ideas in religion and philosophies. The expansion of trade routes allowed the world to experience natural resources and product developed in the near and far East.

Essential Questions
1. How did the geography and natural resources impact the growth and development of India and China?
2. How has religion impacted the specific regions and the broader world?

NJ Student Learning Standards

SOC.6.2.8.A.3.a  Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

SOC.6.2.8.D.3.d  Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

SOC.6.2.8.D.3.b  Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

SOC.6.2.8.B.3.a  Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
Analyse the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Instructional Activities**

1. Interactive map activities: Explore the creation of trade routes from the near East, India, and China

2. The Silk Road: Explore the various routes and their impact on economy, politics, and society

**Interdisciplinary Connections**

Language Arts: Research and present on the various products traded between Europe and India and China

Art / Technology: Explore and create various styles of religious art; HindUISM, Buddhism, classical mythology

**Assessment**

1. Chapter review

2. Map skill activities

3. Research topics and projects

4. Writing development

5. Section quizzes

6. Chapter tests

**Texts and Resources**
Unit #3, Social Studies, The Middle Ages

Enduring Understanding
The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

Essential Questions
1. How did the fall of the Roman Empire affect the growth of Medieval society?

2. What role did religion play in the political, economic, and societal evolution from the early to late medieval period?

NJ Student Learning Standards

SOC.6.2.8.B.4.d  Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

SOC.6.2.8.A.4.b  Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

SOC.6.2.8.B.4.e  Compare how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.

SOC.6.2.8.D.4.d  Determine which events led to the rise and eventual decline of European feudalism.

SOC.6.2.8.A.4.c  Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought.
Instructional Activities

1. Interactive map activities: Trace the decline of the Roman Empire and the rise of small kingdoms throughout Europe

2. Medieval Life: Research and report on the various aspects of life during the Middle Ages

3. Castle Project: Research and construct a typical Medieval castle

4. The Black Death: Analyze the impact on the economy, political life, society, and the rise of the middle class from the plague

5. The Crusades: Analyze the several Crusades focusing on the rise and spread of Islam, the movements to the Holy land and the Reconquista of Spain

Interdisciplinary Connections

Art / Music: Explore and create Medieval art, literature, and music

Language Arts: Research and present various aspects of life during the middle ages

Assessment

1. chapter review

2. map skill activities
3. research topics and projects

4. writing development

5. section quizzes

6. chapter tests

Texts and Resources

World: Adventures in Time and Place, McGraw Hill

World History: Ancient Civilizations, Holt

http://www.britishmuseum.org/about_us/tours_and_loans/international_exhibitions/medieval_europe.aspx

http://medievaleurope.mrdonn.org/index.html

http://www.educationworld.com/a_lesson/lesson156.shtml

http://www.history.com/search?q=medieval%20europe

http://www.metmuseum.org/toah/hd/crus/hd_crus.htm

Unit #4, Social Studies, Renaissance and Reformation

Content Area: Social Studies
Course(s): Social Studies
Time Period: February
Length: 8 weeks
Status: Published

Enduring Understanding

The era of the Renaissance created a rebirth of learning in Europe concerning the cultures of antiquity.
**Essential Questions**

1. How did the rise of Islam and the Crusades impact Europe during the late Middle Ages?

2. What impact did the ideas of the Renaissance (political, religious, economic, technological) have on the world?

**NJ Student Learning Standards**

<table>
<thead>
<tr>
<th>SOC.6.2.8.D.4.a</th>
<th>Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC.6.2.8.D.4.c</td>
<td>Assess the demographic, economic, and religious impact of the plague on Europe.</td>
</tr>
<tr>
<td>SOC.6.2.8.D.4.b</td>
<td>Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</td>
</tr>
<tr>
<td>SOC.6.2.8.A.4.a</td>
<td>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</td>
</tr>
<tr>
<td>SOC.6.2.8.D.4.f</td>
<td>Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</td>
</tr>
<tr>
<td>SOC.6.2.8.C.4.b</td>
<td>Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</td>
</tr>
<tr>
<td>SOC.6.2.8.D.4.g</td>
<td>Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</td>
</tr>
<tr>
<td>SOC.6.3.8</td>
<td>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</td>
</tr>
</tbody>
</table>

**Instructional Activities**

1. The Renaissance: Research and report on the various ideas and inventions spurred on by the Renaissance

2. The Renaissance: Explore the ideas of the rebirth of philosophical ideas from Greece and Rome

3. The Renaissance: Art; Examine, analyze, and create Renaissance style art work

4. The Reformation: Biography of Martin Luther, John Calvin, Henry VIII, or other leaders of the Reformation

5. The Crusades- Research the purpose of each crusade and its influence on people involved.

**Interdisciplinary Connections**

Language Arts: Research and debate the splitting of the catholic church

Art: Renaissance Art

Science: Examine the inventions of Leonardo daVinci

**Texts and Resources**
Assessment
1. chapter review
2. map skill activities
3. research topics and projects
4. writing development
5. section quizzes
6. chapter tests

Unit #5, Social Studies, Three Worlds Meet - The Age of Exploration and Colonization
Content Area: Social Studies
Course(s): Social Studies
Time Period: April
Length: 8 weeks
Status: Published

**Enduring Understanding**
European exploration expanded global economic and cultural exchange into the Western Hemisphere affecting the lives of both Native American and European people.

**Essential Questions**
1. What factors lead to the Age of Exploration?
2. How did the Age of Exploration and Colonization impact the groups coming into contact with each other?

**NJ Student Learning Standards**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SOC.6.1.8.D.1.b</td>
<td>Explain how interactions among African, European, and Native American groups began a cultural transformation.</td>
</tr>
<tr>
<td>SOC.6.1.8.A.1.a</td>
<td>Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</td>
</tr>
<tr>
<td>SOC.6.1.8.B.1.b</td>
<td>Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</td>
</tr>
<tr>
<td>SOC.6.1.8.C.1.a</td>
<td>Evaluate the impact of science, religion, and technology innovations on European exploration.</td>
</tr>
<tr>
<td>SOC.6.1.8.D.1.a</td>
<td>Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</td>
</tr>
<tr>
<td>SOC.6.1.8.D.1.c</td>
<td>Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</td>
</tr>
<tr>
<td>SOC.6.1.8.C.1.b</td>
<td>Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</td>
</tr>
<tr>
<td>SOC.6.3.8</td>
<td>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</td>
</tr>
<tr>
<td>SOC.6.1.8.B.1.a</td>
<td>Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</td>
</tr>
</tbody>
</table>

**Instructional Activities**
1. Interactive Map Activities: The Age of Discovery; Examine the many routes taken by the early explorers
2. Old World / New World: The Colombian Exchange; Analyze the impacts cultures have on each other and themselves when encountering new civilizations
3. Trade Routes: Research the economic, political, and cultural significance of the first global economy
4. The Triangle Trade: Research, report and analyze the impact new sources of income had on various groups in Europe, Africa, and New World
**Interdisciplinary Connections**

1. Language Arts: Research and report on the reasons for the Age of Exploration

2. Art: Maps of the Explorers; examine the artwork and accuracy of the maps used by the first explorers

3. Technology: Research and analyze the technological advancements required to explore the world

**Assessment**

1. chapter review

2. map skill activities

3. research topics and projects

4. writing development

5. section quizzes

6. chapter tests

**Texts and Resources**

World: Adventures in Time and Place, McGraw Hill

World History: Ancient Civilizations, Holt

http://geography.about.com/od/historyofgeography/a/ageexploration.htm

http://www.historyguide.org/earlymod/lecture2c.HTML

http://www.metmuseum.org/toah/hd/expl/hd_expl.htm

https://app.discoveryeducation.com/learn/search?q=age%20of%20exploration

https://app.discoveryeducation.com/learn/search?q=indigenous%20americans