

## Grade 7 Social Studies: Quarter 4 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 1 Mesoamerica, Part 2	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 two of this unit focuses on the Aztec and Incan civilizations.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.66, 7.67, 7.68, 7.69, 7.70
Q4, Unit 2 The Age of Exploration	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will analyze and evaluate the causes and outcomes of the age of European exploration of the new world, the roles of indigenous civilizations, and the global impact of these events. Students will leave this unit with a stronger understanding of how the Americas played a role in the pre-industrial world and how vying interests in the Americas set the stage for North American colonization.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.51, 7.52, 7.58, 7.63, 7.71, 7.72, 7.73, 7.74, 7.75
Q4, Unit 3 Inquiry and the Social Studies Practices	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will complete a series of C3 Inquiry Design Modules to demonstrate mastery of geographical skills, historical contextualization, and research by evaluating sources and synthesizing information from multiple sources. Over the course of this unit, students will revisit civilizations they have studied this year to unpack compelling historical questions via the social studies practices.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices
Q4, Unit 4 Project Based Assessment in Civics in compliance with T.C.A. 49-6-1028	2-3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will complete a civics action project in compliance with state law regarding civics.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices

## Grade 7 Social Studies: Quarter 4 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 4 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 1 Mesoamerica, Part 2	1 week	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will begin examining the development and historical context of “New World” cultures prior to European contact. Part two of the Mesoamerica unit focuses on the Aztec and Inca civilizations.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.66, 7.67, 7.68, 7.69, 7.70

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	The Inca Civilization: Its Rise to Greatness and Its Downfall				
<b>Standards</b>	7.64, 7.66, 7.67, 7.68, 7.69, 7.70				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: Explain the meaning for the idiom “All Roads lead to Rome”. Is it historical accurate? How might the Roman empire have benefited in Europe if it were?				
<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>	Think Pair Share: How can mountainous terrain be both an advantage and disadvantage for a civilization? Which civilizations have you previously learned about that were greatly impacted by their positioning near mountains?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Read and Two Column Notes				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Evidence Logs: Characteristics of Civilization in the Incan Empire				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Generate/Sort/Connect/Elaborate: Mesoamerican civilizations studied so far				

## Grade 7 Social Studies: Quarter 4 Unit 1 Vocabulary

### Tier 2 Vocabulary

Distribute, record, mortar, network, rely, depict

### Tier 3 Vocabulary

Quipu, Inca, Aztec, Quetzalcoatl, Lake Texcoco, Tenochtitlan, Montezuma I, Cuzco, Pachacuti, Machu Pichu

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

<b>Mesoamerica Part 2: Week 1</b>	
<b>Essential Question(s)</b>	How does geography impact the development of civilizations? What are the achievements of the Aztec and Inca civilizations?
<b>Student Outcomes</b>	<p>Students can describe the civilizations of the Aztec and Incan peoples of Mesoamerica.</p> <p>Students can analyze how the geography of the Americas impacted the development of the Aztec and Incan civilizations.</p> <p>Students can identify and summarize the importance of the major achievements of the Aztec and Incan civilizations.</p> <p>Students can compare Mesoamerican civilizations and explain how they were interconnected.</p> <p>Students can explain how the societies of the Inca, the Maya and the Aztecs functioned and grew.</p>
<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: Mesoamerica – Where Civilizations Flourished, and Crashed Repeatedly (Lexile 1030)</li> <li>• Article and Question Set: The Inca Civilization – Its Rise to Greatness and its Downfall (Lexile 1020)*</li> </ul> <p><b>Recommended Protocol(s):</b> Close Read</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Images from Unit Text Packet</li> <li>• Task: Mesoamerica (Lexile Mixed)*</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Identity Charts</b> (Appendix B p.95): Incan / Mayan / Aztec civilizations</p> <p><b>Alphabet Brainstorm</b> (Appendix B p.7): What made Mesoamerican civilizations unique?</p> <p><b>Bio Poems</b> (Appendix B p.31): Civilizations and Achievements Personified (the calendar, agriculture...etc.)</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 two ways that the Aztec and Incan civilizations were impacted by their geography and explain how these civilizations were able to overcome those challenges to build sprawling trade networks. Use complete sentences and evidence from the sources in 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>7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century).</p> <p>7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)</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> <p>7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions.</p>

## Grade 7 Social Studies: Quarter 4 Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 2 The Age of Exploration	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will analyze and evaluate the causes and outcomes of the age of European exploration of the new world, the roles of indigenous civilizations, and the global impact of these events. Students will leave this unit with a stronger understanding of how the Americas played a role in the pre-industrial world and how vying interests in the Americas set the stage for North American colonization.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.51, 7.52, 7.58, 7.63, 7.71, 7.72, 7.73, 7.74, 7.75

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	The Fall of Tenochtitlan: The Cortes Conquest				
<b>Standards</b>	7.75				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quickwrite: What impact did the Black Death have in Europe? How did it spread? How did it change European society?				
<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>	Think-Pair-Share: When Cortes arrived in Mexico, he destroyed all of his ships and turned an exploratory mission into one of territorial conquest. What motivation would he and his crew have had to do this?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	See-Think-Wonder: Technology Triumphs section of article. Students can complete a S-T-W for both Spanish and Aztec technology.				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Evidence Logs				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Claim/Support/Question: Effects of European Exploration in the New World				

## Grade 7 Social Studies: Quarter 4 Unit 2 Vocabulary

### Tier 2 Vocabulary

Overseas, primary, rely, considerable, Global, culture, resource, method, invest, transform, Theory, expand, generation, guarantee, military

### Tier 3 Vocabulary

Circumnavigate, conquistadors, allies, smallpox, ambush, hostage, plantations, cash crop, mercantilism, commerce, entrepreneur, cottage industry

## Grade 7 Social Studies: Quarter 4, Unit 2 - Week 1

<b>The Age of Exploration: Week 1</b>	
<b>Essential Question(s)</b>	Why do people move from one place to another? Why do societies choose to expand and explore? What is the impact of exploration?
<b>Student Outcomes</b>	Students can explain the scope and impact of European exploration in the New World on Europe, the development of colonies in the New World, and indigenous peoples. Students can evaluate the success of European exploration and explain the motivations for exploration and colonization. Students can evaluate how European exploration and the growth of commerce caused the development of a new European world view.
<b>Texts</b>	<b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i> , Chapter 12 <b>Texts:</b> <ul style="list-style-type: none"> <li>• Article and Question Set: Imperial Rivalries Part 1 and Part 2 (Lexile 1090 &amp; 960)</li> <li>• Article and Question Set: Navigation Technology in the 1500's and the Age of Exploration (Lexile 1040)</li> </ul> <b>Recommended Protocol(s):</b> Image Analysis, Read Aloud <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Article and Question Set: Atlantic Crossings During the Age of Exploration (Lexile 1040)</li> <li>• Task: Explorers and Reasons for Exploration*</li> <li>• Article and Question Set: The Explorers – Ferdinand Magellan (1040L)</li> <li>• Task: Global Trade*</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Storyboard</b> (Appendix B p.146): The European Conquest of the New World (Pick a European Power) <b>Town Hall Circle</b> (Appendix B p.154): Why did Europeans set out for the New World? <b>Iceberg Diagrams</b> (Appendix B p.91): Europeans came to the New World...Why? <b>Café Conversations</b> (Appendix B p.39): <i>Political and Cultural Figures of this Period</i>
<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, explain three motivations for European exploration in the Americas. Use complete sentences and evidence from the sources to support your answer.</b>
<b>Standards</b>	7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. 7.63 Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers. 7.71 Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. 7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. 7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe.

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

<b>The Age of Exploration: Week 2</b>	
<b>Essential Question(s)</b>	How does the origins of the explorers impact the development of societies in the New World? What is the true cost of exploration? What impact does exploration have on Europe, the Americas, and Africa?
<b>Student Outcomes</b>	Students can explain the diffusion of Christianity from Europe to the New World and identify religions of New World settlements. Students can analyze the impact of triangular trade on Europe, Africa, and the Americas. Students can describe the impact of exploration on Mesoamerican civilizations.
<b>Texts</b>	<p><b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i>, Chapter 12</p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Article and Question Set: Clash of Cultures – Cortes Conquers Moctezuma and the Aztecs (930L)</li> <li>• Article and Question Set: Imperial Rivalries Part 3 (Lexile 1130)*</li> </ul> <p><b>Recommended Protocol(s):</b> Text-to-Text, Text-to-Self, Text-to-World</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Task: Exploration in the New World*</li> <li>• The Fall of Tenochtitlan: The Cortes Conquest (Lexile NP)*</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Graffiti Boards</b> (Appendix B p.86): Use each of the European powers as a board starter and allow students to make their comments around the reasons for exploration, and the successes and failures of each.</p> <p><b>Human Timeline</b> (Appendix B p.89): The voyages of discovery and the conquests of the New World.</p> <p><b>Character Charts</b> (Appendix B p.43): <i>Political and Cultural Figures of this Period</i></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 four global impacts from the development of a trading network between Europe, Africa, and the Americas in the 15<sup>th</sup> and 16<sup>th</sup> centuries. Use complete sentences and evidence from the sources to support your answer.</b></p>
<b>Standards</b>	<p>7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods.</p> <p>7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.</p> <p>7.74 Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent.</p> <p>7.75 Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures.</p>

## Grade 6 Social Studies: Quarter 4, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 3 Inquiry and the Social Studies Practices	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will complete a series of C3 Inquiry Design Modules to demonstrate mastery of geographical skills, historical contextualization, and research by evaluating sources and synthesizing information from multiple sources. Over the course of this unit, students will revisit civilizations they have studied this year to unpack compelling historical questions via the social studies practices.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Module: Should we call it the Silk Road?				
<b>Standards</b>	SSP1-SSP6				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick-write: What was the Silk Road? What do the words in its title imply about the trade network?				
<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>	Think Pair Share: How does trade impact and change societies?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Image Analysis: Maps of the Silk Road				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Close read of sources A-C for supporting question "What was the 'Silk Road'?"				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Create a map that illustrates exchanged commodities and their movement along the trade routes.				



## Grade 7<sup>th</sup> Social Studies: Quarter 4 Unit 3 Week 1

<b>C3 Civics Inquiry Unit—Module 1</b>	
<b>Compelling Inquiry Question</b>	Should we call it the Silk Road?
<b>Supporting Question(s)</b>	What was the “Silk Road”? Why was silk so important? What, besides silk and other goods, was shared on the Silk Road? What else could this trade network be called?
<b>Student Outcomes</b>	Students analyze the impact of Silk Road commerce on Europe, Asia, and North African development. Students can identify and evaluate the diffusion of ideas through trade.
<b>Texts</b>	<b>Texts</b> Module: Should we call it the Silk Road?
<b>Text Specific and Text Dependent Questions</b>	See Module Documentation
<b>Suggested Classroom Strategies</b>	See Module Documentation
<b>Assessment(s)</b>	Should we call it the “Silk Road”? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
<b>Standard(s)</b>	SSP1-SSP6 7.9 Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society. 7.14 Draw evidence from informational texts to describe the role of trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. 7.20 Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. 7.22 Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. 7.23 Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and gunpowder. 7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. 7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe and its impact on the global population. 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<sup>th</sup> Social Studies: Quarter 4 Unit 3 Week 2

<b>C3 Civics Inquiry Unit—Module 2</b>	
<b>Compelling Inquiry Question</b>	Did the Printing Press Preserve the Past or Invent the Future?
<b>Supporting Question(s)</b>	What was first printed? In what ways did the printing press preserve the past? How did the printing press stimulate interest in exploration? To what extent did the printing press facilitate change?
<b>Student Outcomes</b>	Students can analyze the varied effects of the printing press on life in Europe, including religious thought, exploration, and education. Students can evaluate the historical impact of the printing press.
<b>Texts</b>	<b>Texts</b> Module: Did the Printing Press Preserve the Past or Invent the Future?
<b>Text Specific and Text Dependent Questions</b>	See Module Documentation
<b>Suggested Classroom Strategies</b>	See Module Documentation
<b>Assessment(s)</b>	Did the printing press preserve the past or invent the future? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
<b>Standard(s)</b>	SSP1-SSP6 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. 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. 7.55 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. 7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. 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.

## Grade 7<sup>th</sup> Social Studies: Quarter 4 Unit 3 Week 3

<b>C3 Civics Inquiry Unit—Module 3</b>	
<b>Compelling Inquiry Question</b>	How did reason lead to revolution?
<b>Supporting Question(s)</b>	What was the Enlightenment and what were the Enlightenment writers' views on human rights? What were the social, economic, and political problems that were pointed out by the Enlightenment writers? What did Enlightenment writers say that would inspire others to think differently about their current social, political, and economic condition? How did the Age of Reason writers and speakers influence people to action and revolution?
<b>Student Outcomes</b>	Students can analyze the impacts of the work of Enlightenment writers on modern history.
<b>Texts</b>	<b>Texts</b> Module: How did reason lead to revolution?
<b>Text Specific and Text Dependent Questions</b>	See Module Documentation
<b>Suggested Classroom Strategies</b>	See Module Documentation
<b>Assessment(s)</b>	How did Reason lead to Revolution? Construct an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
<b>Standard(s)</b>	SSP1-SSP6 7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu.

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

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 2 Project Based Assessment in Civics in compliance with T.C.A. 49-6-1028	2-3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will complete a civics action project in compliance with state law regarding civics.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	County Solutions: Problems Overview materials				
<b>Standards</b>	SSP1-SSP6 T.C.A. 49-6-1028				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: What do you think is the biggest problem in your community? Why? Explain in a paragraph with at least three supporting details.				
<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>	Think-Pair-Share on the two issues presented by the teacher to the class as possible topics for the class project.				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Tug for Truth – Which of the issues presented is the biggest problem in the community?				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students complete 5W + H graphic organizer on both articles for the topic that the classes decided was the biggest community issue.				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Complete “Define the Problem” section of Public Policy Flow Chart for class issue.				

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

<b>Connections to US Civics: Week 1</b>	
<b>Essential Question(s)</b>	What people or groups are there in my community that supports it? What is the role of local government? What problems exist in your community? What could be done to address those problems?
<b>Student Outcomes</b>	Students can identify the roles of different individuals and governmental organizations in managing local communities. Students can identify problems in their community and create possible solutions for them.
<b>Texts</b>	<b>Text:</b> <ul style="list-style-type: none"> <li>• County Solutions: Project Overview</li> <li>• Step One: We've got issues</li> <li>• Step Two: The news and you</li> <li>• Step Three: Who you gonna call?</li> <li>• Step Four: Working with websites</li> </ul>
<b>Suggested Classroom Strategies</b>	See resource for each day's step.
<b>Assessment(s)</b>	See resource for each day's step.
<b>Standards</b>	SSP1-SSP6 T.C.A. 49-6-1028

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

<b>Connections to US Civics: Week 2</b>	
<b>Essential Question(s)</b>	What people or groups are there in my community that supports it? What is the role of local government? What problems exist in your community? What could be done to address those problems?
<b>Student Outcomes</b>	Students can identify the roles of different individuals and governmental organizations in managing local communities. Students can identify problems in their community and create possible solutions for them.
<b>Texts</b>	<b>Text:</b> <ul style="list-style-type: none"> <li>• Step Five: All about public policy</li> <li>• Step Six: Real world policies</li> <li>• Step Seven: Brainstorm a-brewin'</li> <li>• Step Eight: Positions, please!</li> <li>• Step Nine: Action campaign (may extend into third week)</li> </ul>
<b>Suggested Classroom Strategies</b>	See resource for each day's step.
<b>Assessment(s)</b>	See resource for each day's step.
<b>Standards</b>	SSP1-SSP6 T.C.A. 49-6-1028