**Course Description:**The emphasis of study for **Seventh Grade Social Studies** will begin with The 5 Themes of Geography/Map Skills (The Middle Ages/The Renaissance) and will continue through Contemporary Times. The students will examine the development of culture, government, economics, and society and delve into the revolutions that have shaped countries and military conflicts that have changed the outcomes of nations from (mostly) global and national perspectives. Students also should understand how these events connect us with countries around the world today.

We will build on the foundations learned last year in sixth grade when the students studied **World Civilization: The Dawn of Humankind**.

The students will explore and discover history in the following units this academic year:

**Course Content:**

**Unit 0: 6th-Grade Review -**The students will begin the first few weeks of the academic year learning *The 5 Themes of Geography, Map Skills (5 Elements of a Map), Latitude & Longitude*, and then we will review *The Middle Ages & The Renaissance* to trigger prior knowledge from where the students ended their study during sixth grade.

**Unit 1 - Age of Discovery -**The first unit of seventh-grade Social Studies will focus on the technological breakthroughs that allowed ambitious men to venture across the horizon to discover "what was on the other side." The area of focus will be on the European explorers and their explorations of Africa, India and especially The New World, aka The Americas.

**Unit 2 - Age of Enlightenment and Reasoning -**Building on The Renaissance, where there were major cultural advances in art, music, science, mathematics and medicine, The Age of Enlightenment once again finds humankind making major strides in the areas of science, mathematics, astronomy, medicine and especially philosophy. Philosophers challenged the concept of divine rights and championed the ideas of self-worth and a social contract between political rulers and those they ruled. We will analyze democracy, liberty and equality.

**Unit 3 - Revolutions -**The students will study the following revolutions in order: American, French, Latin American, Industrial and Russian. Students will make the connection between democracy, liberty and equality learned in Unit 2 and observe how they led to the cultural and political revolutions in the United States, France, Latin America and Russia. Monarchies gave way to democratic forms of governments ruled by the people and, in one case, communism. Students also will learn about the Industrial Revolution. It is my hope, by the end of the academic year, students will truly understand how the Industrial Revolution, combined with Adam Smith's concept of capitalism, has motivated governments and affected human existence throughout the world. This long unit will last from November to midway through January.

**Unit 4 - Nationalism and Imperialism -**Students will examine how the concept of nationalism helped inspire the peoples of the Prussia and Italian states into uniting and forming modern-day Germany and Italy, respectively. Imperialism is a concept where a country attempts to increase its power and influence by dominating and taking from weaker countries. We will examine how European powers England, France, Germany, Spain, Portugal, Italy and Belgium, and the United States, used imperialism in places like Africa, India, Japan, and China in order to take their vast natural resources to feed the numerous factories created as a result of the Industrial Revolution.

**Unit 5 - 20th Century: Age of Modern War -** Militarism. Alliances. Imperialism. Nationalism. The combination of these "isms" created ill will and rivalries between countries and eventually led to World War I, which eventually caused The Great Depression, which eventually led the globe into World War II. We will study all these events and even throw The Roaring 20s and concepts of economics in there for good measure.

**Unit 6 - The Cold War -**The result of World War II was a power shift from the old, great European Empires of Great Britain, France and Germany to the United States of America and the Soviet Union (formerly Russia....we will discuss this during the Russian Revolution). These two countries represented two entirely different political and economic concepts: democracy and capitalism of the United States vs. the state-led dictatorship and communism of the Soviet Union. The globe was the chessboard, and these two Super Powers played a deadly game of influence and favor that led to three major proxy wars in Korea, Vietnam and Afghanistan. The Cold War lasted from 1947-1991. However, with the United States' long-reaching involvement in affairs around the entire world and Russia's incursions into Crimea and the Ukraine and the belief that it meddled in the 2016 United States' Presidential Election, it begs the question: Are these two old foes once again at odds today?

**Unit 7 - Contemporary World -**Students will study and analyze events that have and, in some instances, still do shape the world such as globalism, child labor, unfair labor practices, HIV-AIDs epidemic, apartheid, and contemporary genocides (Darfur, South Sudan, Rwanda and Bosnia-Herzegovina).

**Course and Unit expectations:**

The students’ expectation is to participate and complete a wide variety of assignments to first obtain and then display the knowledge they have obtained. These assignments will include:

\* creative projects, worksheets, group work, classroom discussions and debates, individual discussion threads on CANVAS, assessments, and FHL (Fantasy History League) assignments, which are research papers on seven historical figures (one for each unit of study) throughout the school year.

**Grading Scale**

**Projects/Major Celebrations of Learning -** 55 percent      **Classwork -** 10 percent

**Minor Celebrations of Learning -** 25 percent     **Evening Learning Opportunity -** 10 percent