

# Social Studies Curriculum

PASCO SCHOOL DISTRICT #1

7th Grade: World History & Washington State History

In seventh grade, students become more proficient with the core concepts in social studies. There are two recommended contexts in which students can demonstrate this proficiency in the seventh grade. The first part of the year is focused on a continuation of world history from sixth grade as students look at the geography, civics, and economics of major societies up through 1450. The second part of the year asks students to bring their understanding to their world today as they examine Washington State from 1854 to present. The study of Washington State includes an examination of the state constitution and key treaties. While these two contexts may be very different, the purpose of studying these different regions and eras is the same: to develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.

*Washington State Social Studies Unit Outlines—Seventh Grade*



*In keeping with district instructional goals, seventh grade students obtain social studies instruction as a component of the History/Language Arts Block. Using the classroom structures of Balanced Literacy and using Guided Language Acquisition Design (GLAD) strategies, students will receive instruction in the content area of World Geography & Ancient Civilizations while furthering their reading and writing skills.*

## World History—The Growth of Islam

This unit will focus on:

- The significant contributions made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts.
- Physical geography contributes to the political, economic, and cultural development of a particular civilization
- How religion and government exercise authority over people
- How does the movement of ideas, goods and people affect cultures
- How trade affects culture

By the end of the unit students will know:

- How cultures and cultural groups contributed to world history.
- How various forms of government affect the lives of people in the past or present

At the end of the unit, students will be able to:

- Understand examples of cultural diffusion in the world from the past or in the present.
- Evaluate the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.

Common Content Vocabulary for this Unit:

monotheism      mosque      nomad

pilgrimage

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.2.3      3.2.2      4.1.2, part 1

4.2.2      5.2.2

Core Materials for this Unit:  
Houghton Mifflin Company: Across the Centuries  
Unit 2, Chapter 3 & 4

## World History—Medieval Societies

This unit will focus on:

- The significant contributions made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts.
- Physical geography contributes to the political, economic, and cultural development of a particular civilization
- What stimulates the movement of goods, people, and ideas
- How and why the rule of law develops in civilizations
- How different economic systems affect people's daily lives

By the end of the unit students will know:

- How individuals and movements have shaped world history
- How human spatial patterns have emerged from natural processes and human activities in the past or present.

At the end of the unit, students will be able to:

- Analyze the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.
- Evaluate the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.

Common Content Vocabulary for this Unit:

chivalry	crusade	Feudalism
fief	guild	hierarchy
icon	serf	vassal

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

2.2.1	3.1.2	4.1.2, part 1
4.2.1	5.2.2	

Core Materials for this Unit:  
Houghton Mifflin Company: Across the Centuries  
Unit 5, Chapter 10 & 11

## World History—Civilizations of the Americas

This unit will focus on:

- The significant contributions made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts.
- Physical geography contributes to the political, economic, and cultural development of a particular civilization
- How religion and government exercise authority over people
- How does the movement of ideas, goods and people affect cultures

By the end of the unit students will know:

- How technology and ideas have impacted world history

At the end of the unit, students will be able to:

- Analyze a major historical event and how it is represented on timelines from different cultural perspectives.
- Evaluate the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.

Common Content Vocabulary for this Unit:

Hunter-gatherer

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

4.1.1	4.1.2, Part 1
4.2.3	5.2.2

Core Materials for this Unit:  
Houghton Mifflin Company: Across the Centuries  
Unit 7, Chapters 15 & 16

## Washington State History—Territory & Treaty Making (1854-1889)

This unit will focus on:

- The legacy of the treaty-making period on the way we live today
- How physical geography affected the growth and development of the state
- What impact the development of Washington State had on different cultural groups
- How Washington emerged from a territory to achieve statehood

By the end of the unit students will know:

- How the following themes and developments help to define eras in Washington State history from 1854 to the present: Territory and treaty-making

At the end of the unit, students will be able to:

- Analyze multiple causal factors that shape major events in Washington State or world history
- Analyze multiple factors, make generalizations and interpret primary sources to formulate a thesis in a paper or presentation
- Create annotated bibliography or works cited page using an appropriate format

Common Content Vocabulary for this Unit:

decimate                  retaliate                  township

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

4.1.2, part 2                  4.3.2

5.4.1                                  5.4.2

Core Materials for this Unit:

Gibbs Smith: Washington in the Pacific Northwest  
Chapter 3 & 6

## Washington State History—Railroads, Reform, Immigration, and Labor (1889-1930)

This unit will focus on:

- How do the Washington State constitution define the state’s ideals and values?
- What were the causes and consequences of Washington becoming a state?
- What is unique about the government of Washington State and what priorities does it reflect?

By the end of the unit students will know:

- How the following themes and developments help to define eras in Washington State history from 1854 to the present: Railroads, reform, immigration, and labor
- The role of immigration in shaping societies in the past or present.

At the end of the unit, students will be able to:

- Understand how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.

Common Content Vocabulary for this Unit:

derogatory                      revenue                      Reclamation project

subsidy                      vigilantes

Student’s knowledge will be assessed using the following:

Classroom Based Assessment (CBA): “People on the Move”

Washington State Grade Level Expectations (GLEs):

1.1.1                      3.2.3

4.1.2, part 3

Core Materials for this Unit:  
Gibbs Smith: Washington in the Pacific Northwest  
Chapter 7 & 8

## Washington State History—Great Depression and World War II (1930-1945)

This unit will focus on:

- The legacy of the Great Depression and World War II for Washington State
- How the people of Washington State responded to the political, economic, and social challenges of the Great Depression and World War II

By the end of the unit students will know:

- How the following themes and developments help to define eras in Washington State history from 1854 to the present: the Great Depression and World War II

At the end of the unit, students will be able to:

- Analyze the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.
- Analyze maps and charts from a specific time period to analyze an issue or event
- Analyze and interpret historical materials from a variety of perspectives in Washington State or world history

Common Content Vocabulary for this Unit:

migrants                  Reactors                  subsistence

transient

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.1.2                                  3.1.1

4.1.2, part 4                          4.3.1

Core Materials for this Unit:  
Gibbs Smith: Washington in the Pacific Northwest  
Chapter 9

## Washington State History—New Technologies and Industries (1945-1980)

This unit will focus on:

- How technology has shaped the way people live in Washington
- What significant political, economic, and social challenges affected Washington State in the post-World War II era? How did these challenges impact individuals and groups of people?
- What are the key industries of Washington State, past and present?

By the end of the unit students will know:

- How the following themes and developments help to define eras in Washington State history from 1854 to the present: new Technologies and Industries
- How the environment has affected people and how people have affected the environment in Washington State in the past or present

At the end of the unit, students will be able to:

- Analyze how an event in Washington State or world history helps us to understand a current issue
- Understand and analyze the distribution of wealth and sustainability of resources in Washington State

Common Content Vocabulary for this Unit:

agribusiness

Mass transit

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

2.4.1

3.2.1

4.1.2, part 5

4.4.1

Core Materials for this Unit:  
Gibbs Smith: Washington in the Pacific Northwest  
Chapter 10 & 11



## Washington State History—Contemporary Washington (1980-present)

This unit will focus on:

- What challenges face the people of Washington State today
- How can citizens work to address these challenges
- How people have sought to create a vibrant and sustainable economy in Washington

By the end of the unit students will know:

- How the following themes and developments help to define eras in Washington State history from 1854 to the present: Contemporary Washington
- The effectiveness of different forms of civic involvement
- How international agreements have affected Washington State in the past or present
- The importance of financial literacy in making economic choices

At the end of the unit, students will be able to:

- Understand and analyze the structure, organization, and powers of government at the local, state, and tribal levels including the concept of tribal sovereignty
- Understand and analyze the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present
- Understand and analyze how the forces of supply and demand have affected international trade in Washington State in the past or present
- Understand evidence supporting a position on an issue or event
- Evaluate the breadth of evidence supporting positions on an issue or event
- Create and use research questions to guide inquiry on an issue or event
- Analyze and respond to multiple viewpoints on public issues brought forth in the context of a discussion.

Common Content Vocabulary for this Unit:

entrepreneurs	inflation	initiative
Minimum wage	Political parties	referendum

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.2.1	1.3.1	1.4.1
2.1.1	2.2.2	2.3.1
4.1.2, part 6	5.1.1	5.1.2
5.2.1	5.3.1	

Core Materials for this Unit:  
Gibbs Smith: Washington in the Pacific Northwest  
Chapter 12 & 13

