

WEST DEPTFORD SCHOOL DISTRICT

Content Area: Social Studies			
Course Title: World History			Grade Level: 7
Quarter 1 (first 6 weeks)			6 weeks
Topic 1: The Feudal System			1 week
Topic 2: The Manor System			1 week
Topic 3: Heraldry			1 week
Topic 4: The Crusades			1 week
Topic 5: The Magna Carta			1 week
Topic 6: The Black Death			1 week
Quarter 1 & Quarter 2 (end of Quarter 1 & all of Quarter 2)			12 weeks
Topic 7: The Renaissance			4 weeks
Topic 8: The Reformation			4 weeks
Topic 9: The Scientific Revolution			2 weeks
Topic 10: The Enlightenment			2 weeks
Quarter 3			9 weeks
Topic 11 : Age of Exploration			4.5 weeks
Topic 12: European Colonization of the Americas			4.5 weeks
Quarter 4			9 weeks
Topic 13: Road to Revolution			2.5 weeks
Topic 14: The American Revolution			6.5 weeks
Date Created: August 2022 Revised: August 2023		Board Approved on: August 2022 Revised Board Approved: August 2023	

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Seventh Grade Social Studies Pacing Guide

Topic Number	Title	DATES	Number of Days
1	The Feudal System	9/12 - 9/16	5
2	The Manor System	9/19 - 9/23	5
3	Heraldry	9/26 - 9/30	5
4	The Crusades	10/3 - 10/7	5
5	The Magna Carta	10/11 - 10/17	5
6	The Black Death	10/18 - 10/24	5
	Unit Test - Topics #1-6 Review & Assessment	10/25 - 10/28	4
7	The Renaissance	10/31 - 12/2	20
8	The Reformation	12/5 - 1/6	19
9	The Scientific Revolution	1/9 - 1/20	8
10	The Enlightenment	1/23 - 2/3	10
	Unit Test - Topics #7-10 Review & Assessment	2/6 - 2/10	5
11	Age of Exploration	2/13 - 3/7	15
	Unit Test - Topic 11 Review & Assessment	3/8 - 3/10	3
12	European Colonization of the Americas	3/13 - 3/31	19
	Unit Test - Topic 12 Review & Assessment	4/3 - 4/5	3
13	Road to Revolution	4/17 - 4/28	10
	Unit Test - Topic 13 Review & Assessment	5/1 - 5/2	2
14	The American Revolution	5/3 - 6/9	27

	Unit Test - Topic 14 Review & Assessment	6/12 - 6/13	2

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Middle School 7th Grade Social Studies Lesson Plan Format

{45 Minutes of Instruction}

Example lesson plan: Using primary sources: Examining Leonardo da Vinci's digitized notebook in the British Library, to gain a better understanding of his creative process and genius.

OPENING

5 minutes

Do Now: Google classroom - students will respond to a writing prompt: Based on what you have learned about Leonardo da Vinci so far, why do you think he is described as a true Renaissance man?

PROBLEM BASED LEARNING (SETTING THE STAGE)

15 minutes

- **Engage** - Using the Smartboard, show students pages from Leonardo da Vinci's notebook.
 - Ask students what they notice about da Vinci's writing - it's backwards from right to left, "mirror writing."
 - Discuss and list together reasons da Vinci might have written in his notebooks this way
- **Explore** - Allow students to independently explore da Vinci's notebook, link on Google classroom. Students will notice his writing habits and detailed diagrams.

VISUAL LEARNING

20 minutes

- **Engage** - Have students attempt to write as da Vinci did, backwards from right to left. Provide students with mirrors to check their messages and link a website that demonstrates his "mirror writing."
- **Explore** - Have students explore the assigned website to complete a scavenger hunt of questions about da Vinci's surviving notebooks, who owns them, where they are located, their value, etc. to emphasize the importance of them.

ASSESS

5 minutes

- **Summarize** - Quick Check to assess students' understanding - Exit Ticket: How do we know Leonardo da Vinci's notebooks are still valued today? Give a specific detail from today's lesson to support your answer.