

7th Grade Annotated Pacing Guide
World History: Renaissance to the Present
Holt McDougal text

Unit I: Introduction / Geography / Social Studies / Middle Ages Review

8/21 – 9/13 – Teacher & student introductions / School and Class Expectations / Geography & Social Studies pre-test / 5 Themes of Geography, 5 Strands of Social Studies, & Map Skills Unit / Introduce Current Events

NC Standards/Objectives: 7.H.1.2; 7.H.2.1; 7.G.1.1; 7.G.1.3; 7.G.2.1; 7.C&G.1.4; and 7.C.1.2

- 8/21 – 23
- Explain classroom / school rules / class expectations / syllabus. Explain how warm-ups will be recorded, conducted, graded, and used throughout the year. 5 Themes of Geography / 5 Strands of Social Studies / Map skills pre-assessment
- Review the information from the pre-test. Identify areas from the pre-test that need to be taught or re-taught with the class.
- Start warm-ups on the second day. Explain to students the expectations of how and where to place them in their notebooks. Their responsibility for keeping up with them, and how they will be graded.

On Friday of the first week of school, introduce students to their yearlong weekly assignment of current events. Every Friday, unless there is a schedule conflict, students will be assigned to find a current news event that may range from local news, all the way to international news. Over the weekend students will research the current news event, and on Monday write a journal entry about it the following Monday in class. Students will have the first 10 minutes of class to journal about their article. There are three points students should focus on for each journal entry: the first is to briefly summarize the article; the second is to explain the importance or relevance of the article (the “so what”); and finally the journal entry should show either a connection to another event current or past or a personal connection on the students part. On the Friday prior to writing the journal entry students will sign up for a time slot to share their story on the following Tuesday. Each student is required to share a current events journal entry at least once throughout each trimester.

- 8/26 – 9/9 Review of Chapters 16 The Early Americans, 17 Early Middle Ages, and 18 Later Middle Ages
- Students will be placed in assigned groups of 2 students and assigned a topic from the three chapters. The three chapters will be divided up into 13 presentation sections, and the groups will be assigned one of the sections. Students will create

presentations on the assigned a topic to present to the class. The students will present their work to the class. Each presentation will have a minimum of 3 takeaway points the class needs to make note of. Presentations will be assessed with a rubric provided to the students.

- After all presentations, students will be assessed specifically on the takeaway points via a quiz or writing piece. All presentations and the quiz will be completed by 9/9
- 9/10 – 13 7th Grade Class to Green River Preserve

Unit II: The Renaissance and Reformation

9/16 – 11/7

NC Standards/Objectives: 7.H.1.1; 7.H.1.2; 7.H.2.1; 7.H.2.3; 7.H.2.4; 7.G.1.1; 7.G.1.2; 7.G.1.3; 7.G.2.1; 7.E.1.1; 7.E.1.3; 7.C&G.1.4; and 7.C.1.2

- 9/16 – 26 Italian Renaissance (pgs. 558 – 564), Ren. Ref. Digital Interactive N/B (slides 2 – 4), & PPT
- Assign each class their Google Classroom logins and show students how to use Interactive notebooks in Google Classroom.
- Students read text pgs. 558 – 564 while completing slides 2 – 4 from the Renaissance and Reformation Digital Interactive notebook (DINB). Renaissance Art PPT will be viewed throughout the two weeks to supplement and enhance instruction. Students will have cloze notes to go with the PPT.
- Students will be assessed on this section with a vocabulary quiz at the end of the first week of the unit. There will be a test on the last day of the section.
- 9/30 – 10/4 The Renaissance Beyond Italy (pgs. 565 – 568) & Ren. Ref. Digital Interactive N/B (slides 5 – 8)
- Teacher facilitated reading and discussion of section 2 from the text for the first 20 min. of class; students then work within their group to complete slides 5 – 8 in their DINB.
- 10/4 – 16 Renaissance Inventions Project
- With a partner, students will research an invention from the Renaissance and create an advertisement/infomercial for the invention. Students will have one weekend and three class periods to research and work on their projects. The students will then present their project to the class. The project will be graded using a rubric that encompasses content, creativity, neatness, and grammar/spelling. Each class will also vote for the top three projects based on creativity, originality, and interest of persuasion. A small awards ceremony will be conducted in class for the winners.

- 10/21 – 11/7 The Reformation of Christianity (pgs. 569 – 575), Ren. Ref. DIN/B (slides 9 – 14), & Reformation PPT and Cloze notes
- Students read The Reformation of Christianity, section 3 from the text while completing slides 9 – 14 from the DIN/B. The Reformation PPT and cloze notes will be shown and discussed throughout the section.
- Assessments: Reformation vocabulary quiz by 10/25. Second Reformation quiz by 10/30. Review with Kahoot. Unit test by 11/5

End of 1st Trimester

Unit III: Science and Exploration

11/6 – 11/22

NC Standards/Objectives: 7.H.1.1; 7.H.1.2; 7.H.2.1; 7.H.2.3; 7.H.2.4; 7.G.1.1; 7.G.1.2; 7.G.1.3; 7.G.2.1; 7.E.1.1; 7.E.1.3; 7.C&G.1.1; 7.C&G.1.4; 7.C.1.1; and 7.C.1.2

- 11/6 – 11 Ch. 20 Sect. 1: The Scientific Revolution (pgs. 588 – 592)
- Guided reading from the text with cloze notes to accompany. Students will also create a chart of all the different scientist of the era and their different theories and inventions. Students will then evaluate which theory or invention they feel is the most important or made the largest affect, then and today, and write a short essay on that topic. Students will submit the essay to Turn-it in.com.
- 11/12 – 22 Ch. 20 Sections 2 & 3: Great Voyages of Discovery and New Systems of Trade (pgs. 593 – 601), Age of Exploration DIN/B , & Age of Exploration PPT's
- 11/12 - 15 Students with their table groups read Ch. 20, sect. 2 from the text and complete slides 2-5 in the Age of Exploration DIN/B using their text, the internet, and the PPT's provided in the Google Classroom.
- 11/18 – 11/22 Students with their table groups read Ch. 20, sect. 3 from the text and complete slides 6 – 11 in the Age of Exploration DIN/B using their text, the internet, and the PPT's provided in the Google Classroom.
- Assessments: Quiz on Scientific Revolution around 11/ 11 or 12. A vocabulary quiz on or around 11/18 on Age of Exploration. Short essay from Scientific Revolution will count as a summative assessment and there will be a short test at the end of the unit on 11/22.

Thanksgiving Break 11/25 – 29

Unit IV: Enlightenment and Revolution

NC Standards/Objectives: 7.H.1.1; 7.H.1.2; 7.H.2.1; 7.H.2.3; 7.H.2.4; 7.G.1.1; 7.G.1.2; 7.G.1.3; 7.G.2.1; 7.E.1.1; 7.E.1.3; 7.C&G.1.1; 7.C&G.1.4; 7.C.1.1; and 7.C.1.2

12/2 – 12/19

- 12/2 – 6 Ch. 21, sect. 1 Ideas of the Enlightenment (pgs. 612 – 615)
- Teacher led reading of the text, with guided notes to go along with the text. Focus on vocabulary, important events, and people. Students may read aloud if they wish. Short quiz at the end of the piece of text and notes.
- 12/10 – 16 Ch. 21, sect. 2 New Views on Government (pgs. 616 – 621) & Absolute Monarchs PPT
- Students read and complete guided notes that go with the text. PPT on Absolute Monarchs with cloze notes. Quiz on guided and cloze notes by 12/16 with Socratic.
- Unit review and assessment to take place from 12/17 – 19.

Christmas Break 12/20 – 1/3

Unit V: Revolutions and Nations

NC Standards/Objectives: 7.H.1.1; 7.H.1.2; 7.H.2.1; 7.H.2.3; 7.H.2.4; 7.G.1.1; 7.G.1.2; 7.G.1.3; 7.G.2.1; 7.E.1.1; 7.E.1.3; 7.C&G.1.1; 7.C&G.1.4; 7.C.1.1; and 7.C.1.2

1/6 – 31

- 1/6 – 10 Ch. 21 sect. 3, The Age of Revolution: American Revolution (pgs. 622 – 625) & American Revolution PPT
- Teacher led reading through pgs. 622 – 625 and answer the two reading check questions in their notebook. 1/6 & 7
- With a partner students work through the American Revolution PPT and complete the questions and guided notes that go with the PPT. Quiz to follow. 1/8 - 10
- Teacher led reading through pgs. 626 – 627 and pgs. 638 – 641, answer the three reading check questions in their notebook. 1/13 & 14
- With a partner students work through the French Revolution PPT and complete the questions and guided notes that go with the PPT. Quiz to follow. 1/15 - 17

- Teacher led reading through pgs. 641 – 643 and answer the reading check question and interpreting maps question in their notebook. 1/21
- With a partner students work through the French Revolution PPT and complete the questions and guided notes that go with the PPT. Quiz to follow. 1/22 – 28
- Final assessment: Students will choose a leader from one of the Revolutions to briefly research and write a 3 paragraph essay introducing, explaining their importance, and contribution to their cause. Essays will be submitted to Turnitin.com. Assigned 1/28 and due 1/31. Students will create a rough draft, peer edit, and turn in a final draft.

Unit VI: Industrial Revolution / Nationalism & the Unification of both Italy and Germany / Imperialism

NC Standards/Objectives: 7.H.1.1; 7.H.1.2; 7.H.2.1; 7.H.2.3; 7.H.2.4; 7.G.1.1; 7.G.1.2; 7.G.1.3; 7.G.2.1; 7.E.1.1; 7.E.1.3; 7.C&G.1.1; 7.C&G.1.4; 7.C.1.1; and 7.C.1.2

2/3 – 3/6

- 2/3 – 7 Ch. 22 sect. 2 The Industrial Revolution (pgs. 644 – 647) & PPT
- 2/3 – 4 Students are divided into groups of 5 and assigned one of the 5 sub-headings in the section. Each group will read their section and discuss the key points from the section. Next, the group will create a skit, or a drawing or diagram on the board. The groups will then present their information to the class.
- 2/4 – 7 PPT presentation on the Industrial Revolution accompanied with cloze notes. Students will have several text pieces or primary documents to work on in class and at home to give them as close to a first hand account of the time and circumstances of the era.
- 2/7 Students take a quiz on the Industrial Revolution
- 2/10 – 11 Students retrieve the text pieces Conservatives in Control and The New Nation of Germany in Google Classroom. Students read and complete the paper copy of cloze notes that go with the pieces text with their table group. Over the course of the three days of the lesson, there will be time for several class discussions. There will also be a reading quiz during the three days.
- 2/12 – 13 With their seat partner students will create a Venn diagram comparing and contrasting the creation of both the new nations of Italy and Germany. The students will then individually write a summary using their notes and the Venn diagram. Students will be assessed individually on their summary.

- 2/14 – 25 PPT presentations with cloze notes on Imperialism in India, Africa, China, Japan, and Latin America. Students will also be assigned an activity sheet to go with each section of Imperialism being studied. There will also be two quizzes on Imperialism.
- 2/21 End of 2nd Trimester
- 2/26 – 28 Unit test on Industrial Revolution, Nationalism, and Imperialism. Study guide and review on Feb. 26th & 27th, and test on Feb. 28th.

Unit VII: World War I / Between the War Years / WW II / Cold War

NC Standards/Objectives: 7.H.1.1; 7.H.1.2; 7.H.2.1; 7.H.2.3; 7.H.2.4; 7.G.1.1; 7.G.1.2; 7.G.1.3; 7.G.2.1; 7.E.1.1; 7.E.1.3; 7.C&G.1.1; 7.C&G.1.4; 7.C.1.1; and 7.C.1.2

3/2 – 5/20

- 3/2 – 3 World War I Simulator. Students divided into 6 groups, and each group is given a information pertinent to the make believe country they represent. The teacher provides scenarios and instructions to run the simulator. At the end of the simulator students guess which make believe country was representing a real WW I country. The results will be revealed at the end of the WWI lesson.
- 3/4 – 16 Classes will start with 15 – 20 of lesson from WW I PPT with cloze notes, or a short lecture with notes from the teacher. WW I DINB, slides will be assigned in 3 – 4 slide sets and checked for completion every 3rd day. All slides are due by 3/16. Students will have time to work on their DINB in class after lesson. There will be two short quizzes throughout the DINB and PPT.
- 3/13 – 25 WW I project, students with a partner choose a topic from WW I to show what they learned from the WW I and present that to the class. Topics could be technology, trench warfare, the causes, the Treaty of Versailles and its outcomes, or a different topic of their choosing as long as it is teacher approved. Objective of this project is for students to explain how their topic had an impact the war overall. Projects can be presented in various formats. Assigned on 3/13, with class work days of 3/16 – 18. Project is due on 3/19, projects will be presented from 3/19 – 3/25.
- 3/26 – 4/8 Between the War Years. Students will read three text packets on the rise of Mussolini, Hitler, and Stalin. There will also be a PPT with cloze notes that coincides and enhances the text pieces. Students will have a short assessment on the Between the War Years on 4/7, with make-ups on 4/8.

Spring Break 4/9 – 17

- 4/20 – 21 World War II simulator. This is a short introductory lesson on WW II. Student's work individually answering questions from a PPT. Each question is worth a point value.
- 4/21 – 5/1 Classes will start with 15 – 20 of lesson from WW II PPT with cloze notes, or a short lecture with notes from the teacher. WW II DINB, slides will be assigned in 3 – 4 slide sets and checked for completion every 3rd day. All slides are due by 5/1 Students will have time to work on their DINB in class after lesson. There will be two short quizzes throughout the DINB and PPT.
- 5/4 – 14 Classes will start with 15 – 20 of lesson from a Cold War PPT students have some reference for their DINB. Students are assigned Cold War DINB. Slides will be assigned in 3 – 4 slide sets and checked for completion every 3rd day. All slides are due by 5/18. Students will be assessed twice throughout the lesson, once in the middle of the lesson and once at the end
- 5/14 – 20 Review and test. Students will be given a study guide on 5/14 to fill in and use for review on WW II and the Cold War. Test will be on 5/20. 5/5.

Unit X: Current Events

5/21 – 6/3

NC Standards/Objectives: 7.H.1.1; 7.H.1.2; 7.H.2.1; 7.H.2.3; 7.H.2.4; 7.G.1.1; 7.G.1.2; 7.G.1.3; 7.G.2.1; 7.E.1.1; 7.E.1.3; 7.C&G.1.1; 7.C&G.1.4; 7.C.1.1; and 7.C.1.2

- 5/21 - 26 Teacher facilitated reading and discussion of Worldwide Terrorism and Global Interdependence from the text (pgs. 676-679), with guided notes and questions. Reading quiz on 5/26.
- 5/21 – 28 Assign Currents Events project on 5/21. Students have to choose from a list one event or invention/creation from the Modern Era. The goal is for the students to briefly describe the event or invention, but most importantly explain the importance of it in relation to the world in the Modern Era. Students can create a PPT or poster presentation. Projects and reading notes will be checked for a completion grade on 5/28.
- 5/29 – 6/3 Students will present their projects to the class over the course of 4 days.