



## Seventh Grade Social Studies Scope and Sequence

<b>Theme</b>	<b>WORLD STUDIES FROM 750 B.C. TO 1600 A.D.: ANCIENT GREECE TO THE FIRST GLOBAL AGE</b> The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.			
<b>Spiraled Standards</b>	<ul style="list-style-type: none"> <li>• ELA: RL.1, RI.2, RI.3, RI.4, RI.10</li> </ul>			
	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Topics</b>	<b>Greek and Roman Empires</b>	<b>Feudalism</b>	<b>African Empires</b>	<b>Renaissance &amp; Reformation</b>
<b>Content Statements</b>	<p><b>STRAND: HISTORY</b>  <i>Topic: Historical Thinking and Skills</i>  <b>HIS 1.</b> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values  <i>Topic: Early Civilizations</i>  <b>HIS 2.</b> The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering, and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.  <input type="checkbox"/> <b>Expectations for Learning:</b> Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.  <i>Topic: Feudalism and Transitions</i>  <b>HIS.3</b> The Roman Empire collapsed due to various internal and external factors (political, social, and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe how Germanic invasions helped to break up the</p>	<p><b>STRAND: HISTORY</b>  <i>Topic: Historical Thinking and Skills</i>  <b>HIS 1.</b> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values  <i>Topic: Feudalism and Transitions</i>  <b>HIS.3</b> The Roman Empire collapsed due to various internal and external factors (political, social, and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe how Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.  <b>HIS 4.</b> The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.  <input type="checkbox"/> <b>Expectations for Learning:</b> Explain how the Mongol influence led to unified states in China and Korea and how their failure to conquer Japan allowed a feudal system to persist.  <b>HIS 5.</b> Achievements in medicine, science, mathematics and geography by the Islamic</p>	<p><b>STRAND: HISTORY</b>  <i>Topic: Historical Thinking and Skills</i>  <b>HIS.1</b> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.  <i>Topic: First Global Age</i>  <b>HIS 8.</b> Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe how empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.  <b>HIS 9.</b> The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies   <b>STRAND: GEOGRAPHY</b>  <i>Topic: Spatial Thinking Skills</i>  <b>GEO 12.</b> Maps and other geographic representations can be used to trace the</p>	<p><b>STRAND: HISTORY</b>  <i>Topic: Historical Thinking and Skills</i>  <b>HIS 1.</b> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.  <b>HIS 5.</b> Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe  <b>HIS 6.</b> The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.  <input type="checkbox"/> <b>Expectations for Learning:</b> Analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.  <i>Topic: Feudalism and Transitions</i></p>

	<p>Roman Empire and set the stage for the development of feudal and manorial systems.</p> <p><b>STRAND: GEOGRAPHY</b>  <i>Topic: Human Systems</i>  <b>GEO 15.</b> Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.  <input type="checkbox"/> <b>Expectations for Learning:</b> Select examples of improvements in transportation, communication and technology and explain how they have facilitated cultural diffusion among peoples around the world.</p> <p><b>STRAND: GOVERNMENT</b>  <i>Topic: Civic Participation and Skills</i>  <b>GOV 16.</b> Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.  <input type="checkbox"/> <b>Expectations for Learning:</b> Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.  <i>Topic: Roles and Systems of Government</i>  <b>GOV 17.</b> Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe how Greek democracy was a radical departure from monarchy and theocracy. Explain how it influenced the structure and function of modern democratic governments.  <i>Topic: Roles and Systems of Government</i>  <b>GOV 18.</b> With the decline of feudalism, consolidation of power resulted in the emergence of nation-states.  <input type="checkbox"/> <b>Expectations for Learning:</b> Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</p> <p><b>STRAND: ECONOMICS</b>  <i>Topic: Economic Decision Making And Skills</i>  <b>ECO 19.</b> Individuals, governments and businesses must analyze costs and benefits</p>	<p>civilization dominated most of the Mediterranean after the decline of the Roman Empire. 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A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p>	<p><b>HIS 7.</b> The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.  <input type="checkbox"/> <b>Expectations for Learning:</b> Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.  <i>Topic: First Global Age</i>  <b>HIS 10.</b> European economic and cultural influence dramatically increased through explorations, conquests and colonization  <input type="checkbox"/> <b>Expectations for Learning:</b> Describe how European economic and cultural influence increased through explorations, conquests and colonization  <b>HIS 11.</b> The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.  <input type="checkbox"/> <b>Expectations for Learning:</b> Explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today</p> <p><b>STRAND: GEOGRAPHY</b>  <i>Topic: Human Systems</i>  <b>GEO 15.</b> Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.  <input type="checkbox"/> <b>Expectations for Learning:</b> Select examples of improvements in transportation, communication and technology and explain how they have facilitated cultural diffusion among peoples around the world.</p> <p><b>STRAND: GOVERNMENT</b>  <i>Topic: Civic Participation and Skills</i>  <b>GOV 16.</b> Analyzing individual and group perspectives is essential to</p>
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Market exchanges encouraged specialization and the transition from barter to monetary economies.</p> <p>□ <b>Expectations for Learning:</b> Explain how the growth of cities and empires fostered the growth of markets.</p> <p><b>W. 4, 5, 6, 7, 8, 9, 10</b></p>	<p><b>GOV 18.</b> With the decline of feudalism, consolidation of power resulted in the emergence of nation-states.</p> <p>□ <b>Expectations for Learning:</b> Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</p> <p><b>STRAND: ECONOMICS</b></p> <p><b>Topic: Economic Decision Making and Skills</b></p> <p><b>ECO 19.</b> Individuals, governments and businesses must analyze costs and benefits when making economic decisions. 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Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.</p> <p><b>RL.9</b></p>	<p>understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.</p> <p>□ <b>Expectations for Learning:</b> Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.</p> <p><b>STRAND: ECONOMICS</b></p> <p><b>Topic: Economic Decision Making and Skills</b></p> <p><b>ECO 19.</b> Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> <p>□ <b>Expectations for Learning:</b> Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions. 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WHCSD Scope and Sequence

Seventh Grade

Social Studies

2021-2022

				transition from barter to monetary economies.
				<b>W. 4, 5, 6</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• ODE Model Curriculum</li> <li>• <b>History Alive! The Ancient World</b> Unit 5: Lessons 25-27, 29, 31 Unit 6: Lessons 32-35, 38</li> <li>• <a href="http://historywithmrgreen.com/page3/assets/Legacy%20of%20Ancient%20Greece%20and%20Rome%20Reading.pdf">historywithmrgreen.com/page3/assets/Legacy%20of%20Ancient%20Greece%20and%20Rome%20Reading.pdf</a> (for Greek and Roman government comparisons)</li> <li>• <a href="http://databases.abc-clio.com/Authentication/LogOn?returnUrl=%2Frome.mrdonn.org/senate.html">databases.abc-clio.com/Authentication/LogOn?returnUrl=%2Frome.mrdonn.org/senate.html</a> on Foundation of Roman Republic</li> <li>• <a href="http://rome.mrdonn.org/powerpoints.html">rome.mrdonn.org/powerpoints.html</a></li> <li>• <a href="http://greece.mrdonn.org/athensdemocracy.html">greece.mrdonn.org/athensdemocracy.html</a></li> <li>• <a href="http://greece.mrdonn.org/powerpoints.html">greece.mrdonn.org/powerpoints.html</a></li> <li>• <u>Mao Zedong</u> by Kimberley Heuston</li> </ul>	<ul style="list-style-type: none"> <li>• ODE Model Curriculum</li> <li>• <b>History Alive! The Medieval World and Beyond</b> Unit 1: Lessons 1-6 Unit 2: Lessons 7-10</li> <li>• <a href="http://www.nationalgeographic.com/xpeditions/lessons/17/g68/">www.nationalgeographic.com/xpeditions/lessons/17/g68/</a></li> <li>• <b>The Fall of Rome:</b> <a href="http://library.thinkquest.org/26907/fall.html">library.thinkquest.org/26907/fall.html</a></li> <li>• <b>Cafe Conversations:</b> <a href="http://www.facinghistory.org/resources/strategies/caf%C3%A9-conversations">www.facinghistory.org/resources/strategies/caf%C3%A9-conversations</a></li> <li>• <u>Mao Zedong</u> by Kimberley Heuston</li> </ul>	<ul style="list-style-type: none"> <li>• ODE Model Curriculum</li> <li>• <b>History Alive! The Medieval World and Beyond</b> Unit 3: Lessons 11-14</li> <li>• <b>West African Kingdoms:</b> <a href="http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml">www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml</a></li> <li>• <b>Trekking to Timbuktu: Trade in Ancient West Africa:</b> <a href="http://edsitement.neh.gov/lesson-plan/lesson-2-trekking-timbuktu-trade-ancient-west-africa-student-version">edsitement.neh.gov/lesson-plan/lesson-2-trekking-timbuktu-trade-ancient-west-africa-student-version</a> <b>Lesson Plan: A Golden Age: Three West African Empires:</b> <a href="http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313f9">dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313f9</a></li> </ul>	<ul style="list-style-type: none"> <li>• ODE Model Curriculum</li> <li>• <b>History Alive! The Medieval World and Beyond</b> Unit 7: Lessons 27-31 Unit 8: Lessons 32-34</li> <li>• <b>Renaissance: What Inspired This Age of Balance and Order?:</b> <a href="http://www.learner.org/interactives/renaissance">www.learner.org/interactives/renaissance</a></li> <li>• <b>Magna Carta: Cornerstone of the U.S. Constitution:</b> <a href="http://edsitement.neh.gov/lesson-plan/magna-carta-cornerstone-us-constitution">http://edsitement.neh.gov/lesson-plan/magna-carta-cornerstone-us-constitution</a></li> <li>• <a href="http://daphne.palomar.edu/scroutc/olexc.htm">http://daphne.palomar.edu/scroutc/olexc.htm</a></li> </ul>