

GRADE 7 SOCIAL STUDIES FRAMEWORK

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EXPECTATIONS

RESEARCH EXPECTATIONS

At least **one** research paper is to be written per year. 7th Grade Research Papers must:

- Be 700 to 1,400 words long
- Have in-text citations
- Have 4 to 8 sources (correctly cited in MLA format with a complete bibliography)
- Be submitted through turnitin.com to check originality

Further information about research parameters is available on the school website at this link.

https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf

IT EXPECTATIONS

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.

See link below:

https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf

ESSAY EXPECTATIONS

Students will be expected to write a 5 paragraph essay in a 90-minute class period, with the topic provided beforehand. Students may bring a copy of their essay plan to use when writing the essay.

JMUN EXPECTATIONS

JMUN topics are chosen by high school students, and follow a three-year cycle.

- Keeping the Peace
- Human Rights
- The Environment

7th Grade students are required to:

1. Write **one** resolution for **one** of the issues being debated in their room.
2. Present an Opening Speech at the conference.

THEMES AND CONTENT

The Performance Indicators (shown at the end of this Framework) are developed through the study of the Themes and Content below.

Fall of Rome

- Evaluate the origin and impact of the different governmental structures in Ancient Rome
- Analyze the socioeconomic, political and military reasons for the Fall of Rome.
- Investigate the impact Roman occupation had on the Iberian Peninsula
- Discuss treatment of different social groups in the Roman Empire

Monotheistic Religions

- Examine similarities and differences between Judaism, Christianity and Islam and how these differences unify and divide

Rise of Islam & Islamic Iberia

- Explain how Islam was able to spread so quickly
- Investigate the impact Muslim occupation had on the Iberian Peninsula
- Discuss treatment of different social groups under Muslim rule
- Examine the golden age of Islam

Feudalism and the Crusades

- Explain the reasons for the rise and fall of Feudalism
- Compare different causes of the Crusades
- Analyze whether the Crusades should be considered a success or a failure
- Discuss treatment of different social groups in the feudal hierarchy

Renaissance and the Age of Exploration

- Explore the causes of the Protestant Reformation
- Analyze the impact of the Renaissance on science, philosophy and the arts
- Discuss the causes and impact of the Age of Exploration
- Assess the impact of the Columbian Exchange

INFORMATIONAL TEXTS

- EdHelper.com: King John Signs the Magna Carta
- 100 Facts Knights and Castles – Walker, Jane
- Archers, Alchemists, and 98 Other Medieval Jobs You Might Have Loved or Loathed in the Middle Ages – Galloway, Priscilla
- “The Battle of the Yarmuk (636) and After” – Al-Biladuri
- The Treaty of Tudmir
- Excerpt from Fred Donner, The Early Islamic Conquests

PERFORMANCE INDICATORS

DEVELOPING QUESTIONS AND PLANNING INQUIRY

Define questions that can be answered by gathering, interpreting, and using evidence and outline a strategy to answer them DOK 3 E

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. DOK 3 E

EVALUATING SOURCES AND USING EVIDENCE

Gather and cite relevant information from multiple sources to support claims (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources). DOK 3 E

Evaluate the relevance, limitations and utility of a source based on information such as bias, date, place of origin, intended audience, and purpose. DOK 3 E

Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence. DOK 3 E

COMMUNICATING CONCLUSIONS

Construct arguments using claims, counterclaims and evidence from multiple reliable sources. DOK 3, 4 E

Construct clear explanations using reasoning, clearly supported by examples, details and evidence. DOK 3, 4 E

Critique arguments for credibility recognizing that the bias of the author shapes the selection of evidence used to support it. DOK 3 E

Critique explanations evaluating the relevance and reliability of all evidence provided. DOK 3 E

APPLYING DISCIPLINARY CONCEPTS AND TOOLS

HISTORY

Interpret and create timelines to represent how events are related chronologically to one another in a given time period. DOK 3

Examine the relationship between long-term and immediate causes and effects of an event from current events or history. DOK 2

Identify and categorize multiple perspectives on a given historical experience. DOK 2

CIVICS

Evaluate strengths and weaknesses of various kinds of governance systems in terms of the purposes they are designed to serve. DOK 3

Analyze means rulers used to unify and centrally govern expanding territories with diverse populations DOK 3

Analyze examples of the use of various strategies to resolve conflict. DOK 3

ECONOMICS

Explain barriers to trade and how those barriers influence trade among nations. DOK 2

Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. DOK 2

GEOGRAPHY

Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world. DOK 2

Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. DOK 2

Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation. DOK 3