

***Pike County School District
Standards Mastery Document***

7th Grade Social Studies
2021 1st Edition



Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

The focus of grade 7 is examining how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia, and Europe) and the Americas from 600-1600. Students evaluate the impact of growth and expansion on civilizations, driving societies to look beyond their borders. Students analyze the political, geographic, and social impact of the expansion of empires to understand how the early modern world's interactions establish the foundations of modern society. Students evaluate how individuals and groups addressed local, regional, and global problems throughout the growth and expansion of Civilizations.

Inquiry Practice- Questioning(Q)

These are the questioning standards to be used with every 7th grade standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) correspond with the standard being taught.

7.1.Q.1 Develop compelling questions, focusing on growth and expansion of civilizations from 600-1600.	Student development of compelling questions is a critical part of the inquiry process. Teachers provide students opportunities to generate their own compelling questions on the growth and expansion of civilizations from 600-1600. An example of a compelling question is "Can technology transform civilization."
7.1.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.	Students generate supporting questions, using the disciplines of social studies, to answer the compelling questions. Teachers provide opportunities for students to generate supporting questions to help answer the compelling questions on the growth and expansion of civilizations from 600-1600. An example of a supporting question is "How did changing technologies impact the economic decisions of the various civilizations?"

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7.1.Q3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

Student comparison of discipline-specific supporting questions is essential to the inquiry process because to gain an understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to generate their own supporting questions on the growth and expansion of civilizations from 600- 1600 and compare the types of supporting questions each of the four disciplines use.

- What roles did subjects of various empires play within their societies and governments?
- How did Europeans build on other civilizations' technology in their attempt to enter world economic markets during the period of exploration?

Students can compare the first question as a civics-specific question to the second question, which uses an economist's lens.

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Standard: Civic and Political Institutions: 7C.CP.1: Compare political institutions and their impacts on people in empires between 600-1600.

Clarification Statement: In areas like Africa, the Americas, Asia, Europe, and the Middle East, political institutions like centralized monarchies, bureaucracies, tax collection, deliberative bodies, court systems, education systems, labor extraction, and support for subjects were developed. Depending on time and place, people had a variety of roles to play within their governing institutions. The systems of rule could also enhance or detract from the lives of those living within these various institutions.

KNOW: Vocabulary:

Monarchy
Bureaucracy
Democracy
Republic
Senate

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
- **7.I.U.E.2** Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.
- **7.I.U.E.3** Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.

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MASTERY: Communicating Conclusions:

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- **7.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.
- **7.I.CC.2** Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.
- **7.I.CC.3** Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.
- **7.I.CC.4** Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.
- **7.I.CC.5** Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.

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Standard: Roles and Responsibilities: 7C.RR.1: Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.

Clarification Statement: Subjects living within empires had various rights, roles, responsibilities, and limitations, often dependent upon their position and role in society. However, the source of political legitimacy was usually seen to be given by divine sources who ruled over subjects under their authority. Over time, the source of legitimacy has come to be the will of governed as active citizens. Depending upon time and place, for example, the rights of women have changed dramatically over time; in some places and times, women had unique and independent roles, like those of Buddhist nuns in Tang Dynasty China. In other places and times, they led very restricted lives, such as when foot binding was practiced upon women in Song Dynasty China.

KNOW: Vocabulary:

Monarchy
Bureaucracy
Democracy
Republic
Senate
Social Class
Voting
Tribute
Assimilation
Citizenship
Feudalism

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Civic Virtues and Democratic Principles: 7C.CV.1: Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.

Clarification Statement: The empires and states of this time often concentrated the power of the government upon one person. Despite this, the leader must still maintain order and justice. Each government had its own methods to meet this charge. In some places like the Republic of Venice, a more democratic form of government developed, with limited participation by certain members of society.

KNOW: Vocabulary:

(Absolute) Monarchy
Empire
Republic
Bureaucracy
Unlimited Government

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Standard: Processes, Rules, and Laws: 7C.PR.1: Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.

Clarification Statement: Various places created law codes between the 600-1600 time period to maintain order and meet their subjects' needs. In some places, the organization of law codes in organized formats made the legal system more efficient and fair, for example, within the Ottoman Empires. Similarly, in China, the Great Tang Code codified a system for punishments. By writing laws down, justice may become less arbitrary, and a state may be run in a more orderly fashion. However, the idea of rights and responsibilities for all people living under a government has developed slowly over time and is not always present or protected in the law codes of earlier times.

KNOW: Vocabulary:

Monarchy
Bureaucracy
Democracy
Republic
Senate
Rights and Responsibilities

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Standard: Microeconomics: 7.E.MI.1: Analyze the role of consumers and producers in product markets.

Clarification Statement: The economy of the world between 600-1600 exploded into an interregional, and eventually, global marketplace with goods and services being exchanged to meet consumer desires. In addition, the four factors of production: land, labor, capital, and entrepreneurship pushed people to find and produce new products that would generate wealth and expand their empires. For example, during the Age of Exploration, Europeans built on and refined navigation technologies like the compass and astrolabe, which led to the development of international trade for products like silver, sugar, tobacco, and tea.

KNOW: Vocabulary:

Columbian Exchange
Capital
Entrepreneurship
Triangular Trade
Mercantilism
Producer
Consumer

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Standard: Microeconomics: 7.E.MI.2: Analyze the relationship between supply and demand.

Clarification Statement: The economy of the world between 600-1600 exploded into an interregional, and eventually, global marketplace with goods and services being exchanged to meet consumer desires. In addition, the four factors of production: land, labor, capital, and entrepreneurship pushed people to find and produce new products that would generate wealth and expand their empires. For example, during the Age of Exploration, Europeans built on and refined navigation technologies like the compass and astrolabe, which led to the development of international trade for products like silver, sugar, tobacco, and tea.

KNOW: Vocabulary:

Columbian Exchange
Triangular Trade
Mercantilism
Supply
Demand
Land
Labor
Capital
Entrepreneurship

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Microeconomics: 7.E.MI.3: Categorize the four factors of production and how they are combined to and goods and deliver services.

Clarification Statement: The economy of the world between 600-1600 exploded into an interregional, and eventually, global marketplace with goods and services being exchanged to meet consumer desires. In addition, the four factors of production: land, labor, capital, and entrepreneurship pushed people to find and produce new products that would generate wealth and expand their empires. For example, during the Age of Exploration, Europeans built on and refined navigation technologies like the compass and astrolabe, which led to the development of international trade for products like silver, sugar, tobacco, and tea.

KNOW: Vocabulary:

Columbian Exchange
Triangular Trade
Mercantilism
Production
Goods
Services
Land
Labor
Capital
Entrepreneurship

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Macroeconomics: 7.E.MA.1: Compare the economic development of traditional and market economies.

Clarification Statement: The difference between a traditional and market economy can be seen in the manner in which economic activities under both systems are carried out. A traditional economy is based on traditions and customs. Traditional economies produce products and services that are a direct result of their beliefs, customs, traditions, and religions. In such societies, the question of what to produce is guided by the available resources. To this end, if there is a significant amount of land available, the members of that society might depend on agriculture. If the abundant resource in an area is water, then the society might depend mainly on fishing. In market economies, many production choices can be made due to society members' targeted efforts to utilize various resources to increase the choice of goods and services available to consumers. The concept of the market emerged as empires expanded. For example, during the Song dynasty, the money supply increased based on trade routes. This led to moving away from traditional self-sufficiency to a reliance on a cash economy and interdependence.

KNOW: Vocabulary:

Columbian Exchange
Cash Crop
Agriculture
Triangular Trade
Mercantilism
Traditional Economy
Market Economy
Customs
Interdependence

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DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Macroeconomics: 7.E.MA.2: Compare how different economic systems choose to allocate the production, distribution, and consumption of resources.

Clarification Statement: The difference between a traditional and market economy can be seen in the manner in which economic activities under both systems are carried out. A traditional economy is based on traditions and customs. Traditional economies produce products and services that are a direct result of their beliefs, customs, traditions, and religions. In such societies, the question of what to produce is guided by the available resources. To this end, if there is a significant amount of land available, the members of that society might depend on agriculture. If the abundant resource in an area is water, then the society might depend mainly on fishing. In market economies, many production choices can be made due to society members' targeted efforts to utilize various resources to increase the choice of goods and services available to consumers. The concept of the market emerged as empires expanded. For example, during the Song dynasty, the money supply increased based on trade routes. This led to moving away from traditional self-sufficiency to a reliance on a cash economy and interdependence.

KNOW: Vocabulary:

Columbian Exchange
Triangular Trade
Mercantilism
Production
Distribution
Consumption
Interdependence

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
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Standard: Specialization Trade and Interdependence: 7.E.ST.1: Explain the impact of supply and demand on the emergence of global markets.

Clarification Statement: Interregional trading systems, such as the Silk Road, Indian Ocean Maritime System, and the Trans Saharan routes, were created through consumer demands for luxury and specialty items. Demand for Asian luxury goods continued to expand during the period of the Crusades, as Europeans sought access to markets from which they were geographically remote. Due to the highly specialized or environmentally-dependent nature of many of these items, their cost was high. These high costs stimulated a new exploration period among Europeans, who built on and refined technologies originating in Asia, such as the compass, astrolabe, and gunpowder. The creation of the Atlantic System of trade expanded economic growth, stimulated the growth of wealth, and linked the continents together, leading the average standard of living to improve. Graphs may be used to interpret the impact of supply and demand on the emergence of global markets.

KNOW: Vocabulary:

Columbian Exchange
Triangular Trade
Mercantilism
Supply
Demand
Global Market
Interregional Trading systems
Silk Road
Indian Ocean Maritime System
Trans Saharan Routes

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Specialization Trade and Interdependence: 7.E.ST.2: Analyze the impact of specialization upon trade and the cost of goods and services.

Clarification Statement: Interregional trading systems, such as the Silk Road, Indian Ocean Maritime System, and the Trans Saharan routes, were created through consumer demands for luxury and specialty items. Demand for Asian luxury goods continued to expand during the period of the Crusades, as Europeans sought access to markets from which they were geographically remote. Due to the highly specialized or environmentally-dependent nature of many of these items, their cost was high. These high costs stimulated a new exploration period among Europeans, who built on and refined technologies originating in Asia, such as the compass, astrolabe, and gunpowder. The creation of the Atlantic System of trade expanded economic growth, stimulated the growth of wealth, and linked the continents together, leading the average standard of living to improve. Graphs may be used to interpret the impact of supply and demand on the emergence of global markets.

KNOW: Vocabulary:

Specialization
Goods
Services
Crusades
Compass
Astrolabe

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Specialization Trade and Interdependence: 7.E.ST.3: Explain how growing interdependence and advances in technology improve standards of living.

Clarification Statement: Interregional trading systems, such as the Silk Road, Indian Ocean Maritime System, and the Trans Saharan routes, were created through consumer demands for luxury and specialty items. Demand for Asian luxury goods continued to expand during the period of the Crusades, as Europeans sought access to markets from which they were geographically remote. Due to the highly specialized or environmentally-dependent nature of many of these items, their cost was high. These high costs stimulated a new exploration period among Europeans, who built on and refined technologies originating in Asia, such as the compass, astrolabe, and gunpowder. The creation of the Atlantic System of trade expanded economic growth, stimulated the growth of wealth, and linked the continents together, leading the average standard of living to improve. Graphs may be used to interpret the impact of supply and demand on the emergence of global markets.

KNOW: Vocabulary:

Interdependence
Luxury and Specialty Items
Compass
Astrolabe
Gunpowder

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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Specialization Trade and Interdependence: 7.E.ST.4: Analyze the interregional trading systems of the Americas, Africa, Asia, and Europe between 600-1450.

Clarification Statement: Interregional trading systems, such as the Silk Road, Indian Ocean Maritime System, and the Trans Saharan routes, were created through consumer demands for luxury and specialty items. Demand for Asian luxury goods continued to expand during the period of the Crusades, as Europeans sought access to markets from which they were geographically remote. Due to the highly specialized or environmentally-dependent nature of many of these items, their cost was high. These high costs stimulated a new exploration period among Europeans, who built on and refined technologies originating in Asia, such as the compass, astrolabe, and gunpowder. The creation of the Atlantic System of trade expanded economic growth, stimulated the growth of wealth, and linked the continents together, leading the average standard of living to improve. Graphs may be used to interpret the impact of supply and demand on the emergence of global markets.

KNOW: Vocabulary:

Interregional Trading System
Silk Road
Indian Maritime System
Trans Saharan routes

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
- **7.I.U.E.2** Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.
- **7.I.U.E.3** Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.

Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

MASTERY: Communicating Conclusions:

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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Incentives, Choices, and Decision Making: 7.E.IC.1: Analyze how economic choices were made based on scarcity.

Clarification Statement: Resources are not infinite, and the search to find, conquer and utilize these limited resources was a significant factor in the growth of empires during 600-1600. As empires grew, resources became more abundant and stimulated growth within the economy. For example, toward the end of the period, European populations were growing, and productive farmland was scarce. Scarcity provided one incentive for exploration, and lands within the Americas were incorporated into the empires such as Spain, Portugal, England, France, and the Netherlands.

KNOW: Vocabulary:

Scarcity
Limited Resource
Natural Resources
Resources
Economic Choices
Empire

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: SpecializationTrade and Interdependence: 7.E.IC.2: Analyze the impact of growth and expansion on the allocation of resources and economic incentives.

Clarification Statement: Resources are not infinite, and the search to find, conquer and utilize these limited resources was a significant factor in the growth of empires during 600-1600. As empires grew, resources became more abundant and stimulated growth within the economy. For example, toward the end of the period, European populations were growing, and productive farmland was scarce. Scarcity provided one incentive for exploration, and lands within the Americas were incorporated into the empires such as Spain, Portugal, England, France, and the Netherlands.

KNOW: Vocabulary:

Allocation
Natural Resources
Nonrenewable Resource
Renewable Resources
Resources
Population Growth
Economic Incentives

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Migration and Movement: 7.G.MM.1: Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Clarification Statement: Push and pull factors either push people away from their home or pull them to a new place. These might include war, famine, or new opportunities. Before this period, the collapse of Classical Empires led to a decrease in population and movement. As populations recovered and new empires were built or reconstituted, migrations rose. For example, Arabs who converted to Islam began building large land-based empires across the Mediterranean and Central Asia. Scandinavian Vikings raided and traded to supplement their farming villages, often settling in new areas and becoming incorporated into the populations already present. After creating the Atlantic System of trade, European indentured servants moved to the Atlantic coast of North America, as American Indians moved west due to their lands' encroachment. Forced migrations occurred as West Africans were captured and through the Atlantic System to be traded as slaves.

KNOW: Vocabulary:

Afro-Eurasia
Columbian Exchange
Triangular Trade
Mercantilism
Middle Passage
Push Factor
Pull Factor
Migration

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Human Interactions and Interconnections: 7.G.HI.1: Distinguish how cooperation within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.

Clarification Statement: Trade routes provide one example of cooperation within empires during this period. For instance, large West African empires like Ghana, Mali, and Songhay controlled much of the world's gold supply. Traders moved across the desert along routes protected by West African monarchs' militaries to gain access to this valued natural resource. Conflicts that occurred during this period were often the result of the convergence of diverse people in the New World, as individuals, groups of people, and governments grappled to control land and resources across the Americas. For example, both the Aztec and Inca Empires were militarily defeated as Spain's empire fought for control of the resources and labor in these areas. While the Age of Exploration brought about economic growth in Europe, many American Indians and indigenous people in the Americas suffered. Europeans brought diseases like smallpox, which devastated American Indian populations.

KNOW: Vocabulary:

Afro-Eurasia
Indigenous
Convergence
Age of Exploration
Cooperation
Conflict

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
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Social Studies- 7th Grade
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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Human Interactions and Interconnections: 7.G.HI.2: Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.

Clarification Statement: Trade routes provide one example of cooperation within empires during this period. For instance, large West African empires like Ghana, Mali, and Songhay controlled much of the world's gold supply. Traders moved across the desert along routes protected by West African monarchs' militaries to gain access to this valued natural resource. Conflicts that occurred during this period were often the result of the convergence of diverse people in the New World, as individuals, groups of people, and governments grappled to control land and resources across the Americas. For example, both the Aztec and Inca Empires were militarily defeated as Spain's empire fought for control of the resources and labor in these areas. While the Age of Exploration brought about economic growth in Europe, many American Indians and indigenous people in the Americas suffered. Europeans brought diseases like smallpox, which devastated American Indian populations.

KNOW: Vocabulary:

Columbian Exchange
Afro-Eurasia
Convergence
Age of Exploration
Cooperation
Conflict
Cultural Diffusion
Expansion
Indigenous People

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.
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Social Studies- 7th Grade
Standards Mastery Document

MASTERY: Communicating Conclusions:

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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Human Environment Interaction: 7.G.HE.1: Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Clarification Statement: Physical geography influenced nearly everything about how empires and their subjects acted, reacted, and interacted. It drove agricultural economies as well as trade routes. For example, the Byzantine Empire's capital, Constantinople, was purposefully located at an easily defensible location overlooking a natural choke point between the Mediterranean and Black Seas. As trade routes developed, geography helped determine the location of newly thriving towns. As people moved, they adapted to and changed their environment, using the resources around them. This led to problems in the environment like salinization, pollution, and decreasing soil fertility, all of which negatively impacted food supply. In turn, these problems led to innovations like the three-field system and further migration to new lands.

KNOW: Vocabulary:

Afro-Eurasia
Convergence
Agriculture Economies
Pollution
Soil Fertility
Migration
Three Field System

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
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Pike County Schools
Social Studies- 7th Grade
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- **7.I.CC.5** Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.

Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Human Environment Interaction: 7.G.HE.2: Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.

Clarification Statement: Physical geography influenced nearly everything about how empires and their subjects acted, reacted, and interacted. It drove agricultural economies as well as trade routes. For example, the Byzantine Empire's capital, Constantinople, was purposefully located at an easily defensible location overlooking a natural choke point between the Mediterranean and Black Seas. As trade routes developed, geography helped determine the location of newly thriving towns. As people moved, they adapted to and changed their environment, using the resources around them. This led to problems in the environment like salinization, pollution, and decreasing soil fertility, all of which negatively impacted food supply. In turn, these problems led to innovations like the three-field system and further migration to new lands.

KNOW: Vocabulary:

Afro-Eurasia
Convergence
Agriculture Economies
Soil Fertility
Migration
Three Field System

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
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- **7.I.CC.5** Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.

Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Geographic Reasoning: 7.G.GR.1: Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Clarification Statement: Understanding how geography connects and separates people is an essential component for understanding empires and peoples in the period 600-1600. For example, a body of water can be seen as a barrier to or a conduit of migration, trade, innovation, and culture. The use of geographic tools is essential to understanding patterns of human movement and settlement and the ways humans, in turn, impact the environment.

KNOW: Vocabulary:

Afro-Eurasia
Convergence
Migration
Empire

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Geographic Reasoning: 7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.

Clarification Statement: Understanding how geography connects and separates people is an essential component for understanding empires and peoples in the period 600-1600. For example, a body of water can be seen as a barrier to or a conduit of migration, trade, innovation, and culture. The use of geographic tools is essential to understanding patterns of human movement and settlement and the ways humans, in turn, impact the environment.

KNOW: Vocabulary:

Afro-Eurasia
Convergence
Migration
Empire
Geographic representations/tools
Culture
Innovation

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Change and Continuity: 7.H.CH.1: Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.

Clarification Statement: The creation of the Atlantic System and the Columbian Exchange of plants, animals, people, and disease between hemispheres changed the world. 1450-1600 was also a time of frantic land grabs in an era when wealth was most often represented by land ownership. The position of Europe on the world stage began to change as it moved from the periphery of trade systems to a more central role. As these links were formed, a new global trade system emerged as plants, animals, ideas, and technology were exchanged. Both negative and positive impacts were felt as a result.

KNOW: Vocabulary:

Afro-Eurasia
Atlantic System
Columbian Exchange
Convergence
Migration
Empire

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Cause and Effect: 7.H.CE.1: Analyze the causes and effects of the Renaissance, the Scientific Revolution and the Enlightenment.

Clarification Statement: The Renaissance, the Scientific Revolution, and the Enlightenment were turning points in world history. They came about due to the political, geographic, economic, and social changes occurring within and because of expanding empires. Increased trade, more interconnectedness, and the constant search for new resources led people to rediscover the past, develop new ways of thinking and invent new tools and technologies to propel them into the future. Reason began to be prioritized over received wisdom. A new understanding of the natural world, based on scientific experimentation, took hold. The use of reason also expanded, as Enlightenment philosophers wrote about logical ways to organize human societies and formulate government structures. Centralization of governments, closer connections between diverse parts of the world, increasing trade and wealth, the oppression of people to extract labor, and the creation of new social hierarchies are all examples of impacts resulting from the expansion of empires.

KNOW: Vocabulary:

Renaissance
Scientific Revolution
Enlightenment
Bubonic Plague
Philosophy
Feudalism
Crusades

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.
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Pike County Schools
Social Studies- 7th Grade
Standards Mastery Document

Standard: Cause and Effect: 7.H.CE.2: Evaluate the political, geographic, economic and social impact of expansion of empires between 600-1600.

Clarification Statement: The Renaissance, the Scientific Revolution, and the Enlightenment were turning points in world history. They came about due to the political, geographic, economic, and social changes occurring within and because of expanding empires. Increased trade, more interconnectedness, and the constant search for new resources led people to rediscover the past, develop new ways of thinking and invent new tools and technologies to propel them into the future. Reason began to be prioritized over received wisdom. A new understanding of the natural world, based on scientific experimentation, took hold. The use of reason also expanded, as Enlightenment philosophers wrote about logical ways to organize human societies and formulate government structures. Centralization of governments, closer connections between diverse parts of the world, increasing trade and wealth, the oppression of people to extract labor, and the creation of new social hierarchies are all examples of impacts resulting from the expansion of empires.

KNOW: Vocabulary:

Renaissance
Scientific Revolution
Empire
Enlightenment
Social Hierarchy

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **7.I.U.E.1** Use multiple sources to develop claims in response to compelling and supporting questions.
- **7.I.U.E.2** Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.
- **7.I.U.E.3** Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.

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MASTERY: Communicating Conclusions:

(Students must score 80% mastery on two or more in order to obtain mastery of this standard.)

- **7.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.
- **7.I.CC.2** Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.
- **7.I.CC.3** Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.
- **7.I.CC.4** Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.
- **7.I.CC.5** Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.

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Standard: Conflict and Compromise: 7.H.CO.1: Explain how religion influenced state- building, trade and cultural interactions between 600-1600.

Clarification Statement: religious ideologies, resource extraction, land acquisition, and more. Religion played a crucial role as new empires like the Ottoman Empire based their ideology on Islam. Traders on the Indian Ocean interacted with city-states along the East African Coast, creating the unique Swahili civilization and language. In Europe, fights between Protestant and Roman Catholic Christians caused wars. Empires, such as the West African empires of Ghana and Mali, the Mongol Empire in Central Asia, the Aztec and Inca Empires in the Americas, and the Tang, Song, and Ming Dynasties of China, expanded and interacted. This period led to cultural interconnectedness and cultural diffusion on a larger scale.

KNOW: Vocabulary:

Ottoman Empire
Inca
Islam
Dynasties of China
Swahili
Protestant
Roman Catholic
Aztec

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