

## Grade Seven Social Studies

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| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>   |   |
| <b>Strand</b> <i>History</i>   |   |
| <b>Topic</b> <i>Historical Thinking</i><br><br>Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.   | <b>Pacing</b>   |
| <b>Content Statement</b><br><br><b>1. <i>Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe historical events and issues from the perspectives of people living at the time, while avoiding evaluating the past in terms of today's norms and values.</li> </ul> | <b>Content Elaborations</b><br><br>Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.<br><br>Historians and archaeologists provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard.<br><br>By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts, and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>perspectives</li> <li>norms</li> <li>values</li> <li>historical events</li> </ul>   | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>describe</li> <li>analyze</li> <li>evaluate</li> </ul>  |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>  |
| <b>Resources</b>   | <b>Enrichment Strategies</b>  |
| <b>Integrations</b>  | <b>Intervention Strategies</b>  |

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| <b>Strand</b> <i>History</i>  |   |
| <b>Topic</b> <i>Early Civilizations</i><br><br>The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works, and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.  | <b>Pacing</b>   |
| <b>Content Statement</b><br><br><b>2. <i>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.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can cite examples and explain Greek and Roman legacies for western civilization, including law, engineering, technology, art, architecture, literature, and history. Also be able to explain how the Roman Empire contributed to the spread of Christianity.</li> </ul> | <b>Content Elaborations</b><br><br>The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece. Greece developed a “direct democracy.”<br><br>The Greeks created the astrolabe, the pulley block, the wood screw, ore smelting and casting, and built faster ships. The influence of Ancient Greek art and building designs (e.g., rectangular temples with tall columns all around) can be seen in many cities today. Greek literature inspired the Romans and other writers over the centuries. Greeks also developed the study of history.<br><br>Rome influenced government and law by creating the first republic with elected officials and a system of laws that laid the foundation for many governments. It created a written constitution, a tripartite government (executive, legislative, and judicial branches), a system of checks and balances, and a sense of civic duty.<br><br>Roman roads, basilicas, amphitheaters, aqueducts, and layouts of cities continue to influence the modern world. Many modern government buildings have Roman styling that includes domes and arches.<br><br>Roman literature and poetry impacted future western civilizations. Rome’s contributions to art include frescoes and sculptures.<br><br>The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans, it |

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|   | eventually became the official religion of the empire.   |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• legacy</li> <li>• achievements</li> <li>• Greek and Roman legacies</li> <li>• Roman Empire – spread of Christianity</li> </ul> | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• list</li> <li>• cite</li> <li>• discuss</li> <li>• explain</li> <li>• cause and effect</li> <li>• analyze</li> <li>• synthesize</li> </ul> |
| <b>Formative Assessments</b>  | <b>Summative Assessments</b>   |
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| <b>Strand</b> <i>History</i>   |  |
| <b>Topic</b> <i>Feudalism and Transitions</i><br><br>Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.  | <b>Pacing</b>  |
| <b>Content Statement</b><br><br><b>3. <i>Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe how the Germanic invasions helped break up the Roman Empire and set the stage for feudal and manorial systems and how later invasions helped establish Mongol dominance in Central Asia and led to the destruction of the Byzantine Empire by the Turks.</li> </ul> | <b>Content Elaborations</b><br><br>The breakup of the Roman Empire, hastened by Germanic invasions and the decline of Roman institutions such as a central government, led to the development of feudal and manorial systems.<br><br>Feudalism was the system by which medieval Europeans organized their power and governments. Vassals received land and protection from a lord when they worked and fought for him. It might be understood as a pyramid with the monarch presiding over a hierarchy of less important vassals.<br><br>The manorial system was related to feudalism. It was an economic relationship between the peasants and lord. The peasants worked on land owned by the lord in return for fixed dues in kind, money, and services. The manorial system prevailed in many European countries.<br><br>By the 13th century, the Mongols had invaded and established dominance in Central Asia, China, Persia, Tibet, Iraq, much of Asia Minor, and all of southern Russia.<br><br>The Byzantine Empire was invaded by the Ottoman Turks in the 14th and 15th centuries and finally fell in 1453. Constantinople was the ultimate goal for the Turks since its physical position was very favorable economically, militarily, and strategically. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>feudal</li> <li>manorial systems</li> <li>dominance</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>describe</li> <li>explain</li> <li>discuss</li> </ul>  |

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| <ul style="list-style-type: none"> <li>• Germanic invasions</li> <li>• Roman Empire</li> <li>• Mongol</li> <li>• Central Asia</li> <li>• Byzantine Empire</li> <li>• Turks</li> </ul> | <ul style="list-style-type: none"> <li>• cite cause and effect</li> </ul> |
| <b>Formative Assessments</b>  | <b>Summative Assessments</b>  |
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| <b>Strand</b> <i>History</i>  |   |
| <b>Topic</b> <i>Feudalism and Transitions</i><br><br>Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.   | <b>Pacing</b>   |
| <b>Content Statement</b><br><br><b>4. <i>Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify how the Mongol influence led to unified states in China and Korea and how the failure to conquer Japan allowed feudalism to persist.</li> </ul> | <b>Content Elaborations</b><br><br>The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. This dynasty strengthened trade in China by exporting porcelain and silk.<br><br>Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries.<br><br>The Mongols attempted to conquer Japan but were unsuccessful. Japan's system of feudalism persisted and, over time, led to an insular and isolated society that continued to the 19th century. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>unify</li> <li>conquer</li> <li>persist</li> </ul>   | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>identify</li> <li>explain</li> <li>discuss</li> <li>cite cause and effect</li> </ul>  |
| <b>Formative Assessments</b>  | <b>Summative Assessments</b>  |
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| <b>Strand</b> <i>History</i>   |   |
| <b>Topic</b> <i>Feudalism and Transitions</i><br><br>Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.  | <b>Pacing</b>   |
| <b>Content Statement</b><br><br><b>5. <i>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.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe the achievements in medicine, science, mathematics, and geography by the Islamic civilization that dominated most of the Mediterranean. These achievements were introduced to Western Europe as a result of Muslim conquests, the Crusades, and trade.</li> </ul> | <b>Content Elaborations</b><br><br>In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. This year, the study focuses on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.<br><br>Muslims made contributions in anatomy, physiology, and pharmacology and in medicine with the creation of a medical textbook. Islamic advances in astronomy aided their development of a calendar and improvement of the astrolabe.<br><br>They helped establish chemistry as a distinct branch of science and trigonometry as a distinct branch of mathematics. Muslims produced world maps and, later, served as navigators for European explorers.<br><br>Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe and from the trade that grew as a result of the Crusades.<br><br>As the golden age of Islam was waning in the 15th century, its impact on learning and culture was evident in the Italian Renaissance that began to flourish. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>achievements</li> <li>conquest</li> <li>dominate</li> </ul>   | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>identify</li> <li>explain</li> <li>discuss</li> </ul>   |

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|                              | <ul style="list-style-type: none"><li>• cite cause and effect</li></ul> |
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| <b>Topic</b> <i>Feudalism and Transitions</i><br><br>Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.            | <b>Pacing</b>   |
| <b>Content Statement</b><br><br><b>6. <i>The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific, and social changes.</li> </ul> | <b>Content Elaborations</b><br><br>Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science, and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society.<br><br>The rebirth that took place was most evident in the arts, literature, and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society.<br><br>It was also a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of the earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>revolutionary ideas</li> <li>radical</li> <li>cultural, scientific, and social changes</li> <li>Renaissance</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>analyze</li> <li>explain</li> <li>discuss</li> <li>cite cause and effect</li> </ul>   |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>  |
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| <b>Topic</b> <i>Feudalism and Transitions</i><br><br>Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.   | <b>Pacing</b>  |
| <b>Content Statement</b><br><br><b>7. <i>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.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can analyze how the Reformation introduced changes in religion including the beginnings of Protestant faiths and the decline of power and social influence of the Roman Catholic Church.</li> </ul> | <b>Content Elaborations</b><br><br>The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church.<br><br>The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g., use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led the creation of a new Protestant denomination (Lutheran). Soon other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists). |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>decline of power</li> <li>social influences</li> <li>reformation</li> <li>Protestant faiths</li> <li>Roman Catholic Church</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>analyze</li> <li>explain</li> <li>discuss</li> <li>cite cause and effect</li> <li>compare and contrast</li> </ul>  |
| <b>Formative Assessments</b>  | <b>Summative Assessments</b>   |
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| <b>Topic</b> <i>First Global Age</i>  | <b>Pacing</b>   |
| The transoceanic linking of all the major regions of the world led to economic, political, cultural, and religious transformations.   |   |
| <b>Content Statement</b><br><br><b>8. <i>Empires in Africa (Ghana, Mali, and Songhay) and Asia (Byzantine, Ottoman, Mughal, and China) grew as commercial and cultural centers along trade routes.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can 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.</li> </ul> | <b>Content Elaborations</b><br><br><p>Trade was central to the economic and cultural development of the West African kingdoms of Ghana, Mali, and Songhay. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth), and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law, and literature.</p> <p>Important commercial and cultural centers also developed in Asia. The Byzantine empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East, and parts of eastern Europe.</p> <p>The strong empire of the Mughals in northern India enabled art, architecture, and culture to flourish. The Khyber Pass served as an important trade route.</p> <p>China's great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.</p> |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>commercial</li> <li>cultural centers</li> <li>empire</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>describe</li> <li>explain</li> <li>discuss</li> <li>cite cause and effect</li> </ul>  |
| <b>Formative Assessments</b>  | <b>Summative Assessments</b>  |

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| Resources    | Enrichment Strategies   |
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| <b>Topic</b> <i>First Global Age</i>  | <b>Pacing</b>  |
| The transoceanic linking of all the major regions of the world led to economic, political, cultural, and religious transformations.   |  |
| <b>Content Statement</b><br><br><b>9. <i>The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe the trans-Saharan slave trade route and explain the profound effects on both West and Central Africa and the receiving societies.</li> </ul> | <b>Content Elaborations</b><br><br><p>Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert.</p> <p>Unlike the Atlantic slave trade that began in the 16th century, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas.</p> <p>The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.</p> <p>This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.</p> |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>trans-Saharan</li> <li>profound</li> <li>receiving societies</li> <li>slave trade</li> <li>West and Central Africa</li> <li>societies</li> </ul>   | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>describe</li> <li>explain</li> <li>discuss</li> <li>cite cause and effect</li> <li>effects</li> <li>analysis</li> <li>compare and contrast</li> </ul>  |

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| <b>Topic</b> <i>First Global Age</i>   | <b>Pacing</b>  |
| The transoceanic linking of all the major regions of the world led to economic, political, cultural, and religious transformations.  |  |
| <b>Content Statement</b><br><br><b>10. European economic and cultural influence dramatically increased through explorations, conquests, and colonization.</b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe how the European economic and cultural influences dramatically increased through exploration, conquest, and colonization.</li> </ul> | <b>Content Elaborations</b><br><br>As the European powers gained new territories in the Americas, Africa, and Asia, they impacted their own economies as well as the areas they claimed. The European powers (e.g., England, France, Portugal, The Netherlands, Spain) gained new wealth from the resources they acquired through their explorations, conquests, and colonization.<br><br>The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous peoples to Christianity, and introducing their languages and technologies. They also weakened and supplanted established cultures. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>cultural influences</li> <li>dramatic</li> <li>colonization</li> <li>economic influences</li> <li>conquest</li> </ul>   | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>describe</li> <li>explain</li> <li>discuss</li> <li>cite cause and effect</li> <li>analysis</li> <li>compare and contrast</li> </ul>   |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>   |
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| <b>Topic</b> <i>First Global Age</i>   | <b>Pacing</b>  |
| The transoceanic linking of all the major regions of the world led to economic, political, cultural, and religious transformations.  |  |
| <b>Content Statement</b><br><br><b>11. The Columbian Exchange (e.g., the exchange of fauna, flora, and pathogens) between previously unconnected parts of the world reshaped societies in ways still evident today.</b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can explain how the Columbian Exchange (e.g., the exchange of fauna, flora, and pathogens) between previously unconnected parts of the world reshaped societies and still has an effect today.</li> </ul> | <b>Content Elaborations</b><br><br><p>The Columbian Exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of fauna (animal life), flora (plant life), and pathogens (microorganisms that cause diseases) between Europe, the Americas, and the rest of the world.</p> <p>Europeans introduced horses, pigs, sheep, and cattle to the Americas. Foodstuffs that were transported included bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane. Europeans brought communicable diseases (e.g., measles, small pox) that ravaged the American Indian population.</p> <p>American Indians introduced Europeans to turkeys as well as cacao beans, maize, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco. Diseases also were carried back to Europe but with a less devastating impact than those brought to the Americas.</p> <p>The cultures in both continents adapted to these exchanges. For example, the horse became central to American Indian life, while the potato became an integral part of the Irish diet.</p> <p>The Columbian Exchange impacted societies in ways still evident today. Many countries in the Americas are major producers of foodstuffs and products from animals introduced by the Europeans. Likewise, Europeans are producers and consumers of foodstuffs introduced to them by the American Indians.</p> |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>Columbian Exchange</li> <li>fauna, flora, pathogens</li> <li>impact</li> <li>reshaped societies</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>describe</li> <li>explain</li> <li>discuss</li> <li>cite relevance</li> </ul>  |



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|                              | <ul style="list-style-type: none"><li>• compare and contrast</li><li>• analyze</li></ul> |
| <b>Formative Assessments</b> | <b>Summative Assessments</b>   |
| <b>Resources</b>             | <b>Enrichment Strategies</b>   |
| <b>Integrations</b>          | <b>Intervention Strategies</b>   |

## Grade Seven Social Studies

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| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>   |   |
| <b>Strand</b> <i>Geography</i>   |   |
| <b>Topic</b> <i>Spatial Thinking</i><br><br>Spatial thinking examines the relationships among people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis. | <b>Pacing</b>   |
| <b>Content Statement</b><br><br><b>12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.</b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.</li> </ul>                     | <b>Content Elaborations</b><br><br>Maps and other geographic representations such as aerial photographs, satellite-produced imagery, and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present.<br><br>These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries.<br><br>Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>geographic representation</li> <li>development of human settlement</li> </ul>   | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>explain</li> <li>trace</li> <li>demonstrate</li> <li>analyze</li> <li>synthesize</li> </ul>   |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>  |
| <b>Resources</b>   | <b>Enrichment Strategies</b>  |
| <b>Integrations</b>  | <b>Intervention Strategies</b>  |

## Grade Seven Social Studies

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| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>   |  |
| <b>Strand</b> <i>Geography</i>   |  |
| <b>Topic</b> <i>Human Systems</i><br><br>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits. | <b>Pacing</b>  |
| <b>Content Statement</b><br><br><b>13. Geographic factors promote or impede the movement of people, products, and ideas.</b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe how geographic factors promote or impede the movement of people, products, and ideas.</li> </ul>  | <b>Content Elaborations</b><br><br>Geographic factors (e.g., climate, bodies of water, mountains, deserts, proximity to natural resources) can contribute to or impede the movement of people, products, and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>geographic factors</li> <li>promote</li> <li>impede</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>explain</li> <li>describe</li> <li>analyze</li> <li>compare and contrast</li> </ul>  |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>   |
| <b>Resources</b>   | <b>Enrichment Strategies</b>   |
| <b>Integrations</b>  | <b>Intervention Strategies</b>   |

## Grade Seven Social Studies

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| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>   |   |
| <b>Strand</b> <i>Geography</i>   |   |
| <b>Topic</b> <i>Human Systems</i><br><br>Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits. | <b>Pacing</b>   |
| <b>Content Statement</b><br><br><b>14. Trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions.</b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can explain how trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions.</li> </ul>                 | <b>Content Elaborations</b><br><br>Trade routes connecting Africa, Asia, and Europe not only provided the exchange of technology but also helped spread religious ideas.<br><br>The spread of technology took place when caravans from the East brought products such as glass, paper, the magnetic compass, and gunpowder along the Silk Road. Caravans from the West brought gold, precious metals and stones, ivory, and textiles. Islam expanded as Muslim traders travelled along the Silk Road to Asia and along trade routes connected to African kingdoms. They exchanged goods such as ornamental weapons and utensils.<br><br>Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also penetrated China through the Silk Road, the major trade route connecting Europe and Asia.<br><br>Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time including the Silk Road. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>fostered</li> <li>technology</li> <li>world religions</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>explain</li> <li>describe</li> </ul>  |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>  |

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| Resources    | Enrichment Strategies   |
| Integrations | Intervention Strategies |

## Grade Seven Social Studies

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| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>  |  |
| <b>Strand</b> <i>Geography</i>  |  |
| <b>Topic</b> <i>Human Systems</i><br><br>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.  | <b>Pacing</b>  |
| <b>Content Statement</b><br><br><b>15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can provide examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.</li> </ul> | <b>Content Elaborations</b><br><br>Cultural diffusion refers to the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.<br><br>Improvements in transportation and technology facilitated cultural diffusion. For example, the roads built by the Romans allowed for the spread of Christianity. The invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed Spain to explore new lands.<br><br>Improvements in communication and technology facilitated cultural diffusion. For example, the inventions of paper and the printing press both led to mass productions of maps, pamphlets, and books. The printing of the Bible hastened the Protestant Reformation. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>facilitate</li> <li>cultural diffusion</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>cite</li> <li>explain</li> </ul>   |
| <b>Formative Assessments</b>  | <b>Summative Assessments</b>   |
| <b>Resources</b>  | <b>Enrichment Strategies</b>   |
| <b>Integrations</b>   | <b>Intervention Strategies</b>   |

## Grade Seven Social Studies

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| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>  |  |
| <b>Strand</b> <i>Government</i>   |  |
| <b>Topic</b> <i>Civic Participation and Skills</i><br><br>Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy. | <b>Pacing</b>  |
| <b>Content Statement</b><br><br><b>16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.</li> </ul>                      | <b>Content Elaborations</b><br><br>Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have.<br><br>For example, to reach an understanding of the dynamics of the trans-Atlantic slave trade, one should analyze the perspectives of those who justified it and those who opposed it, including the slaves. An understanding of the dynamics of colonialism should include an analysis of the perspectives of the colonial power and the colonized.<br><br>It is also essential that one understands what may influence the perspective of an individual or group. These influences can be based on cultural, ethnic, religious, or geographical contexts. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>essential</li> <li>contemporary</li> </ul>   | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>demonstrate</li> <li>analyze</li> </ul>  |
| <b>Formative Assessments</b>  | <b>Summative Assessments</b>   |
| <b>Resources</b>  | <b>Enrichment Strategies</b>   |
| <b>Integrations</b>   | <b>Intervention Strategies</b>   |

## Grade Seven Social Studies

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|---|---|
| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>  |   |
| <b>Strand</b> <i>Government</i>   |   |
| <b>Topic</b> <i>Roles and Systems of Government</i>   | <b>Pacing</b>   |
| The purpose of government in the United States is to establish order, protect the rights of individuals, and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.   |   |
| <b>Content Statement</b><br><br><b>17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.</b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.</li> </ul> | <b>Content Elaborations</b><br><br>The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all of the citizens (i.e., males over 18 with Athenian fathers) participated.<br><br>The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers, and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls, and the Assemblies. Roman citizenship was granted to males if they had a parent who was a citizen, was a freed slave, or made a huge payment. Citizens had rights and were expected to vote, register for the census, and perform military service.<br><br>Many governments today were influenced by the Greek and Roman models. For example, the United States is a representative democracy with a written constitution that limits the powers of the government by dividing them among three branches with a system of checks and balances. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>radical</li> <li>monarchy</li> <li>theocracy</li> <li>democracy</li> </ul>   | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>describe</li> <li>discuss</li> <li>cite cause and effect</li> </ul>   |
| <b>Formative Assessments</b>  | <b>Summative Assessments</b>  |
| <b>Resources</b>  | <b>Enrichment Strategies</b>  |
| <b>Integrations</b>   | <b>Intervention Strategies</b>  |



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| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>   |  |
| <b>Strand</b> <i>Government</i>  |  |
| <b>Topic</b> <i>Roles and Systems of Government</i>  | <b>Pacing</b>  |
| The purpose of government in the United States is to establish order, protect the rights of individuals, and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.  |  |
| <b>Content Statement</b><br><b>18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</b><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can explain how the decline of feudalism (Crusades, plague) and consolidation of power resulted in the emergence of kingdoms (Magna Carta).</li> </ul> | <b>Content Elaborations</b><br><p>There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns, and the increase in centralized governments.</p> <p>Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states (i.e., sovereign territorial units characterized with defined borders, common languages, culture, and values).</p> <p>As England emerged as a nation state, the lesser nobles limited the authority of the king by forcing him to sign the Magna Carta. The document placed limits on the power of the king and led to the development of democratic principles that influenced the Declaration of Independence, American Revolution, and the Bills of Right.</p> |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>emergence</li> <li>kingdoms</li> <li>nation-states</li> <li>consolidation</li> </ul>  | <b>Academic Vocabulary</b>   |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>   |
| <b>Resources</b>   | <b>Enrichment Strategies</b>   |
| <b>Integrations</b>  | <b>Intervention Strategies</b>   |

## Grade Seven Social Studies

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| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>   |  |
| <b>Strand</b> <i>Economics</i>   |  |
| <b>Topic</b> <i>Economic Decision Making and Skills</i><br><br>Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.  | <b>Pacing</b>  |
| <b>Content Statement</b><br><br><b>19. 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.</b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain why individuals, governments, and businesses must analyze costs and benefits when making economic decisions.</li> <li>• I can describe how a cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</li> </ul> | <b>Content Elaborations</b><br><br>Economic decisions, whether they are made by individuals, governments, or businesses, are generally made by weighing the costs with the benefits. The desired choice is when the benefits of a decision exceed the costs. This decision-making process is referred to as cost-benefit analysis.<br><br>For example, individuals weigh the potential costs and benefits of purchasing expensive products or attending college. Governments do the same when making economic decisions such as erecting public buildings or funding military actions. Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore, and colonize new lands. Businesses determine the potential costs and benefits of activities such as investing in research and development, expanding, or changing production. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• costs and benefits</li> <li>• potential costs</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• explain</li> <li>• analyze</li> <li>• describe</li> </ul>  |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>   |
| <b>Resources</b>   | <b>Enrichment Strategies</b>   |
| <b>Integrations</b>  | <b>Intervention Strategies</b>   |

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| <b>Theme</b> <i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>   |  |
| <b>Strand</b> <i>Economics</i>   |  |
| <b>Topic</b> <i>Scarcity</i><br><br>There are not enough resources to produce all the goods and services that people desire.   | <b>Pacing</b>  |
| <b>Content Statement</b><br><br><i>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade, and interdependence.</i><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can discuss how specialization, trade, and interdependence are a result of different resources available in different regions.</li> </ul> | <b>Content Elaborations</b><br><br>Productive resources are not distributed equally around the world. Productive resources (i.e., natural resources, human resources, and capital goods) are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions.<br><br>Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased.<br><br>For example, the availability of productive resources such as tea and spices in Asia; tobacco, cotton, coffee, gold, and silver in the Americas; and ivory and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>specialization</li> <li>interdependence</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>discuss</li> <li>explain</li> <li>cite cause and effect</li> </ul>   |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>   |
| <b>Resources</b>   | <b>Enrichment Strategies</b>   |
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| <b>Strand</b> <i>Economics</i>   |  |
| <b>Topic</b> <i>Markets</i>  | <b>Pacing</b>  |
| <b>Content Statement</b><br><br><b>21. <i>The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</i></b><br><br><b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can explain how the growth of cities and empires fostered the growth of markets. Describe how market exchanges contributed to the transition from bartering to monetary economies.</li> </ul> | <b>Content Elaborations</b><br><br>Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.<br><br>Consequently, growth of markets encouraged specialization and advanced a more efficient system for the exchanges of goods and services. The barter system limited market exchanges, so money-based systems were created. |
| <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>market exchanges</li> <li>bartering</li> <li>monetary economics</li> </ul>  | <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>describe</li> <li>explain</li> <li>cite cause and effect</li> </ul>  |
| <b>Formative Assessments</b>   | <b>Summative Assessments</b>   |
| <b>Resources</b>   | <b>Enrichment Strategies</b>   |
| <b>Integrations</b>  | <b>Intervention Strategies</b>   |