

Norton City Schools Standards-Based Social Studies Course of Study 2005

Seventh Grade: World Studies 1000 B.C. to 1750

History	People in Societies	Geography	Economics	Government	Citizenship Rights and Responsibilities	Study Skills and Methods
<p>civilizations colonialism Crusades cultural advancements empires feudalism Ghana empire historical eras imperialism institutions Islam Mali empire mercantilism Mongol invasions multiple-tier timeline Muslim conquests narratives political, economic, social characteristics of feudalism Reformation Renaissance Songhay empire sub-Saharan Africa systems of labor *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. historical antecedents and relevancy historical developments historical fact vs. interpretation millenniums 2. caste system causative factors dynasties validity of historical narratives 3. philosophical ideas</p>	<p>belief systems cultural practices cultural products legacies (scientific / cultural) relationships among cultural perspectives technology *MEPCV</p> <p><u>Suggested Vocabulary</u> 2. cultural borrowing cultural diversity</p>	<p>culture diffusion human characteristics impede physical features physical/historical maps physical characteristics relevant significance technological innovations trade war *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. strategic global location 4. formal reference system 5. global implication</p>	<p>endowment interdependence merchants precious metals specialization textiles trade routes *MEPCV</p> <p><u>Suggested Vocabulary</u> 2. goods / services scarcity / surplus supply / demand tariffs trade agreements trade barriers</p>	<p>ancient Athens city-states democratic vs. direct democracy empires essential characteristics kingdoms representative democracy Roman republic *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. democratic vs. totalitarian political power political process 2. anarchy dictatorial = totalitarian reunification</p>	<p>citizens direct democracy Magna Carta monarchy representative democracy *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. Bill of Rights civil disobedience civic participation democratic ideals rights/responsibility voting qualifications 2. absolute power of monarch Constitution Declaration of Independence revolution</p>	<p>frames of reference historical events norms perspectives values viewpoints *MEPCV</p> <p><u>Apply Previous Skills and Vocabulary credentials of sources criteria for evaluating sources cross-references fact vs. opinion main idea/question paraphrase parts of the source primary & secondary sources relevant/irrelevant data relevant inferences reliability of views supporting facts</u></p> <p>See the extensive number of Thinking Processes and Skills on the next page.</p>
<p align="center">2005-06 These 7th graders will be the first set of students in March 2007 to take the new 8th Grade Achievement Test. The test will contain specific 7th grade content from these Standards.</p>						

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

***(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district's social studies standards-based course of study (e.g., Economics: **productive resources** - would have been previously mastered, and it is now maintained or enhanced at 7th Grade.)

Norton City Schools Standards-Based Social Studies Course of Study 2005

Seventh Grade: World Studies 1000 B.C. to 1750

Stated Thinking Processes and Skills from the Indicators	“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving Situations
<p>compare: to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p>Compare is involved in ALL of the following:</p> <p>analyze: to investigate by breaking it down so as to more clearly understand the impact to the situation</p> <p>evaluate: to weigh heavily on objective evidence; very factually based; must establish a set of criteria for the situation</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>identify: to show or prove the sameness of</p> <p>cause and effect: the relationship between the Cause = a reason or motive the WHY Effect = the results or outcomes the WHAT HAPPENED</p> <p>Cause and Effect require the analysis and evaluation of both the intended and unintended consequences of a problem and its solutions.</p>	<p>define</p> <p>establish</p> <p>give</p> <p>group</p> <p>reflect</p> <p>use</p> <p>Explain is the most frequently stated verb in short and extended response questions.</p> <p>Explain means to:</p> <ul style="list-style-type: none"> • make plain or clear; understandable • give reasons for. <p>Explain requires the application of prior knowledge.</p> <ul style="list-style-type: none"> • Students will need to communicate their responses with concise but complete information. • In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences. • The written response must include sufficient quality information and proof. <p>Explain requires more details than describe. Explain is at the analysis level or above for problem solving.</p> <p>Technique Suggestion: Each time “explain” given in a prompt, students must cross out the word and replace it with - Give Specific Details. This raises the <u>first</u> awareness of what is required.</p> <p>Note: In 7th Grade “explain” is included in 5 of 26 Indicators, but it sharply increases to 20 of 42 Indicators at 8th Grade.</p> <p>What can be done to better prepare 7th grade students for the “explain” requirement?</p>	<p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> identifying a problem; gathering information; listing and considering options; considering advantages and disadvantages of options; choosing and implementing a solution; developing criteria for judging its effectiveness; evaluate the effectiveness of the solution. <p>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</p> <p>PROP A Universal for Evaluating Evidence</p> <p>P = Is it a primary or secondary sources? R = If the source is a person, does he or she have a reason to lie? O = Are there other witnesses, statements, recordings, or evidence which report the same data, information or knowledge? P = Is it a public or private statement?</p> <p><small>O’Reilly, Kevin. <u>Evaluating Viewpoints in United States History</u>, Critical Thinking Books and Software, 1990.</small></p>

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7th Grade Scope & Sequence - World Studies from 1000 BC to 1750: Ancient Civilizations Through the First Global Age

In the seventh grade students begin the four-year historical sequence with a study of the ancient world. This study incorporates each of the seven standards into the chronology. Students learn that each historic event is shaped by its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action. Students also expand their command of social studies skills and methods.

Seventh Grade – History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 6 - 8</p> <p>A. Interpret relationships between events shown on multiple-tier time lines.</p> <p align="center">-----</p> <p>Suggested ESC Units & Pacing Guide (The <i>italicized number</i> at the end of each Indicator aligns to corresponding units beginning page 7th – 14.</p>	<p>Grade-Level Indicators</p> <p><u>Chronology</u></p> <p>1. Group events by broadly defined historical eras and enter onto multiple-tier time lines. (<i>Units: 1, 2, 3, 4, 5, 6, 7, 8</i>)</p> <p align="center">-----</p> <p>Note:</p> <p>6th Grade Standards requires the concepts of ancient river civilizations: Indus River, Mesopotamia, Huang Ho Valley & the Nile River.</p> <p>For example, the Egyptian pyramid era (Old Kingdom 2575 B.C. through the New Kingdoms 1070 B.C.) are no longer taught at 7th grade. The Incas, Aztec, and Mayan civilizations are required in the 6th Grade Standards.</p> <p>Beginning 2004-05 all the historic eras and civilizations listed above are NO longer taught at 7th grade.</p> <p>Instead, the 7th Grade Standards require all 7th graders to reach 1750 with an understanding of new content such as the Middle Ages, the Renaissance, the Reformation, and the Age of Discovery.</p>	<p>Vocabulary/Strategies</p> <p>1. Create multiple-tier time lines to look for patterns of cultural development and legacies throughout the year.</p> <p>1. <u>Suggested Vocabulary:</u> historical antecedents historical developments historical fact vs. interpretation millenniums</p> <p>Resource: <u>Timeliner</u> - a CD-Rom from Tom Snyder Productions for students to create, illustrate, and print time lines with ease. 1-800-342-0236</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Seventh Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades 6 - 8	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.</p>	<p><u>Early Civilizations</u> 2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome <u>after 1000 B.C. including:</u> <i>(Units: 1, 2, 3)</i></p> <ul style="list-style-type: none"> a. the development of concepts of government and citizenship; b. scientific and cultural advancements; c. the spread of religions; d. slavery and systems of labor. <p align="center">- - - - -</p> <p>Note: Universal - Enduring Idea <u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator. The universal idea directly links to the daily use of the Problem Solving Model on page 7th – 14.</p> <p>Resource: United Streaming Videos There are many video clips available to facilitate students listening for information at: http://www.unitedstreaming.com .</p> <p>Most Norton City Schools districts already participate, just ask your principal for a username and password.</p>	<p>2. Role play specific parts of historical events such as <u>Socrates</u> and his trial from Interact Learning: \$24.00 at 1-800-359-0961 or http://www.interact-simulations.com</p> <p>2. Cleveland Art Museum - historic eras at 1-888-262-0033.</p> <p>2. <u>Suggested Vocabulary:</u> caste system in India, causative factors dynasties, validity of historical narratives</p> <p>2. Causes for expansion / exploration: quest for knowledge, raw materials, demand for products, religious purposes, political power, etc.</p> <p>2. “Down in the Boondocks” by Billy Jo Royal - classic lyrics of love denied because of class division. It’s excellent to intro class structure of Roman society, and that there were laws prohibiting marriage between plebeians and patricians. “Chain Gang” by Sam Cooke - an anticipatory set to introduce slavery in ancient Rome.</p> <p>Resources: National Geographic Reading Expeditions Series: <u>Greek Civilization 1250-300 B.C.</u>; <u>Ancient Rome 500 B.C. – A.D. 500</u>; <u>Chinese Civilization 1600 B.C. – A.D. 220</u></p> <p>Preview for excerpts from: <u>Lady of Ch'iao Kuo: Warrior of the South, Southern China, A.D. 531 (The Royal Diaries)</u> by Laurence Yep</p> <p><u>Internet Activities for Social Studies: Roman Empire, Ancient Egypt, Medieval Times, Ancient Greece</u> by Shirley Gartmann from Teacher Created Materials 6421 Industry Way, Westminster, CA 92683. (TCM2405)</p> <p><u>Decisions, Decisions - Ancient Empires</u> - Tom Snyder Productions CD-ROM at http://www.interact-simulations.com or call 1-800-359-0961.</p> <p>2. <u>History Alive</u> interactive resources at (The units are high quality but expensive) http://www.teachtci.com/default.asp</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

Seventh Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 6 - 8</p> <p>C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.</p>	<p>Grade-Level Indicators</p> <p><u>Feudalism and Transitions</u></p> <p>3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe. <i>(Units: 3, 4)</i></p> <p>4. Explain the lasting effects of military conquests during the Middle Ages <u>including</u>: <i>(Unit: 5)</i></p> <p>a. Muslim conquests; b. the Crusades; c. the Mongol invasions.</p> <p>5. Describe the impact of new ideas and institutions on European life <u>including</u>: <i>(Unit: 6)</i></p> <p>a. the significance of printing with moveable type; b. major achievements in art, architecture and literature during the Renaissance; c. the Reformation.</p>	<p>Vocabulary/Strategies</p> <p>3. <u>Suggested Vocabulary</u>: philosophical ideas These ideas are the beliefs that impacted the events of a given time era.</p> <p>3. Feudalism is also to be addressed in the Japanese shoguns and the Chinese dynasties.</p> <p>4. “Stayin’ Alive” by Bee Gees - a prompt to get students attention to the survivalist aspect of the early Middle Ages.</p> <p>4. Explain = cause and effect</p> <p>5c. Reformation: Religious Focus Martin Luther - religious reforms led to new branches of Christianity and religious based wars Science/Technology: printing press - Gutenberg</p> <p>5c. Differentiate the impact of Protestantism in Europe with such movements as John Calvin, Henry III, Anabaptists Catholic Reformation: tried to halt the spread of Protestantism with Ignatius of Loyola - Jesuits.</p> <p>5c. Create a flow chart of the reformation; or Venn Diagram of the English and Catholic Reformation</p> <p>Resources: Norton City Schools VHS, CD-ROMs or tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ CD such as “Art & Music: Renaissance” (C00220)</p> <p>3. <i>Decisions, Decisions - Feudalism</i> a CD-ROM by Tom Snyder Software Call: 1-800-342-0236.</p> <p><i>Christendom</i> - simulation on the Middle Ages \$50.00 from Interact at 1-800-359-0961 or write them at 1825 Gillespie Way #101, Le Cajon, CA 92020-1095.</p> <p>Preview for excerpts from A & E video <u>Knights and Armor</u></p>																
<table border="1"> <thead> <tr> <th colspan="4">Problem Solving for Historical Events</th> </tr> <tr> <th>Somebody</th> <th>Wanted</th> <th>But</th> <th>So</th> </tr> </thead> <tbody> <tr> <td>Who / What has the problem?</td> <td>What is the thing wanted? (conflict)</td> <td>What problem / hurdle is in the way of the want?</td> <td>What is the answer or solution to the problem?</td> </tr> <tr> <td colspan="4"> Somebody _____ Wanted _____ But _____ So _____ </td> </tr> </tbody> </table>			Problem Solving for Historical Events				Somebody	Wanted	But	So	Who / What has the problem?	What is the thing wanted? (conflict)	What problem / hurdle is in the way of the want?	What is the answer or solution to the problem?	Somebody _____ Wanted _____ But _____ So _____			
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Seventh Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 6 - 8</p> <p>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.</p>	<p>Grade-Level Indicators</p> <p><u>The First Global Age</u></p> <p>6. Describe the importance of the West African empires of Ghana, Mali and Songhay including: (<i>Unit: 7</i>)</p> <ul style="list-style-type: none"> a. trade routes; b. products; c. the spread of the Arabic language; d. the spread of Islam. <p>7. Describe the causes and effects of European exploration after 1400 including: (<i>Unit: 8</i>)</p> <ul style="list-style-type: none"> a. imperialism, colonialism and mercantilism; b. impact on the peoples of sub-Saharan Africa, Asia and the Americas. 	<p>Vocabulary/Strategies</p> <p>6. Songhay = Songhai (Gold Coast of Africa)</p> <p>6a. Niger River and caravans with the exchange of gold for salt. 6b. salt / glass 6c-d. Mansa Musa brought the Islamic religion as well as the Arabic language, writing and numbers to West Africa.</p> <p>6. Apply People in Societies Indicator: 3 for West Africa connections</p> <p>7. Apply the Cause and Effect graphic organizer</p> <p>7. Colonialism a system where one country extends its control over foreign dependencies, especially for economic benefit such as land resources, labor, etc.</p> <p>7. Imperialism a policy used by strong countries to gain social, political and economic control or dominance over foreign territories.</p> <p>7. Mercantilism is a policy in which a country sets up colonies for the purpose of obtaining raw materials and developing new markets that would trade only with the ruling country. The colonies bought manufactured goods from the ruling country - an economic focus.</p> <p>7a. Portuguese: goal to convert Asians, but the Dutch West India Company: goal was gain resources – wealth such as spice trade</p> <p>7b. Effects Africa: enslavement Asia: Silk Road, Spice Trade; Portuguese Americas: Triangular Trade, horse, Cortez, Pizarro, etc.</p> <p>7. Positive Effects: food: chocolate, sugar cane, tomato, wheat, corn, spices inventions: gun powder, astrolabe, compass, caravel Others: spread religion; need for coinage</p> <p>7. Negative Effects: enslavement, disease, stolen wealth, etc.</p>									
<p>Cause and Effect Graphic Organizer</p> <table border="1"> <thead> <tr> <th>Cause - Why?</th> <th>So</th> <th>Effect - What Happened?</th> </tr> </thead> <tbody> <tr> <td>England lacked most natural resources for ship building</td> <td align="center">→</td> <td>Explored foreign lands and often conquered and colonized those that were rich in resources.</td> </tr> <tr> <td>These new colonies needed a government to represent the interests of the king or Parliament.</td> <td align="center">→</td> <td>The king appointed government officials to control the colonies and to collect taxes.</td> </tr> </tbody> </table>			Cause - Why?	So	Effect - What Happened?	England lacked most natural resources for ship building	→	Explored foreign lands and often conquered and colonized those that were rich in resources.	These new colonies needed a government to represent the interests of the king or Parliament.	→	The king appointed government officials to control the colonies and to collect taxes.
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Seventh Grade — People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Ohio Benchmarks Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies												
<p>A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.</p> <p>C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.</p>	<p><u>Cultures</u></p> <ol style="list-style-type: none"> 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations. <i>(Units: 1, 2, 3, 6, 8)</i> 2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved. <i>(Unit: 5)</i> <p><u>Diffusion</u></p> <ol style="list-style-type: none"> 3. Give examples of contacts among different cultures that led to the change in belief systems, art, science, technology, language or systems of government. <i>(Units: 1, 2, 3, 4, 5, 6, 7, 8)</i> 4. Describe the cultural and scientific legacies <u>including</u>: <table border="0" style="margin-left: 20px;"> <tr> <td>a. Chinese;</td> <td><i>(Unit: 1)</i></td> </tr> <tr> <td>b. Greek;</td> <td><i>(Unit: 2)</i></td> </tr> <tr> <td>c. Roman;</td> <td><i>(Unit: 3)</i></td> </tr> <tr> <td>d. African;</td> <td><i>(Units: 4, 7)</i></td> </tr> <tr> <td>e. Arab;</td> <td><i>(Units: 4, 7)</i></td> </tr> <tr> <td>f. European civilizations.</td> <td><i>(Units: 5, 6, 8)</i></td> </tr> </table> 	a. Chinese;	<i>(Unit: 1)</i>	b. Greek;	<i>(Unit: 2)</i>	c. Roman;	<i>(Unit: 3)</i>	d. African;	<i>(Units: 4, 7)</i>	e. Arab;	<i>(Units: 4, 7)</i>	f. European civilizations.	<i>(Units: 5, 6, 8)</i>	<p>1. Cultural practice: a pattern of behavior accepted by a society.</p> <p>1. Cultural product: a tangible (such as a painting, a mosque, or a pair of chopsticks) or intangible (such as an oral tale, a dance) aspect produced by a cultural group.</p> <p>1. Cultural perspectives: the complex set of meanings, attitudes, values and ideas belonging to a cultural group.</p> <p>1. Identify connections to modern day: city planning - grids; bring in a city planner</p> <p>1. In conjunction with Lang. Arts; students read a Greek myth in small groups and discuss the lessons it teaches. The team composes their own myth and the class makes a book of myths.</p> <p>2. Products of today: silk and cement were desired</p> <p>2. Explain = cause and effect</p> <p>2. Use the Cause and Effect Graphic Organizer page 7th – 6.</p> <p>2. <u>Suggested Vocabulary</u>: cultural diversity cultural borrowing</p> <p>3. Apply History Indicator: 6 for connections</p> <p>4. Make charts that demonstrate legacies such as architecture, products such as gunpowder, fireworks, silk, and cement</p> <p>4. Arabs Unit 6: The Arabs established a written language rather than the oral tradition of Timbuktu. This became the foundation for education and schools.</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Seventh Grade — Geography Standard

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Identify on a map the location of major physical and human features of each continent.</p> <p>B. Define and identify regions using human and physical characteristics.</p> <p>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.</p>	<p><u>Location</u></p> <ol style="list-style-type: none"> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region. <i>(Units: 1, 2, 3, 4, 5, 6, 7, 8)</i> 2. On a map, identify places related to the historical events being studied and explain their significance. <i>(Units: 1, 2, 3, 4, 5, 6, 7, 8)</i> <p><u>Places and Regions</u></p> <ol style="list-style-type: none"> 3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes. <i>(Units: 2, 3, 4, 5, 6, 7, 8)</i> <p><u>Human Environmental Interaction</u></p> <ol style="list-style-type: none"> 4. Use physical and historical maps to analyze the reasons that human features are located in particular places. <i>(Units: 2, 3, 4, 5, 6, 7, 8)</i> 	<ol style="list-style-type: none"> 1. See History Indicator: 6 for West Africa Timbuktu and trade connections 1. <u>Suggested Vocabulary</u>: strategic global location 2. Include compass directions to determine location (needs discussion) in relation to maps 2. Unit 6: Map for West Africa: Mecca, Sahara, Niger River, Timbuktu, etc. 3. Exploration Unit - Line of Demarcation the imaginary N - S line dividing the world between Spain and Portugal 3. Physical characteristics / feature: a natural aspect or quality of the earth's surface that includes land formations and vegetation zones. 4. Great Wall of China Unit 6: trade centers such as Jenne-Jeno on the Niger River for West Africa 4. <u>Suggested Vocabulary</u>: formal reference system

Norton City Schools Standards-Based Social Studies Course of Study 2005

Seventh Grade — Geography Standard (continued)

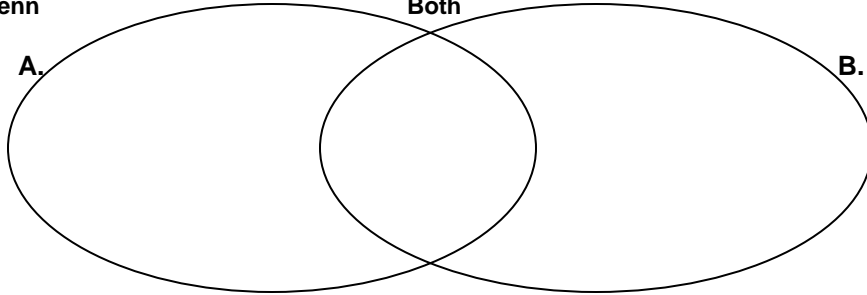
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Ohio Benchmarks Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies
<p>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.</p>	<p><u>Movement</u></p> <p>5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place <u>including</u>: (Units: 2, 3, 4, 5, 6, 7, 8)</p> <ul style="list-style-type: none"> a. physical features; b. culture; c. war; d. trade; e. technological innovations. 	<p>5. Diffusion: the spread of people, ideas, technology and products among places.</p> <p>5. <u>Suggested Vocabulary</u>: global implication</p> <p>Apply History Indicator: 6 for West Africa connections: H6a. Sahara Desert H6b. Arabic Language & journeys to Mecca H6d. caravans</p> <p>See History Indicator: 7 for Imperialism - Colonialism and Mercantilism connections: H7a. oceans - deserts H7b. French in SE Asia - Vietnam H7c. British and Dutch in Asia H7e. new naval compass, astrolabe</p>

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Seventh Grade — Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades 6-8</p> <p>A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.</p> <p>B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.</p>	<p>Grade-Level Indicators</p> <p><u>Scarcity and Resource Allocation</u></p> <p>1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times. <i>(Units: 2, 3, 4, 6)</i></p> <p><u>Markets</u></p> <p>2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as spices, textiles, paper,</p>	<p>Vocabulary/Strategies</p> <p>1. Specialization: the concentration of production on fewer kinds of goods and services than are consumed. (such as, labors who have specific jobs or only manufacturing the engines but not the full plane)</p> <p>2. Role play bartering / trading by creating your own money system based for example on wheat. Create scenarios such as an abundance or shortage of wheat.</p> <p>2. Examine the consequences of trade as it impacted city growth and the quality of daily life.</p> <p>2. <u>Suggested Vocabulary</u>: goods / services scarcity / surplus supply / demand tariffs trade agreements trade barriers</p> <p>Resources: <i>Christendom</i> - simulation on the Middle Ages \$50.00 from Interact at 1-800-359-0961 for the creation of guilds.</p> <p><u>World History Simulations</u> by Teacher Created Materials ISBN: 1-55734-481-7</p>
<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p align="center">Venn</p>  <p>My Conclusion:</p> <p>(It is essential for students to complete this final conclusion (Big Idea) from their graphic.)</p> </div>		

Norton City Schools Standards-Based Social Studies Course of Study 2005

Seventh Grade – Government Standard

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

<p>Ohio Benchmarks Grades 7 ONLY</p> <p>C. Compare the defining characteristics of democracies, monarchies and dictatorships.</p>	<p>Grade-Level Indicators</p> <p><u>Systems of Government</u></p> <p>1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today. <i>(Units: 2, 3)</i></p> <p>2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages. <i>(Units: 1, 2, 3, 4, 5, 7)</i></p>	<p>Vocabulary/Strategies</p> <p>1. Representative democracy (republic): a democratic system of government in which the people exercise political control and participate through elected representatives responsible for promoting the common welfare.</p> <p>1. Role play rulers of ancient cities and empires</p> <p>1. <u>Suggested Vocabulary:</u> democratic vs. totalitarian, political power, political process</p> <p>2. Madrigal Feast Medieval Feast</p> <p>2. <u>Suggested Vocabulary:</u> anarchy, dictatorial = totalitarian, reunification</p> <p>2. Greece - oligarchy - democracy Alexander the Great - monarchy - dictatorship Rome - empire - dictators - emperors Spain - Portugal - monarchy British Empire - monarchy China - dynasties Mongol - empires Japanese - shoguns like the feudal system of Europe with vassals and serfs Feudal System in Europe - kingdoms</p> <p>Resources:</p> <p>2. Greek, Roman, Renaissance, Reformation Readers – McDougal-Littell</p> <p>Interact - simulations for various time eras including: <u>Greeks</u> (48.00 - ISBN: 1-57336-277-8) <u>Romans</u> (\$48.00) or <u>Christendom</u> (\$50.00 - ISBN: 1573360198) order at 1825 Gillespie Way #101, El Cajon, CA 92020-1095</p>																		
<p>Block Venn - Compare and Contrast</p> <table border="1" data-bbox="163 958 1050 1274"> <thead> <tr> <th data-bbox="163 958 451 1015">A</th> <th data-bbox="451 958 739 1015">Both A and B</th> <th data-bbox="739 958 1050 1015">B</th> </tr> </thead> <tbody> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> </tbody> </table> <p>My Conclusion: It is essential for students to complete this final conclusion (Big Idea) from their graphic organizer.</p>			A	Both A and B	B															
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Seventh Grade – Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Show the relationship between civic participation and attainment of civic and public goals.</p> <p>B. Identify historical origins that influenced the rights U.S. citizens have today.</p>	<p><u>Participation</u></p> <p>1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy. <i>(Units: 1, 2, 3, 4, 5, 7)</i></p> <p><u>Rights and Responsibilities</u></p> <p>2. Describe the rights found in the Magna Carta and show connections to rights Americans have today. <i>(Unit: 4)</i></p>	<p>1. Monarchy: a system of government headed by a monarch, such as king, queen, shah or sultan whose position is usually inherited.</p> <p>1. Direct democracy: a democratic system of government in which the people exercise political control and participate directly in decision making.</p> <p>1. Representative Democracy: a democratic system of government in which the people exercise political control and participate through elected representatives responsible for promoting the common welfare.</p> <p>1. <u>Suggested Vocabulary</u>: democratic ideals civil disobedience civic participation rights/responsibility voting qualifications</p> <p>2. <u>Suggested Vocabulary</u>: Bill of Rights Constitution Declaration of Independence absolute power of the monarchs revolution</p>

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Seventh Grade – Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p>Ohio Benchmarks Grades 6-8</p> <p>B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.</p> <p>C. Present a position and support it with evidence and citation of sources.</p> <p>D. Work effectively in a group.</p>	<p>Universal: Applies to All Indicators <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, <u>it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content.</u> For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Thinking and Organizing</u> 1. 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. (Units: 2, 3, 4, 5, 6, 7, 8)</p> <p><u>Communicating Information</u> 2. Compare multiple viewpoints and frames of references related to important events in world history. (Units: 2, 3, 4, 5, 6, 7, 8)</p> <p><u>Problem Solving</u> 3. Establish guidelines, rules and time lines for group work. (Units: 2, 3, 4, 5, 6, 7, 8)</p> <p>4. Reflect on the performance of a classroom group in which one has participated <u>including</u> the contributions of each member in group goals. (Units: 2, 3, 4)</p>	<p>Vocabulary/Strategies</p> <p>1-2. Apply Previous Skills and Vocabulary</p> <table border="1"> <tr> <td>credentials of the source</td> <td>5</td> <td>parts of the source</td> <td>3</td> </tr> <tr> <td>criteria for evaluating sources</td> <td>4</td> <td>primary & secondary sources</td> <td>4</td> </tr> <tr> <td>cross-references</td> <td>5</td> <td>relevant /irrelevant data</td> <td>6</td> </tr> <tr> <td>fact vs. opinion</td> <td>2</td> <td>relevant inferences</td> <td>5</td> </tr> <tr> <td>main idea/question</td> <td>1</td> <td>reliability of views</td> <td>6</td> </tr> <tr> <td>paraphrase</td> <td>5</td> <td>supporting facts</td> <td>5</td> </tr> </table> <p>1. Values: the ideals or principles of a given person, group or society.</p> <p>To identify an author's values ask: a) Who wrote this? b) What ideals or principles does this person hold?</p> <p>Students need to separate the author's statements into its factual and value parts.</p> <p>Opinions \longrightarrow Values (on a continuum) (reactions/feelings) \longrightarrow (ideas/principals)</p> <p>Problem Solving Model for Grades 5-12 As people face political, cultural, financial, and environmental problems, they seek answers to free themselves from these barriers. In an attempt to better their lives or to reduce their problems, people fight wars, design buildings, create inventions, write books, change the land, etc.</p> <p>Problem Solving Model for Grades 5-12 (Required) Use a problem-solving / decision-making process which <u>includes</u>: a. identifying a problem b. gathering information c. listing and considering options d. considering advantages and disadvantages of options e. choosing and implementing a solution f. developing criteria for judging its effectiveness g. evaluating the effectiveness of the solution.</p>	credentials of the source	5	parts of the source	3	criteria for evaluating sources	4	primary & secondary sources	4	cross-references	5	relevant /irrelevant data	6	fact vs. opinion	2	relevant inferences	5	main idea/question	1	reliability of views	6	paraphrase	5	supporting facts	5
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