

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

**7<sup>th</sup> Grade: World Studies 1000 B.C. to 1750 2005-06 ESC Suggested Units and Pacing**

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.

**Unit 1: The Golden Age of India and China 15+ Days (End by Sept. )**

This unit is a brief overview of the impact of Ancient India and China to concepts of government, cultural advancements, spread of religions, and systems of labor. Problem Solving - Patterns and Relationships

**Unit 2: Ancient Greeks (Early Civilizations) 25+ Days (End by 1<sup>st</sup> Grading Period)**

The unit will focus on the enduring impact of the Ancient Greeks to concepts of government, cultural advancements, spread of religions, and systems of labor. Comparisons are made between Greek government and the United States direct representative democracy. Patterns & R.

**Unit 3: Ancient Romans (Early Civilizations) 25+ Days (End by Dec. )**

The unit will focus on the enduring impact of the Ancient Romans to concepts of government, cultural advancements, spread of religions, and systems of labor. Problem Solving - Patterns and Relationships

**Unit 4: Feudal System 15+ Days (End by 2<sup>nd</sup> Grading Period)**

This unit will focus on conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia (Japan) and Europe. Problem Solving - Patterns and Relationships

**Unit 5: Middle Ages (Feudalism & Transitions) 15+ Days (End Feb. )**

This unit will focus on the impacts of three military conquests: Muslim conquests, the Crusades, and the Mongol invasions. Problem Solving - Patterns and Relationships

**Unit 6: The Renaissance and Reformation: New Ideas and Institutions 25 Days (End by 3<sup>rd</sup> Grading Period)**

The unit will focus on major new ideas and institutions, as well as, achievements in art, literature and inventions during the Renaissance and Reformation. Problem Solving Patterns and Relationships

**Unit 7: West Africa 10+ Days (End by Apr. )**

The unit will focus on the effects of interactions among the West African empires of Ghana, Mali, and Songhay. Patterns & Relationships

**Unit 8: Age of Exploration (First Global Age) 30+ Days (End by 4<sup>th</sup> Grading Period)**

The unit will focus on the cause and effects of European exploration from 1400 to 1750 including imperialism, colonialism, and mercantilism. Problem Solving - Patterns and Relationships

It is **imperative** that 7<sup>th</sup> World Studies complete **all eight units**. This content will be assessed on the 8<sup>th</sup> Grade Achievement Test, and it is not included in any other grade.

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**7<sup>th</sup> Grade Benchmarks: (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)**

**History**

- A. Interpret relationships between events shown on multiple-tier time lines. (ID: 1)
- B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations. (ID: 2) **(ONLY 7-8)**
- C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe. (ID: 3, 4, 5) **(ONLY 7)**
- D. Describe the effects of interactions among civilizations during the 14<sup>th</sup> through the 18<sup>th</sup> centuries. (ID: 6, 7)
- E-G. These are only 8<sup>th</sup> Grade History Indicators.

**People In Societies**

- A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures. (ID: 1, 2) **(ONLY 6-7)**
- B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. **(ONLY 6, 8)**
- C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government. (ID: 3, 4) **(ONLY 7-8)**

**Geography**

- A. Identify on a map the location of major physical and human features of each continent. ID: 1, 2) **(ONLY 6-7)**
- B. Define and identify regions using human and physical characteristics. (ID: 3)
- C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. (ID: 4)
- D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns. (ID: 5)

**Continually check your alignment between the Indicators and the Benchmarks.**

**Economics**

- A. Explain how the endowment and development of productive resources affect economic decisions and global interactions. (ID: 1)
- B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. (ID: 2)
- C. Identify connections between government policies and the economy. **(ONLY 6, 8)**

**Government**

- A. Explain why people institute governments, how they influence governments and how governments interact with each other. **(ONLY 6, 8)**
- B. Explain how the Declaration of Independence, the United States Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy. **(ONLY 8)**
- C. Compare the defining characteristics of democracies, monarchies and dictatorships. (ID: 1, 2) **(ONLY 6-7)**

**Citizenship Rights and Responsibilities**

- A. Show the relationship between civic participation and attainment of civic and public goals. (ID: 1)
- B. Identify historical origins that influenced the rights United States citizens have today. (ID: 2)

**Study Skills and Methods**

- A. Analyze different perspectives on a topic obtained from a variety of sources. **(ONLY 6, 8)**
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions. (ID: 1) **(ONLY 6-7)**
- C. Present a position and support it with evidence and citation of sources. (ID: 2)
- D. Work effectively in a group. (ID: 3, 4)

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**7<sup>th</sup> Grade: World Studies Golden Age of India & China (Early Civilizations) Unit 1 Classroom Days: 15+ End by Sept. ?**

History	People in Societies	Geography	Economics	Citizenship Rights and Responsibilities
<p><u>Chronology A</u> 1. Group events by broadly defined <b>historical eras</b> and enter onto <b>multiple-tier time lines</b>.</p> <p><u>Early Civilizations B</u> 2. Describe the enduring impact of the early India and Chinese <b>civilization after 1000 B.C. including:</b> a. the development of concepts of government and citizenship; b. scientific and <b>cultural advancements</b>; c. the spread of religions; d. slavery and <b>systems of labor</b>.</p> <p>(This unit: 1000 B.C. to approximately 400 B.C.)</p>	<p><u>Cultures A</u> 1. Analyze the <b>relationships among cultural practices, products and perspectives</b> of early civilizations.</p> <p><u>Diffusion C</u> 3. Give examples of contacts among different cultures that led to the change in <b>belief systems</b>, art, science, <b>technology</b>, language or systems of government.</p> <p>4. Describe the cultural and scientific <b>legacies</b> of Chinese civilizations.</p> <p align="center"><b>Universal - Enduring Idea</b></p> <p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	<p><u>Location A</u> 2. On a map, identify places related to the historical events being studied and explain their <b>significance</b>.</p> <p><b>Note:</b> A <b>very brief introduction</b> to: India's caste system, Epic Age, Hinduism &amp; Buddhism.</p> <p>For China consider the Chou dynasty, Confucius, the Great Wall, etc.</p>	<p>None</p> <p align="center"><b>Government</b></p> <p><u>Systems of Government C</u> 2. Describe the <b>essential</b> characteristics of the systems of government found in <b>city-states, kingdoms and empires</b> from ancient times through the Middle Ages.</p> <p><b>Note:</b> <b>6<sup>th</sup> Grade Standards require teaching</b> the concepts of ancient river civilizations: Indus River, Mesopotamia, Huang Ho Valley &amp; the Nile River.</p> <p>Beginning <b>2005-06</b> all the historic eras and civilizations listed above are <b>NO</b> longer taught at 7<sup>th</sup> grade.</p> <p>Instead, the 7<sup>th</sup> Grade Standards require all 7<sup>th</sup> 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><u>Participation A</u> 1. Explain how the participation of <b>citizens</b> differs under a <b>monarchy</b>.</p> <p align="center"><b>Study Skills &amp; Methods</b></p> <p><u>Thinking and Organizing B</u> 1. Describe <b>historical events</b> and issues from the <b>perspectives</b> of people living at the time in order to avoid evaluating the past in terms of today's <b>norms</b> and <b>values</b>.</p> <p><u>Communicating Information C</u> 2. Compare multiple <b>viewpoints</b> and <b>frames of references</b> related to important events in world history.</p> <p><u>Problem Solving D</u> 3. Establish guidelines, rules and time lines for group work.</p> <p><u>Problem Solving Process</u> a. identifying a problem b. gathering information c. listing and considering <b>options</b> d. considering advantages and disadvantages of options e. choosing and <b>implementing</b> a solution f. developing <b>criteria</b> for judging its effectiveness g. evaluating the effectiveness of the solution.</p>

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**7<sup>th</sup> Grade: World Studies Ancient Greeks (Early Civilizations) Unit 2 Classroom Days: 25+ End by 1<sup>st</sup> Grading Period**

History	Geography	Economics	Government	Study Skills & Methods
<p><u>Chronology A</u> 1. Group events by broadly defined <b>historical eras</b> and enter onto <b>multiple-tier time lines</b>.</p> <p><u>Early Civilizations B</u> 2. Describe the enduring impact of early <b>civilizations</b> in Greece <u>after 1000 B.C. including</u>: a. the development of concepts of government and citizenship; b. scientific and <b>cultural advancements</b>; c. the spread of religions; d. slavery and <b>systems of labor</b>.</p>	<p><u>Location A</u> 1. For each of the societies studied, identify the location of significant physical &amp; human characteristics on a map of the <b>relevant</b> region.  2. On a map, identify places related to the historical events being studied &amp; explain their <b>significance</b>.</p> <p><u>Places and Regions B</u> 3. Describe changes in the <b>physical and human characteristics</b> of regions that occur over time &amp; identify the consequences of such changes.</p>	<p><u>Scarcity and Resource Allocation A</u> 1. Compare the endowment of productive resources in world regions and explain how this <b>endowment</b> contributed to <b>specialization</b>, trade and <b>interdependence</b> in ancient times.</p> <p><u>Markets B</u> 2. Describe the growth of cities and the establishment of <b>trade routes</b> in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as spices, <b>textiles</b>, paper, <b>precious metals</b> and new crops); and the role of <b>merchants</b>.</p>	<p><u>Systems of Government C</u> 1. Compare <b>direct</b> and <b>representative democracy</b> using examples of <b>ancient Athens</b> and the United States today.  2. Describe the <b>essential</b> characteristics of the systems of government found in <b>city-states</b>, <b>kingdoms</b> and <b>empires</b> from ancient times.</p>	<p><u>Thinking and Organizing B</u> 1. Describe <b>historical events</b> and issues from the <b>perspectives</b> of people living at the time in order to avoid evaluating the past in terms of today's <b>norms</b> and <b>values</b>.</p> <p><u>Communicating Information C</u> 2. Compare multiple <b>viewpoints</b> and <b>frames of references</b> related to important events in world history.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Cultures A</u> 1. Analyze the <b>relationships</b> among <b>cultural practices, products</b> and <b>perspectives</b> of early civilizations.</p> <p><u>Diffusion C</u> 3. Give examples of contacts among different cultures that led to the change in <b>belief systems</b>, art, science, <b>technology</b>, language or systems of government.  4. Describe the cultural and scientific <b>legacies</b> of the Greek civilization.</p>	<p><u>Human Environmental Interaction C</u> 4. Use <b>physical</b> and <b>historical maps</b> to analyze the reasons human features are located in particular places.</p> <p><u>Movement D</u> 5. Describe the geographic factors and processes that contribute to and <b>impede</b> the <b>diffusion</b> of people, and ideas from place to place including: a. <b>physical features</b>; b. <b>culture</b>; c. <b>war</b>; d. <b>trade</b>; e. <b>technological innovations</b>.</p>	<p><b>Note:</b> Students are to apply the Problem Solving steps in order to identify Patterns &amp; Relationships.</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark page 7<sup>th</sup> – 15.</p>	<p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p><u>Participation A</u> 1. Explain how the participation of <b>citizens</b> differs under <b>monarchy</b>, <b>direct democracy</b> and <b>representative democracy</b>.</p> <p align="center"><b>Universal - Enduring Idea</b> There is an innate desire in humans to know and to be free. Apply this universal to every Indicator.</p>	<p><u>Problem Solving D</u> 3. Establish guidelines, rules and time lines for group work.  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.</p>

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**7<sup>th</sup> Grade: World Studies Ancient Rome (Early Civilizations) Unit 3 Classroom Days: 25+ End by Dec. ?**

History	Geography	Economics	Government	Study Skills & Methods
<p><u>Chronology A</u> 1. Group events by broadly defined <b>historical eras</b> and enter onto <b>multiple-tier time lines</b>.</p> <p><u>Early Civilizations B</u> 2. Describe the enduring impact of early <b>civilizations</b> in Rome <u>after 1000 B.C.</u> including: a. the development of concepts of government and citizenship; b. scientific and <b>cultural advancements</b>; c. the spread of religions; d. slavery and systems of labor.</p>	<p><u>Location A</u> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the <b>relevant</b> region.</p> <p>2. On a map, identify places related to the historical events being studied and explain their <b>significance</b>.</p> <p><u>Places and Regions B</u> 3. Describe changes in the <b>physical</b> and <b>human characteristics</b> of regions that occur over time and identify the consequences of such changes.</p> <p><u>Human Environmental Interaction C</u> 4. Use <b>physical</b> and <b>historical maps</b> to analyze the reasons human features are located in particular places.</p>	<p><u>Scarcity and Resource Allocation A</u> 1. Compare the endowment of productive resources in world regions and explain how this <b>endowment specialization</b>, trade &amp; <b>interdependence</b> in ancient times.</p> <p><u>Markets B</u> 2. Describe the growth of cities and the establishment of <b>trade routes</b> in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as spices, <b>textiles</b>, paper, <b>precious metals</b> and new crops); and the role of <b>merchants</b>.</p>	<p><u>Systems of Government C</u> 1. Compare <b>direct</b> and <b>representative democracy</b> using examples of <b>ancient Athens</b>, the <b>Roman republic</b> and the United States today.</p> <p>2. Describe the <b>essential</b> characteristics of the systems of government found in <b>city-states</b>, <b>kingdoms</b> and <b>empires</b> from ancient times.</p>	<p><u>Thinking and Organizing B</u> 1. Describe <b>historical events</b> and issues from the <b>perspectives</b> of people living at the time in order to avoid evaluating the past in terms of today's <b>norms</b> and <b>values</b>.</p> <p><u>Communicating Information C</u> 2. Compare multiple <b>viewpoints</b> and <b>frames of references</b> related to important events in world history.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Cultures A</u> 1. Analyze the <b>relationships</b> among <b>cultural practices</b>, <b>products</b> and <b>perspectives</b> of early civilizations.</p> <p><u>Diffusion C</u> 3. Give examples of contacts among different cultures that led to the change in <b>belief systems</b>, art, science, <b>technology</b>, language or systems of government.</p> <p>4. Describe the cultural and scientific <b>legacies</b> of Roman civilizations.</p> <p>Refer to the Benchmarks page 7th – 15.</p>	<p><u>Movement D</u> 5. Describe the geographic factors and processes that contribute to and <b>impede</b> the <b>diffusion</b> of people, products and ideas from place to place including: a. <b>physical features</b>; b. <b>culture</b>; c. <b>war</b>; d. <b>trade</b>; e. <b>technology</b>.</p> <p><b>Note:</b> Students are to apply the Problem Solving steps in order to identify Patterns &amp; Relationships.</p>	<p align="center"><b>Universal - Enduring Idea</b></p> <p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	<p align="center"><b>Citizenship R. &amp; R.</b></p> <p><u>Participation A</u> 1. Explain how the participation of <b>citizens</b> differs under <b>monarchy</b>, <b>direct democracy</b> and <b>representative democracy</b>.</p>	<p><u>Problem Solving D</u> 3. Establish guidelines, rules and time lines for group work.</p> <p>4. Reflect on the performance of a classroom group in which one has participated including the contributions of each member in group goals.</p>

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**7<sup>th</sup> Grade: World Studies Feudalism Unit 4 Classroom Days: 15+ End by 2<sup>nd</sup> Grading Period**

History	Geography	Economics	Study Skills & Methods
<p><u>Chronology A</u> 1. Group events by broadly defined <b>historical eras</b> and enter onto <b>multiple-tier time lines</b>.</p> <p><u>Feudalism and Transitions C</u> 3. Describe the condition that gave rise to <b>feudalism</b>, as well as <b>political, economic</b> and <b>social characteristics</b> of feudalism, in Asia and Europe. (i.e. Japan)</p>	<p><u>Location A</u> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the <b>relevant</b> region.</p> <p>2. On a map, identify places related to the historical events being studied and explain their <b>significance</b>.</p> <p><u>Places and Regions B</u> 3. Describe changes in the <b>physical and human characteristics</b> of regions that occur over time and identify the consequences of such changes.</p>	<p><u>Scarcity and Resource Allocation A</u> 1. Compare the endowment of productive resources in world regions and explain how this <b>endowment</b> contributed to <b>specialization</b>, trade and <b>interdependence</b> in ancient times.</p>	<p><u>Thinking and Organizing B</u> 1. Describe <b>historical events</b> and issues from the <b>perspectives</b> of people living at the time in order to avoid evaluating the past in terms of today's <b>norms</b> and <b>values</b>.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Diffusion C</u> 3. Give examples of contacts among different cultures that led to the change in <b>belief systems</b>, art, science, <b>technology</b>, language or systems of government.</p> <p>4. Describe the cultural and scientific <b>legacies</b> of African, Arab and European civilizations. (including Japan)</p> <p>Refer to the Benchmarks page 7th – 15.</p> <p><b>Note:</b> Students are to apply the Problem Solving steps in order to identify Patterns &amp; Relationships.</p>	<p><u>Human Environmental Interaction C</u> 4. Use <b>physical</b> and <b>historical maps</b> to analyze the reasons that human features are located in particular places.</p> <p><u>Movement D</u> 5. Describe the geographic factors and processes that contribute to and <b>impede</b> the <b>diffusion</b> of people, products and ideas from place to place including: a. <b>physical features</b> b. <b>culture</b> c. <b>war</b> d. <b>trade</b> e. <b>technological innovations</b>.</p>	<p align="center"><b>Government</b></p> <p><u>Systems of Government C</u> 2. Describe the <b>essential</b> characteristics of the systems of government found in <b>city-states, kingdoms</b> and <b>empires</b> from ancient times through the Middle Ages.</p> <p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p><u>Participation A</u> 1. Explain how the participation of <b>citizens</b> differs under <b>monarchy, direct democracy</b> and <b>representative democracy</b>.</p> <p><u>Rights and Responsibilities B</u> 2. Describe the rights found in the <b>Magna Carta</b> and show connections to rights Americans have today.</p>	<p><u>Communicating Information C</u> 2. Compare multiple <b>viewpoints</b> and <b>frames of references</b> related to important events in world history.</p> <p><u>Problem Solving D</u> 3. Establish guidelines, rules and time lines for group work.</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.</p>

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**7<sup>th</sup> Grade: World Studies Middle Ages (Feudalism & Transitions)      Unit 5      Classroom Days: 15+      End by Feb. ?**

History	Geography	Economics	Government	Study Skills & Methods
<p><u>Chronology A</u> 1. Group events by broadly defined <b>historical eras</b> and enter onto multiple-tier time lines.</p> <p><u>Feudalism and Transitions C</u> 4. Explain the lasting effects of military conquests during the Middle Ages <u>including</u>: a. <b>Muslim conquests</b>; b. the <b>Crusades</b>; c. the Mongol <b>invasions</b>.</p>	<p><u>Location A</u> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the <b>relevant</b> region.</p> <p>2. On a map, identify places related to the historical events being studied and explain their <b>significance</b>.</p> <p><u>Places and Regions B</u> 3. Describe changes in the <b>physical</b> and <b>human characteristics</b> of regions that occur over time and identify the consequences of such changes.</p> <p><u>Human Environmental Interaction C</u> 4. Use <b>physical</b> and <b>historical maps</b> to analyze the reasons that human features are located in particular places.</p> <p><u>Movement D</u> 5. Describe the geographic factors and processes that contribute to and <b>impede</b> the <b>diffusion</b> of people, products and ideas from place to place <u>including</u>: a. <b>physical features</b>; b. <b>culture</b>; c. <b>war</b>; d. <b>trade</b>; e. <b>technological innovations</b>.</p>	<p><u>Markets B</u> 2. Describe the growth of cities and the establishment of <b>trade routes</b> in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as, spices, <b>textiles</b>, paper, <b>precious metals</b> and new crops); and the role of <b>merchants</b>.</p> <p align="center"><b>Universal - Enduring Idea</b></p> <p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	<p><u>Systems of Government C</u> 2. Describe the <b>essential</b> characteristics of the systems of government found in <b>city-states</b>, <b>kingdoms</b> and <b>empires</b> from ancient times through the Middle Ages.</p>	<p><u>Thinking and Organizing B</u> 1. Describe <b>historical events</b> and issues from the <b>perspectives</b> of people living at the time in order to avoid evaluating the past in terms of today's <b>norms</b> and <b>values</b>.</p> <p><u>Communicating Information C</u> 2. Compare multiple <b>viewpoints</b> and <b>frames of references</b> related to important events in world history.</p> <p><u>Problem Solving D</u> 3. Establish guidelines, rules and time lines for group work. (As time permits)</p> <p>Apply the Problem Solving Process page 7<sup>th</sup> – 13.</p>
<p><b>People in Societies</b></p> <p><u>Cultures A</u> 2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.</p> <p><u>Diffusion C</u> 3. Give examples of contacts among different cultures that led to the change in <b>belief systems</b>, art, science, <b>technology</b>, language or systems of government.</p> <p>4. Describe the cultural and scientific <b>legacies</b> of European (and Japanese) civilizations.</p>			<p><b>Citizenship R. &amp; R.</b></p> <p><u>Participation A</u> 1. Explain how the participation of <b>citizens</b> differs under <b>monarchy</b>, <b>direct democracy</b> and <b>representative democracy</b>.</p>	

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**7<sup>th</sup> Grade: World Studies The Renaissance & Reformation Unit 6 Classroom Days: 25 End by 3<sup>rd</sup> Grading Period**

History	Geography	Economics	Citizenship Rights and Responsibilities
<p><u>Chronology A</u> 1. Group events by broadly defined <b>historical eras</b> and enter onto <b>multiple-tier time lines</b>.</p> <p><u>Feudalism and Transitions C</u> 5. Describe the impact of new ideas and <b>institutions</b> on European life <u>including</u>: a. the significance of printing with moveable type; b. major achievements in art, architecture and literature during the <b>Renaissance</b>; c. the <b>Reformation</b>.</p>	<p><u>Location A</u> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the <b>relevant</b> region.</p> <p>2. On a map, identify places related to the historical events being studied and explain their <b>significant</b>.</p> <p><u>Places and Regions B</u> 3. Describe changes in the <b>physical</b> and <b>human characteristics</b> of regions that occur over time and identify the consequences of such changes.</p> <p><u>Human Environmental Interaction C</u> 4. Use <b>physical</b> and <b>historical maps</b> to analyze the reasons that human features are located in particular places.</p>	<p><u>Scarcity and Resource Allocation A</u> 1. Compare the endowment of productive resources in world regions and explain how this <b>endowment</b> contributed to <b>specialization</b>, trade and <b>interdependence</b> in ancient times.</p> <p><u>Markets B</u> 2. Describe the growth of cities and the establishment of <b>trade routes</b> in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as spices, <b>textiles</b>, paper, <b>precious metals</b> and new crops); and the role of <b>merchants</b>.</p>	<p>None</p>
<p align="center"><b>People in Societies</b></p> <p><u>Cultures A</u> 1. Analyze the <b>relationships among cultural practices, products</b> and <b>perspectives</b> of early civilizations.</p> <p><u>Diffusion C</u> 3. Give examples of contacts among different cultures that led to the change in <b>belief systems</b>, art, science, <b>technology</b>, language or systems of government.</p> <p>4. Describe the cultural and scientific <b>legacies</b> of European civilizations.</p>	<p><u>Movement D</u> 5. Describe the geographic factors and processes that contribute to and <b>impede</b> the <b>diffusion</b> of people, products and ideas from place to place <u>including</u>: a. <b>physical features</b>; b. <b>culture</b>; c. <b>war</b>; d. <b>trade</b>; e. <b>technological innovations</b>.</p>	<p align="center"><b>Government</b></p> <p>None</p> <p><b>Note:</b> Students are to apply the Problem Solving steps in order to identify Patterns &amp; Relationships.</p> <p align="center"><b>Universal - Enduring Idea</b> <u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	<p align="center"><b>Study Skills &amp; Methods</b></p> <p><u>Thinking and Organizing B</u> 1. Describe <b>historical events</b> and issues from the <b>perspectives</b> of people living at the time in order to avoid evaluating the past in terms of today's <b>norms</b> and <b>values</b>.</p> <p><u>Communicating Information C</u> 2. Compare multiple <b>viewpoints</b> and <b>frames of references</b> related to important events in world history.</p> <p><u>Problem Solving D</u> 3. Establish guidelines, rules and time lines for group work. (As time permits)</p> <p>Apply the Problem Solving Process page 7<sup>th</sup> – 13.</p>



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

**7<sup>th</sup> Grade: World Studies West African Empires (The First Global Age) Unit 7 Classroom Days: 10+ End by Apr. ?**

History	Geography	Economics	Study Skills & Methods
<p><u>Chronology A</u> 1. Group events by broadly defined <b>historical eras</b> and enter onto <b>multiple-tier time lines</b>.</p> <p><u>The First Global Age D</u> 6. Describe the importance of the West African <b>empires</b> of Ghana, Mali and Songhay <u>including</u>:</p> <ul style="list-style-type: none"> <li>a. trade routes;</li> <li>b. products;</li> <li>c. spread of the Arabic language;</li> <li>d. spread of <b>Islam</b>.</li> </ul>	<p><u>Location A</u> 2. On a map, identify places related to the historical events being studied and explain their <b>significance</b>.</p> <p><u>Places and Regions B</u> 3. Describe changes in the <b>physical</b> and <b>human characteristics</b> of regions that occur over time and identify the consequences of such changes.</p> <p><u>Human Environmental Interaction C</u> 4. Use <b>physical</b> and <b>historical maps</b> to analyze the reasons that human features are located in particular places.</p> <p><u>Movement D</u> 5. Describe the geographic factors and processes that contribute to and <b>impede</b> the <b>diffusion</b> of people, products and ideas from place to place <u>including</u>:</p> <ul style="list-style-type: none"> <li>a. <b>physical features</b>;</li> <li>b. <b>culture</b>;</li> <li>c. <b>war</b>;</li> <li>d. <b>trade</b>;</li> <li>e. <b>technological innovations</b>.</li> </ul>	<p><u>Markets B</u> 2. Describe the growth of cities and the establishment of <b>trade routes</b> in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as spices, <b>textiles</b>, paper, <b>precious metals</b> and new crops); and the role of <b>merchants</b>.</p>	<p><u>Thinking and Organizing B</u> 1. Describe <b>historical events</b> and issues from the <b>perspectives</b> of people living at the time in order to avoid evaluating the past in terms of today's <b>norms</b> and <b>values</b>.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Diffusion C</u> 3. Give examples of contacts among different cultures that led to the change in <b>belief systems</b>, art, science, <b>technology</b>, language or systems of government.</p> <p>4. Describe the cultural and scientific <b>legacies</b> of African and Arab civilizations.</p>	<p align="center"><b>Universal - Enduring Idea</b> <u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	<p align="center"><b>Government</b></p> <p><u>Systems of Government C</u> 2. Describe the <b>essential</b> characteristics of the systems of government found in <b>city-states</b>, <b>kingdoms</b> and <b>empires</b> from ancient times through the Middle Ages.</p>	<p><u>Communicating Information C</u> 2. Compare multiple <b>viewpoints</b> and <b>frames of references</b> related to important events in world history.</p>
		<p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p><u>Participation A</u> 1. Explain how the participation of <b>citizens</b> differs under <b>monarchy</b>, <b>direct democracy</b> and <b>representative democracy</b>.</p> <p>Refer to the Benchmarks page 7<sup>th</sup> – 15.</p>	<p><u>Problem Solving D</u> 3. Establish guidelines, rules and time lines for group work.</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.</p> <p>Apply Problem Solving Process page 7<sup>th</sup> – 13.</p>

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

**7<sup>th</sup> Grade: World Studies Age of Exploration (The First Global Age) Unit 8 Classroom Days: 30+ End of Year**

<b>History</b>	<b>People in Societies</b>	<b>Geography</b>	<b>Economics</b>	<b>Study Skills &amp; Methods</b>
<p><u>Chronology A</u> 1. Group events by broadly defined <b>historical eras</b> and enter onto <b>multiple-tier time lines</b>.</p> <p><u>The First Global Age D</u> 7. Describe the cause and effects of European exploration after 1400 <u>including</u>: a. <b>imperialism, colonialism and mercantilism</b>; b. impact on the peoples of <b>sub-Saharan Africa</b>, Asia and the Americas.</p> <p><b>Note:</b> Students are to apply the Problem Solving steps in order to identify Patterns &amp; Relationships.</p>	<p><u>Cultures A</u> 1. Analyze the <b>relationships</b> among <b>cultural practices, products</b> and <b>perspectives</b> of early civilizations.</p> <p><u>Diffusion C</u> 3. Give examples of contacts among different cultures that led to the change in <b>belief systems</b>, art, science, <b>technology</b>, language or systems of government.</p> <p>4. Describe the cultural and scientific <b>legacies</b> of European civilizations.</p> <p align="center"><b>Universal - Enduring Idea</b></p> <p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator by using the Problem Solving Process on page 7<sup>th</sup> – 13.</p>	<p><u>Location A</u> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the <b>relevant</b> region.</p> <p>2. On a map, identify places related to the historical events being studied and explain their <b>significance</b>.</p> <p><u>Places and Regions B</u> 3. Describe changes in the <b>physical</b> and <b>human characteristics</b> of regions that occur over time and identify the consequences of such changes.</p> <p><u>Human Environmental Interaction C</u> 4. Use <b>physical</b> and <b>historical maps</b> to analyze the reasons that human features are located in particular places.</p> <p><u>Movement D</u> 5. Describe the geographic factors and processes that contribute to and <b>impede</b> the <b>diffusion</b> of people, products and ideas from place to place <u>including</u>: a. <b>physical features</b>; b. <b>culture</b>; c. <b>war</b>; d. <b>trade</b>; e. <b>technological innovations</b>.</p>	<p><u>Markets B</u> 2. Describe the growth of cities and the establishment of <b>trade routes</b> in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as, spices, <b>textiles</b>, paper, <b>precious metals</b> and new crops); &amp; the role of <b>merchants</b>.</p> <p><b>Government:</b> None</p> <p><b>Cit. R &amp; R:</b> None</p>	<p><u>Thinking and Organizing B</u> 1. Describe <b>historical events</b> and issues from the <b>perspectives</b> of people living at the time in order to avoid evaluating the past in terms of today's <b>norms</b> and <b>values</b>.</p> <p><u>Communicating Information C</u> 2. Compare multiple <b>viewpoints</b> and <b>frames of references</b> related to important events in world history.</p> <p><u>Problem Solving D</u> 3. Establish guidelines, rules and time lines for group work.</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.</p>