

Oakwood City School District: Grade Seven Social Studies

Grade Seven Social Studies

Grade Seven Course Description

This course will focus on the enduring impact as well as cultural and scientific legacies of early civilizations in China. It will also emphasize feudalism in Asia and Europe, military conquests during the Middle Ages, including the Muslim conquests, the Crusades and the Mongol Invasions. The impact of new ideas from the Renaissance and Reformation will be examined, as well as the importance of the West African empires, the early civilizations of the Americas, and European Exploration after 1400. Topics in geography, including location, places and regions, human/environmental interaction and movement will be covered, as well as topics in economics (scarcity and resource allocation and markets), systems of government, civic participation and social studies skills and methods. Where applicable, the long lasting effects of historical events will be connected to current events.

Social Studies Inquiry and Application Standards

Inquiry, as theory, is a way in which people view the world. It requires critical thinking, a contribution of new ideas and reflection throughout the entire process. As such, the student is at the center of the experience with the teacher as “co-partner and guide”. As teachers create inquiry curricula around students’ interests and strengths, they also help students broaden the ways in which they think, question and explore. Investigation is a journey and teachers provide the guidance for the journey when they recognize that a student’s experience of the inquiry process is a personal one.

Reading Standards for Literacy in History / Social Studies (6-8)

- I. Key Ideas and Details
 - A. Cite specific textual evidence to support analysis of primary and secondary sources.
 - B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

II. Craft and Structure

A. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

B. Describe how a text presents information (e.g., sequentially, comparatively, casually).

C. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

III. Integration of Knowledge and Ideas

A. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

B. Distinguish among fact, opinion, and reasoned judgment in a text.

C. Analyze the relationship between a primary and secondary source on the same topic.

IV. Range of Reading and Level of Text Complexity

A. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards for Literacy in History / Social Studies (6-8)

Text Type and Purposes

Write arguments focused on discipline-specific content

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence

Establish and maintain a formal style

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

Use precise language and domain-specific vocabulary to inform about or explain the topic

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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Research to Build and Present Knowledge

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Content Standards

I. World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

A. History

1. **Historical Thinking:** 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.

a) 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.

2. **Early Civilizations:** 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.

a) 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.

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3. Feudalism and Transitions: 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.

a) 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.

b) Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.

c) 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.

d) The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.

e) 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.

4. First Global Age: The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.

a) Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes

b) The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.

c) European economic and cultural influence dramatically increased through explorations, conquests and colonization.

d) 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.

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B. Geography

1. *Spatial Thinking*: 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.

a) Maps and other geographic representations can be used to trace the development of human settlement from past to present.

2. *Human Systems*: 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.

a) Geographic factors promote or impede the movement of people, products and ideas.

b) Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

c) Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

C. Government

1. *Civic Participation and Skills*: 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.

a) The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

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2. Roles and Systems of Government: 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.

a) Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.

b) With the decline of feudalism, consolidation of power resulted in the emergence of nation states.

D. Economics

1. Economic Decision Making and Skills: 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.

a) 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.

2. Scarcity: There are not enough resources to produce all the goods and services that people desire.

a) The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

3. Markets: There are not enough resources to produce all the goods and services that people desire.

a) The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.