SOCIAL STUDIES

WORLD STUDIES FROM 750 B.C. TO 1600 A.D.: ANCIENT GREECE TO THE FIRST GLOBAL AGE

GRADE 7

Curriculum Map and Standards

2019-2020

CURRICULUM RESOURCES

Aligned with Ohio’s Learning Standards for Social Studies (2018)

Office of Teaching and Learning – Curriculum Division

COLUMBUS CITY SCHOOLS
### Social Studies 7 Curriculum Map

* Each unit is allocated an approximate number of weeks using a traditional period schedule. Teachers should adjust these timeframes as needed based on student mastery and formative assessment data.

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<td>2.1 Ancient Greece (Content Statements 2, 13, 17)</td>
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<td>1.3 Spatial Thinking and Skills (Content Statement 12)</td>
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*Note: Content Statements 1, 12, and 16 are process (skill) standards that should be incorporated into each unit.*

**Grading Period 1 – 4 weeks**

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**Grading Period 2 – 5 weeks**

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**Grading Period 3 – 3 weeks**

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**Grading Period 4 – 5 weeks**

**Grading Period 4 – 4 weeks**
The seventh-grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

HISTORY STRAND

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement:
1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.

TOPIC: EARLY CIVILIZATIONS

Content Statement:
2. 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.

TOPIC: FEUDALISM AND TRANSITIONS

Content Statements:
3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new Empires in the region.

4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.

5. 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.

6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.

7. 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.

TOPIC: FIRST GLOBAL AGE

Content Statements:
8. Empires in Africa grew as commercial and cultural centers along trade routes.

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

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

11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.
GEOGRPAHY STRAND

TOPIC: SPATIAL THINKING SKILLS

Content Statement:
12. Maps and other geographic representations can be used to trace the development of human settlement over time.

TOPIC: HUMAN SYSTEMS

Content Statements:
13. Geographic factors promote or impede the movement of people, products and ideas.

14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

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

TOPIC: CIVIC PARTICIPATION AND SKILLS

Content Statement:
16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real world issues and events to classroom learning.

GOVERNMENT STRAND

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT

Content Statements:
17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.

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

ECONOMICS STRAND

TOPIC: ECONOMIC DECISION-MAKING AND SKILLS

Content Statement:
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.

TOPIC: SCARCITY

Content Statement:
20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.
TOPIC: MARKETS

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

TOPIC: FINANCIAL LITERACY

Planning and Money Management
9. Planning for and paying local, state and federal taxes is a financial responsibility.

Informed Consumer
10. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
11. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.
12. Compare bank terms before opening an account.
13. Consumer protections laws help safeguard individuals from fraud and potential loss.
14. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6–12

Grades 6–8 students:

KEY IDEAS AND DETAILS
1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. 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.
3. 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).

CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. 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).

INTEGRATION OF KNOWLEDGE AND IDEAS
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.

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

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. 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 6–12

GRADES 6–8 STUDENTS:

TEXT TYPES AND PURPOSES

1. Write arguments focused on discipline-specific content.
   a. 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.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. 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.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Not applicable as a separate requirement - Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

PRODUCTION AND DISTRIBUTION OF WRITING

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. 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.

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

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

7. 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.

8. 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.

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

RANGE OF WRITING

10. 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.