

Lakewood City Schools Social Studies Standards-Based Course of Study 2003

Seventh Grade – World Studies from 1000 BC to 1750: Ancient Civilizations Through the First Global Age

Welcome to Seventh Grade Social Studies. 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. Below is an outline of six major components of the program.

I. Lakewood City Schools Standards-Based Course of Study

- Arranged by mandated Academic Content Standards
- Each standard is coordinated with 6-8 Benchmarks and Grade 7 Level Indicators
- Lakewood City Schools Social Studies Standards-Based Course of Study is aligned with the Ohio Department of Education's Academic Social Studies Content Standards
- Provides a variety of possible strategies and resources to be used with each Benchmark

II. Pacing Chart (pp. 13-14)

- Seventh Grade Standards-Based Course of Study is divided into eight Units
- Suggested time frame included for pacing units

III. Vocabulary List (pp. 15-16)

- Bold type indicates student vocabulary which needs to be mastered as this grade level
- * Indicates vocabulary which has been mastered at a previous grade level and needs to be maintained at seventh grade level
- Suggested vocabulary may be used but not necessarily mastered

IV. Thinking Processes and Skills Page (p. 17)

- Strategies, techniques, and vocabulary to be reinforced throughout all units
- Includes specific strategies to be used for proficiency and/or achievement tests

V. Outline of Benchmarks and Indicators (pp. 18-25)

- Provides a cross reference of Seventh Grade Level Indicators taught or reinforced in each unit

VI. Textbooks: Houghton Mifflin – A Message of Ancient Days and Across the Centuries (Grade 7 Textbooks) Prentice Hall – The American Nation (Grade 8 Textbook)

- Provides basic reference material for each unit
- Provides lessons and practice for a variety of geography skills
- Provides ideas for teaching, remediation, and enrichment
- Provides ideas for assessment

Lakewood City Schools Social Studies Standards-Based Course of Study – Seventh Grade

Scope and 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.

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.

Ohio Benchmarks Grade 7 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>A) Interpret relationships between events shown on multiple-tier time lines.</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><u>Vocabulary</u></p> <p>1. historical antecedents historical developments historical fact vs. interpretation millenniums</p>
<p><u>Suggested Units & Pacing Guide</u> (The <i>italicized numbers</i> at the end of each indicator aligns to the corresponding suggested units.)</p>	<p>6th Grade Standards require the ancient river civilizations: Indus River, Mesopotamia, Huang Ho Valley and the Nile River.</p> <p>For example, the Egyptian pyramid era (Old Kingdom 2575 BC through the New Kingdoms 1070 BC) are not longer taught at 7th grade. The Incas, Aztec, and Mayan civilizations are required in 6th Grade Standards.</p> <p>Beginning 2003-04 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 the 1750's with an understanding of new content such as the Middle Ages, the Renaissance, the Reformation, and the Age of Discovery.</p>	<p><u>Strategies</u></p> <p>1. Create multiple-tier time lines to look for patterns of cultural development and legacies throughout the year.</p>
		<p><u>Resource</u></p> <p>1. Tom Snyder's <u>TimeLiner</u> www.tomsnyder.com</p>

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 Grade 7 - ONLY	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></p> <p>2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome <u>after 1000 BC including:</u> (<i>Units 1, 2, 3, 7</i>)</p> <p>a. the development of concepts of government and citizenship</p> <p>b. scientific and cultural advancements</p> <p>c. the spread of religions</p> <p>d. slavery and systems of labor.</p>	<p><u>Vocabulary</u></p> <p>2. caste system in India causative factors dynasties validity of historical narratives</p> <p><u>Strategies</u></p> <p>2. Role play specific parts of historical events.</p> <p>2. Field Trips: Cleveland Art Museum – historic eras. Cleveland Science Center – check for connections.</p> <p><u>Resources</u> <u>Lady of Ch’iao Kuo: Warrior of the South, Southern China, A.D. 531 (The Royal Diaries), Laurence Yep</u> <u>History Alive – China</u> <u>Internet Activities for Social Studies: Roman Empire, Ancient Egypt, Medieval Times, Ancient Greece, Shirley Gartmann from Teacher Created Materials 6421 Industry Way, Westminster, CA 92683 (TCM2405)</u></p>

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 Grade 7 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>C) Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.</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</p> <p>b. the Crusades</p> <p>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 movable type</p> <p>b. major achievements in art, architecture and literature during the Renaissance</p> <p>c. the Reformation.</p>	<p><u>Vocabulary</u></p> <p>3. philosophical ideas These ideas are the beliefs that impacted the events of a given time era.</p> <p><u>Strategies</u></p> <p>3. Feudalism is also to be addressed in the Japanese shoguns and the Chinese dynasties.</p> <p>3. Christendom – interactive simulation.</p> <p><u>Resource</u></p> <p>3. Decisions, Decisions – Feudalism a CD-Rom by Tom Snyder Software</p> <p><u>Strategies</u></p> <p>5c. Create a flow chart of the reformation; or Venn diagram of the English and Catholic Reformation</p> <p>5c. Students work in groups to make a poster/oral presentation of: 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 Loyala – Jesuits.</p> <p><u>Resources</u></p> <p>5. Interact Publications – simulations for various units</p> <p>5. Knights in Armor – suggested video</p>

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 Grade 7 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>D) Describe the effects of interactions among civilizations during the 14th through the 18th centuries.</p>	<p><u>The First Global Age</u></p> <p>6. Describe the importance of the West African empires of Ghana, Mali and Songhay <u>including</u>: (<i>Unit 7</i>)</p> <ol style="list-style-type: none"> trade routes products spread of the Arabic language spread of Islam. <p>7. Describe the causes and effects of European exploration after 1400 <u>including</u>: (<i>Unit 8</i>)</p> <ol style="list-style-type: none"> imperialism, colonialism and mercantilism impact on the peoples of sub-Saharan Africa, Asia and the Americas. 	<p><u>Vocabulary</u></p> <p>6. Songhay = Songhai (Gold Coast of Africa)</p> <p><u>Strategies</u></p> <p>6a. Map trade routes, e.g., Niger River and caravans with the exchange of gold for salt.</p> <p>6b. Create a chart of product exchanges, e.g. salt/glass.</p> <p>6c-d. Write a paragraph that explains how Mansa Musa brought the Islamic religion as well as the Arabic language, writing and numbers to West Africa. See People in Societies Indicator 3 for West Africa connections.</p> <p><u>Resource</u></p> <p>6. World History Simulations – Teacher Created Materials, Inc. ISBN 155734-481-7</p> <p><u>Vocabulary</u></p> <p>7. Colonialism is when one country forcibly takes control of the people and land. The ruling country often uses the colony as a source of wealth: land resources, labor, etc. Imperialism is a domination by one country of the political, economic or cultural life of another country or region. 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><u>Strategies</u></p> <p>7b. Create a chart showing the impact on the peoples of: Africa: enslavement Asia: Silk Road, Spice Trade; Portuguese Americas: Triangular Trade, horse, Cortez, Pizarro, etc.</p> <p>Positive Effects: food: chocolate, sugar cane, tomato, wheat, corn, spices inventions: gun powder, astrolabe, compass, caravel others: spread religion; need for coinage</p> <p>Negative Effects: enslavement, disease, stolen wealth, etc.</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – 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"> Analyze the relationships among cultural practices, products and perspectives of early civilizations. <i>(Units 1, 2, 3, 6, 8)</i> Explain how the Silk Road trade and the Crusades affected the cultures of the people involved. <i>(Units 1, 5)</i> <p><u>Diffusion</u></p> <ol style="list-style-type: none"> Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government. <i>(Units 1, 2, 3, 4, 5, 6, 7, 8)</i> Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations. <i>(Units 1, 2, 3, 4, 5, 6, 7, 8)</i> 	<p><u>Strategies</u></p> <ol style="list-style-type: none"> Identify connections to modern day: city planning – grids; bring in a city planner. In conjunction with Language 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><u>Vocabulary</u></p> <ol style="list-style-type: none"> Vocabulary: cultural diversity cultural borrowing <p><u>Strategy</u></p> <ol style="list-style-type: none"> Compare desirable products then to those of today, e.g., silk and cement were desired, and still are today. <p><u>Strategy</u></p> <ol style="list-style-type: none"> See History Indicator 6 for connections. <p><u>Strategies</u></p> <ol style="list-style-type: none"> Make charts that demonstrate legacies such as architecture, products such as gun powder, fireworks, silk, cement. Arabs Unit 6: foundation for education/schooling and establishing a written language rather than the oral tradition of Timbuktu.

Lakewood City Schools Social Studies Standards-Based Course of Study – 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><u>Location</u></p> <ol style="list-style-type: none"> For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region. <i>(Units 2, 3, 4, 5, 6, 7, 8)</i> 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>Vocabulary</u></p> <ol style="list-style-type: none"> strategic global location <p><u>Strategy</u></p> <ol style="list-style-type: none"> See History Indicator 6 for West Africa Timbuktu and trade connections.
<p>B) Define and identify regions using human and physical characteristics.</p>	<p><u>Places and Regions</u></p> <ol style="list-style-type: none"> 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>Vocabulary</u></p> <ol style="list-style-type: none"> compass direction to determine location (needs discussion) in relation to maps. <p><u>Strategy</u></p> <ol style="list-style-type: none"> Create a geophysical map for West Africa: Mecca, Sahara, Niger River, Timbuktu, etc. Use variety: salt/flour map; temples to cut and paste to cardboard to create elevation map; GSI or GPS interactive computer programs in LRC.
<p>C) Explain how the environment influences the way people live in different places and the consequences of modifying the environment.</p>	<p><u>Human Environmental Interaction</u></p> <ol style="list-style-type: none"> 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> 	<p><u>Strategy</u></p> <ol style="list-style-type: none"> Exploration Unit – Line of Demarcation; the imaginary N-S line dividing the world between Spain and Portugal – use GSI/GPS interactive computer program in LRC. <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> formal reference system <p><u>Strategies</u></p> <ol style="list-style-type: none"> Students create PowerPoint presentations on: Great Wall of China Trade centers such as Jenne-Jeno on the Niger River for West Africa

Geography Standard (continued)

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>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> <p>a. physical features b. culture c. war d. trade e. technological innovations.</p>	<p><u>Vocabulary</u></p> <p>5. global implication</p> <p><u>Strategies</u></p> <p>5. See History Indicator 6 for West Africa connections: H6a. Sahara Desert H6b. Arabic Language & journeys to Mecca H6d. caravans</p> <p>5. 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> <p>5b-d. Students can take the point of view of a person in the culture and write journal entries for a week in the life.</p> <p>5e. Create 3-D models of technological inventions, present a “How to use…” oral report.</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – 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.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<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><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 (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants. <i>(Units 2, 3, 5, 6, 7, 8)</i></p>	<p><u>Vocabulary</u></p> <p>2. goods/services scarcity specialization of labor supply/demand tariffs trade arrangements trade barriers</p> <p><u>Strategies</u></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. Make a concept map that explains the consequences.</p> <p><u>Resources</u></p> <p>1-2. Feudal M & M's – World History Simulations – Teacher Created Materials</p> <p>2. Interact – Christendom Unit. Set up guilds, choose a product, create, and role play.</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Seventh Grade

Government Standard

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

Ohio Benchmarks Grade 7 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>C) Compare the defining characteristics of democracies, monarchies and dictatorships.</p>	<p><u>Systems of Government</u></p> <ol style="list-style-type: none"> 1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today. <i>(Units 2, 3, 7)</i> 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, 6, 7)</i> 	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. democratic vs. totalitarian, political power, political process <p><u>Strategies</u></p> <ol style="list-style-type: none"> 1. Role play rulers of ancient cities and empires. 1. Set up mock Roman republic and follow gov't. – model to make “school laws”. <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 2. anarchy, dictatorial = totalitarian, reunification <p><u>Strategies</u></p> <ol style="list-style-type: none"> 2. Madrigal Feast/Medieval Feast includes science/math inventions, competition toward knighthood; jousting; catapult; teacher supervises team activity: art; chess/checkers. 2. Make a compare/contrast chart for the types of governments and leaders using Microsoft Word Tables in computer lab: Greece – oligarchy – democracy Alexander the Great – monarchy – dictator 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><u>Resources</u></p> <p>Interact – simulations for various time eras including: Greeks ISBN 1-57336-277-8 Romans and Christendom ISBN 1-57336-019-8</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – 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 United States 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 2, 3, 4, 5, 6, 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><u>Vocabulary</u></p> <p>1. democratic ideals civil disobedience civic participation rights/responsibility voting qualifications</p> <p><u>Strategies</u></p> <p>1. Create a compare/contrast chart of citizen participation in direct or representative democracy and monarchy.</p> <p>1. Students work in small groups to create a skit showing a typical day in creating and processing a law of either direct or representative democracy and a monarchy.</p> <p><u>Vocabulary</u></p> <p>2. Bill of Rights Constitution Declaration of Independence absolute power revolution</p> <p><u>Strategies</u></p> <p>2. Create a student bill of rights for the classroom/school.</p> <p>2. Bring in newspaper articles related to rights Americans enjoy today.</p> <p>2. Make political cartoons emphasizing rights of Americans currently in the news.</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Seventh Grade

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order 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.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies														
<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, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. 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></p> <p>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. <i>(Units 1, 2, 3, 4, 5, 6, 7, 8)</i></p> <p><u>Communicating Information</u></p> <p>2. Compare multiple viewpoints and frames of references related to important events in world history. <i>(Units 1, 2, 3, 4, 5, 6, 7, 8)</i></p> <p><u>Problem Solving</u></p> <p>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 contribution of each member in reaching group goals. <i>(Units 2, 3, 4, 5, 8)</i></p>	<p>Previously covered skills to be continually applied in these eras:</p> <table border="0"> <tr> <td>1-2. credentials of the source</td> <td>parts of the source</td> </tr> <tr> <td>criteria for evaluating sources</td> <td>primary & secondary sources</td> </tr> <tr> <td>cross-references</td> <td>relevant/irrelevant data</td> </tr> <tr> <td>distribution map</td> <td>relevant inferences</td> </tr> <tr> <td>fact vs. opinion</td> <td>reliability of views</td> </tr> <tr> <td>main idea/question</td> <td>supporting facts</td> </tr> <tr> <td>paraphrase</td> <td>thematic map</td> </tr> </table> <p><u>Strategy</u></p> <p>1. Values: the ideals or principles of a given person, group or society. To identify an author's values ask: a) Who wrote this? b) What beliefs does this person hold? Students need to separate the author's argument into its factual and value parts.</p> <p><u>Strategies</u></p> <p>2. Use first-hand sources to compare an incident in history. Compare/contrast from the different points of view.</p> <p>2. Do something very dramatic, unexpected in class. Have students write a description of what happened. Break into small groups to share individual viewpoints. List differences.</p> <p><u>Problem Solving Model for 5-12</u></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 evaluating the effectiveness of the solution. 	1-2. credentials of the source	parts of the source	criteria for evaluating sources	primary & secondary sources	cross-references	relevant/irrelevant data	distribution map	relevant inferences	fact vs. opinion	reliability of views	main idea/question	supporting facts	paraphrase	thematic map
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Lakewood City Schools Social Studies Standards-Based Course of Study 2003

Seventh Grade: World Studies 1000 BC to 1750 Lakewood City Schools – Suggested Pacing Guide

Three Texts:

(Houghton Mifflin) A Message of Ancient Days (Units 1, 2, 3)

(Houghton Mifflin) Across the Centuries (Units 4, 5, 6, 7, 8)

(Prentice Hall) The American Nation (Unit 8)

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

2 Weeks

(A Message of Ancient Days: Chapter 8, Lesson 4; Chapter 9, Lessons 3-4)

This is a **very brief** overview of the impact of Ancient India and China to Concepts of government, cultural advancements, spread of religions, and systems of labor.

Unit 2: Ancient Greeks

5 Weeks

(A Message of Ancient Days: Chapters 11 & 12 – All)

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.

Unit 3: Ancient Romans

5 Weeks

(A Message of Ancient Days: Chapters 13-15)

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.

Seventh Grade: World Studies 1000 BC to 1750

Lakewood City Schools – Suggested Pacing Guide

A Message of Ancient Days (Units 1, 2, 3)

Across the Centuries (Units 4, 5, 6, 7, 8)

The American Nation (Unit 8)

(continued)

Unit 4: Feudal System

4 Weeks

(Across the Centuries: Chapters 9-10)

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. Compare/contrast (direct statements).

Unit 5: Middle Ages

3 Weeks

(Across the Centuries: Chapter 11; Chapter 12, Lesson 1)

This unit will focus on the impacts of three military conquests: Muslim conquests, the Crusades, and the Mongol invasions..

Unit 6: New Ideas and Institutions of the Renaissance and Reformation

5 Weeks

(Across the Centuries: Chapter 12, Lessons 2-4; Chapter 13, Lessons 1-4)

The unit will focus on major achievements in art, literature and inventions during the Renaissance and Reformation.

Unit 7: West African Empire

2 Weeks

(Across the Centuries: Chapter 5)

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

***Unit : Age of Exploration**

6 Weeks

(Across the Centuries: Chapter 14)

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

*See 8th grade text, The American Nation, Chapters 3 and 4, for appropriate sections; get resource/reference explorers/exploration from 8th grade teachers.

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

Lakewood City Schools 2003

History	People in Societies	Geography	Economics	Government	Citizenship Rights – Responsibilities	Study Skills and Methods
<p>*civilization 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>belief systems *cultural practices *cultural products legacies (scientific/ cultural) relationships among cultural perspectives technology *MEPCV</p>	<p>culture diffusion human characteristics impede *physical features physical/historical maps physical characteristics relevant significance technological innovations trade war *MEPCV</p>	<p>*endowment *interdependence merchants precious metals *specialization textiles trade routes *MEPCV</p>	<p>ancient Athens city-states democratic vs. direct democracy empires essential characteristics kingdoms representative democracy Roman republic *monarchy oligarchy tyranny</p>	<p>*citizens direct democracy Magna Carta representative democracy *MEPCV</p> <p><u>Suggested Vocabulary</u> absolute power of monarchs Bill of Rights civil disobedience civic participation Constitution Declaration of Independence democratic ideals revolution rights/responsibility voting qualifications</p>	<p>frames of reference historical events norms perspectives values viewpoints *criteria for evaluating *sources paraphrase *primary & secondary relevant inferences *MEPCV</p> <p><u>Previous Vocabulary</u> credentials of sources cross references distribution map fact vs. opinion main idea/question parts of the source sources relevant/irrelevant data reliability of views supporting facts thematic map *inferences</p>
<p>Every 7th grade student <u>beginning Sept. 2003</u> will need alignment with the Standards, Benchmarks and Indicators for the OGT.</p> <p>2006-07 these 7th graders will be the first set of students in March 2008 to take the new 8th Grade Achievement Test. The test will contain specific 7th grade content from these Standards.</p> <p><i>Pending Ohio General Assembly</i></p>						

New Vocabulary to be Assessed: *The New Content Vocabulary* will be assessed to show understanding and comprehension at grade appropriate Indicators.

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

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

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History (continued)	People in Societies (continued)	Geography (continued)	Economics (continued)	Government (continued)	Citizenship Rights – Responsibilities	Study Skills and Methods (continued)
<u>Suggested Vocabulary</u> caste system causative factors dynasties historical antecedents and relevancy historical developments historical fact vs. interpretation millenniums philosophical ideas validity of historical narratives	<u>Suggested Vocabulary</u> cultural borrowing *cultural diversity	<u>Suggested Vocabulary</u> global implication strategic global location	<u>Suggested Vocabulary</u> *goods/services – old *scarcity specialization of labor *supply/demand *tariffs trade agreements trade barriers	<u>Suggested Vocabulary</u> anarchy democratic vs. totalitarian dictatorial = totalitarian political power political process reunification		See the extensive number of Thinking Processes and Skills on the next page.

**Seventh Grade: World Studies from 1000 BC to 1750:
Ancient Civilizations Through the First Global Age**

Lakewood City Schools 2003

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 of 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 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 <u>requires</u> 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” is in a prompt, student must cross out the word and replace it with – Give Details. This raises the first awareness of what is required.</p> <p>Note: In 7th Grade “explain” is included in 5 to 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>Awareness Plan: Identify the problem What do I know? What do I need to know? How will I find out? What will help or hinder me?</p> <p>Action Plan: Plan Check Evaluate Revise Reevaluate</p> <p>This universal model is the basis for all problem solving and decision making. It is the functions 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 source? 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><i>O’Reilly, Kevin. <u>Evaluating Viewpoints in United States History. Critical Thinking Books and Software, 1990.</u></i></p>

7th Grade: World Studies *Early Civilizations* Golden Age of India and China Unit 1 (1000 B.C. to 450 B.C.)

History	People in Societies	Geography	Economics	Government	Citizenship R & R	Study Skills and Methods
<p><u>Chronology</u> 1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.</p> <p><u>Early Civilizations</u> 2. Describe the enduring impact of the early India and Chinese civilization after 1000 BC including: 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>	<p><u>Cultures</u> 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.</p> <p><u>Diffusion</u> 3. Give examples of contacts among different cultures that led to the change in belief systems, art, technology, language or systems of government.</p>	<p><u>Location</u> 2. On a map, identify places related to the historical events being studied and explain their significance.</p>		<p><u>Systems of Government</u> 2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.</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.</p> <p><u>Communicating Information</u> 2. Compare multiple viewpoints and frames of references related to important events in world history.</p> <p><u>Problem Solving</u> 3. Establish guidelines, rules and time lines for group work. 4. Reflect on the performances of a classroom group in which one has participated including the contributions of each group member in group goals.</p>
<p>A very brief introduction to: India's caste system, Epic Age & Buddhism.</p> <p>For China include the Chou dynasty, Confucius, the Great Wall, etc.</p>		<p>6th Grade Standards require the ancient river civilization: Indus River, Mesopotamia, Huang Ho Valley & the Nile River.</p> <p>Beginning 2003-04 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 the 1750's with an understanding of new content such as the Middle Ages, the Renaissance, the Reformation, and the Age of Discovery.</p>				

History	People in Societies	Geography	Economics	Government	Study Skills and Methods
<u>Chronology</u> 1. Group events by broadly defined historical eras and enter onto multiple-tier time lines . <u>Early Civilizations</u> 2. Describe the enduring impact of early civilizations in Greece <u>after 1000 BC</u> including : 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 .	<u>Cultures</u> 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations. <u>Diffusion</u> 3. Give examples of contacts among different cultures that led to the change in belief systems, art, science, technology, language or systems of government . 4. Describe the cultural and scientific legacies of the Greek civilizations.	<u>Location</u> 1. For each of the societies studied, identify the location of significant physical & human characteristics on a map of the relevant region. 2. On a map, identify places related to the historical events being studied & explain their significance . <u>Places and Regions</u> 3. Describe changes in the physical and human characteristics of regions that occur over time & identify the consequences of such changes. <u>Human Environmental Interaction</u> 4. Use physical and historical maps to analyze the reasons human features are located in particular places. <u>Movement</u> 5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, and ideas from place to place including: a. physical features b. culture c. war d. trade e. technological innovations .	<u>Scarcity and Resource Allocation</u> 1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times. <u>Markets</u> 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, precious metals and new crops; and the role of merchants .	<u>Government</u> 1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today. 2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages. <div style="border: 1px solid black; padding: 5px; text-align: center;">Citizenship R & R</div> <u>Participation</u> 1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy .	<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 . <u>Communicating Information</u> 2. Compare multiple viewpoints and frames of references related to important events in world history. <u>Problem Solving</u> 3. Establish guidelines, rules and time lines for group work. 4. Reflect on the performances of a classroom group in which one has participated including the contributions of each group member in group goals.

History	People in Societies	Geography	Economics	Government	Study Skills and Methods
<u>Chronology</u> 1. Group events by broadly defined historical eras and enter onto multiple-tier time lines . <u>Early Civilizations</u> 2. Describe the enduring impact of early civilizations in Rome <u>after 1000 BC</u> including: a. the development of concepts of government & citizenship b. scientific and cultural advancements c. the spread of religions d. slavery and systems of labor.	<u>Cultures</u> 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations. 2. Explain how the Silk Road and the Crusades affected the cultures of the people involved. <u>Diffusion</u> 3. Give examples of contacts among different cultures that led to the change in belief systems, technology, art, science, language or systems of government . 4. Describe the cultural and scientific legacies of Roman civilizations	<u>Location</u> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region. 2. On a map, identify places related to the historical events being studied and explain their significance . <u>Places and Regions</u> 3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes. <u>Human Environmental Interaction</u> 4. Use physical and historical maps to analyze the reasons human features are located in particular places. <u>Movement</u> 5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: a. physical features b. culture c. war d. trade e. technology.	<u>Scarcity and Allocation</u> 1. Compare the endowment of productive resources in the world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times. <u>Markets</u> 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, precious metals and new crops); and the role of merchants .	<u>Systems of Government</u> 1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today. 2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> Citizenship Rights & Responsibilities </div> <u>Participation</u> 1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy .	<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 . <u>Communicating Information</u> 2. Compare multiple viewpoints and frames of references related to important events in world history. <u>Problem Solving</u> 3. Establish guidelines, rules and time lines for group work. 4. Reflect on the performances of a classroom group in which one has participated including the contributions of each group member in group goals.

History	People in Societies	Geography	Economics	Government	Citizenship R & R	Study Skills and Methods
<p><u>Chronology</u></p> <p>1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.</p> <p><u>Feudalism and Transitions</u></p> <p>3. Describe the condition that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia (i.e., Japan) and Europe.</p>	<p><u>Diffusion</u></p> <p>3. Give examples of contacts among different cultures that led to the change in belief systems, art, science, technology, language or systems of government.</p> <p>4. Describe the cultural and scientific legacies of African, Arab and European civilizations (including Japan).</p>	<p><u>Location</u></p> <p>1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.</p> <p>2. On a map, identify places related to the historical events being studied and explain their significance.</p> <p><u>Places and Regions</u></p> <p>3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.</p> <p><u>Human Environmental Interaction</u></p> <p>4. Use physical and historical maps to analyze the reasons that human features are located in particular places.</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 including:</p> <ol style="list-style-type: none"> physical features culture war trade technological innovations. 	<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.</p>	<p><u>Systems of Government</u></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.</p>	<p><u>Participation</u></p> <p>1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.</p>	<p><u>Thinking and Organizing</u></p> <p>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.</p> <p><u>Communicating Information</u></p> <p>2. Compare multiple viewpoints and frames of references related to important events in world history.</p> <p><u>Problem Solving</u></p> <p>3. Establish guidelines, rules and time lines for group work.</p> <p>4. Reflect on the performances of a classroom group in which one has participated including the contributions of each group member in group goals.</p>

History	People in Societies	Geography	Economics	Government	Citizenship R & R	Study Skills and Methods
<u>Chronology</u> 1. Group events by broadly defined historical eras and enter onto multiple-tier time lines . 4. Explain the lasting effects of military conquests during the Middle Ages including: a. Muslim conquests b. the Crusades c. the Mongol invasions .	<u>Diffusion</u> 3. Give examples of contacts among different cultures that led to the change in belief systems , art, science, technology , language or systems of government. 4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.	<u>Location</u> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region. 2. On a map, identify places related to the historical events being studied and explain their significance . <u>Places and Regions</u> 3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes. <u>Human Environmental Interaction</u> 4. Use physical and historical maps to analyze the reasons that human features are located in particular places. <u>Movement</u> 5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: a. physical features b. culture c. war d. trade e. technological innovations .	<u>Markets</u> 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, precious metals and new crops); and the role of merchants .	<u>Systems of Government</u> 2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.	<u>Participation</u> 1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy . <u>Rights and Responsibilities</u> 2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.	<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 . <u>Communicating Information</u> 2. Compare multiple viewpoints and frames of references related to important events in world history. <u>Problem Solving</u> 3. Establish guidelines, rules and time lines for group work. 4. Reflect on the performances of a classroom group in which one has participated including the contributions of each group member in group goals.

History	People in Societies	Geography	Economics	Government	Citizenship R & R	Study Skills and Methods
<u>Chronology</u> 1. Group events by broadly defined historical eras and enter onto multiple-tier time lines . 5. Describe the impact of new ideas and institutions on European life including: a. the significance of printing with moveable type b. major achievements in art, architecture and literature during the Renaissance c. the Reformation .	<u>Cultures</u> 1. Analyze the relationships among cultural practices , products and perspectives of early civilizations. <u>Diffusion</u> 3. Give examples of contacts among different cultures that led to the change in belief systems , art , science , technology , language or systems of government. 4. Describe the cultural and scientific legacies of European civilizations.	<u>Location</u> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region. 2. On a map, identify places related to the historical events being studied and explain their significance . <u>Places and Regions</u> 3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes. <u>Human Environmental Interaction</u> 4. Use physical and historical maps to analyze the reasons that human features are located in particular places. <u>Movement</u> 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> : a. physical features b. culture c. war d. trade e. technological innovations .	<u>Scarcity and Resource Allocation</u> 1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization , trade and interdependence in ancient times. <u>Markets</u> 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, precious metals and new crops); and the role of merchants .	<u>Systems of Government</u> 2. Describe the essential characteristics of the systems of government found in city-states , kingdoms and empires from ancient times through the Middle Ages.		<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 . <u>Communicating Information</u> 2. Compare multiple viewpoints and frames of references related to important events in world history. <u>Problem Solving</u> 3. Establish guidelines, rules and time lines for group work. 4. Reflect on the performances of a classroom group in which one has participated including the contributions of each group member in group goals.

History	People in Societies	Geography	Economics	Government	Citizenship R & R	Study Skills and Methods
<u>Chronology</u> 1. Group events by broadly defined historical eras and enter onto multiple-tier time lines . <u>The First Global Age</u> 6. Describe the importance of the West African empires of Ghana, Mali and Songhay including: a. trade routes b. products c. spread of the Arabic language d. spread of Islam .	<u>Diffusion</u> 3. Give examples of contacts among different cultures that led to the change in belief systems , art, science, technology , language or systems of government. 4. Describe the cultural and scientific legacies of European civilizations.	<u>Location</u> 2. On a map, identify places related to the historical events being studied and explain their significance . <u>Movement</u> 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> : a. physical features b. culture c. war d. trade e. technological innovations .	<u>Markets</u> 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, precious metals and new crops); and the role of merchants .	<u>Systems of Government</u> 2. Describe the essential characteristics of the systems of government found in city-states , kingdoms and empires from ancient times through the Middle Ages.	<u>Participation</u> 1. Explain how the participation of citizens differs under monarchy , direct democracy and representative democracy .	<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 . <u>Communicating Information</u> 2. Compare multiple viewpoints and frames of references related to important events in world history. <u>Problem Solving</u> 3. Establish guidelines, rules and time lines for group work. 4. Reflect on the performances of a classroom group in which one has participated including the contributions of each group member in group goals.

History	People in Societies	Geography	Economics	Government	Citizenship R & R	Study Skills and Methods
<p><u>Chronology</u></p> <p>1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.</p> <p><u>The First Global Age</u></p> <p>7. Describe the cause and effects of European exploration after 1400 including:</p> <p>a. imperialism, colonialism and mercantilism</p> <p>b. impact on the peoples of sub-Saharan Africa, Asia and the Americas.</p>	<p><u>Cultures</u></p> <p>1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.</p> <p><u>Diffusion</u></p> <p>3. Give examples of contacts among different cultures that led to the change in belief systems, technology, language or systems of government.</p> <p>4. Describe the cultural and scientific legacies of African, Chinese, Arab and European civilizations.</p>	<p><u>Location</u></p> <p>2. On a map, identify places related to the historical events being studied and explain their significance.</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>:</p> <p>a. physical features</p> <p>b. culture</p> <p>c. war</p> <p>d. trade</p> <p>e. technological innovations.</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, precious metals and new crops); and the role of merchants.</p>			<p><u>Thinking and Organizing</u></p> <p>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.</p> <p><u>Communicating Information</u></p> <p>2. Compare multiple viewpoints and frames of references related to important events in world history.</p> <p><u>Problem Solving</u></p> <p>3. Establish guidelines, rules and time lines for group work.</p> <p>4. Reflect on the performances of a classroom group in which one has participated including the contributions of each group member in group goals.</p>