

Seventh Grade

Medina County Schools'

Course of Study

For

Social Studies

June, 2009

STANDARD 1: HISTORY

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	Instructional Organization	Grade Level Indicators	Notes
<p>A. Interpret relationships between events shown on multiple-tier time lines.</p> <p>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.</p>	<p>SS.1.A.7.1 <i>Chronology</i></p>	<p>1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.</p>	<p>Vocabulary</p>
	<p>SS.1.B.7.2a <i>Early Civilizations</i></p>	<p>2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:</p>	<p>Assessments</p>
	<p>SS.1.B.7.2b</p>	<p>a. The development of concepts of government and citizenship;</p>	
<p>SS.1.B.7.2c</p> <p>SS.1.B.7.2d</p>	<p>b. Scientific and cultural advancements;</p> <p>c. The spread of religions;</p> <p>d. Slavery and systems of labor.</p>		
			<p>Resources/Remediation/ Enrichment</p>

STANDARD 1: HISTORY (Cont.)

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	Instructional Organization	Grade Level Indicators	Notes
C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.	SS.1.C.7.3 <i>Feudalism and Transitions</i>	3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.	Vocabulary
	SS.1.C.7.4a	4. Explain the lasting effects of military conquests during the Middle Ages including: a. Muslim conquests; b. The Crusades; c. The Mongol invasions.	
	SS.1.C.7.4b		Assessments
	SS.1.C.7.4c		
	SS.1.C.7.5a	5. Describe the impact of new ideas and institutions on European life including: a. The significance of printing with movable type;	
	SS.1.C.7.5b	b. Major achievements in art, architecture and literature during the Renaissance;	Resources/Remediation/ Enrichment
SS.1.C.7.5c	c. The Reformation.		

STANDARD 1: HISTORY (Cont.)

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	Instructional Organization	Grade Level Indicators	Notes
F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.	See Grade 8 Page 149	No indicators present for this benchmark.	Vocabulary
G. Analyze the causes and consequences of the American Civil War.	See Grade 8 Page 150	No indicators present for this benchmark.	Assessments
			Resources/Remediation/ Enrichment

STANDARD 2: PEOPLE IN SOCIETIES

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 Grade 7	Instructional Organization	Grade Level Indicators	Notes
A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.	SS.2.A.7.1 <i>Cultures</i>	1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.	Vocabulary
B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.	SS.2.A.7.2	2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.	
C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	SS.2.C.7.3 <i>Diffusion</i>	No indicators present for this benchmark.	Assessments
	SS.2.C.7.4	3. Give examples of contacts among different cultures that led to the changes 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.	
			Resources/Remediation/ Enrichment

STANDARD 3: GEOGRAPHY

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 Grade 7	Instructional Organization	Grade Level Indicators	Notes
A. Identify on a map the location of major physical and human features of each continent.	SS.3.A.7.1 <i>Location</i>	1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.	Vocabulary
B. Define and identify regions using human and physical characteristics.	SS.3.A.7.2	2. On a map, identify places related to the historical events being studied and explain their significance.	
C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	SS.3.B.7.3 <i>Places and Regions</i>	3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.	Assessments
	SS.3.C.7.4 <i>Human Environmental Interaction</i>	4. Use physical and historical maps to analyze the reasons that human features are located in particular places.	Resources/Remediation/ Enrichment

STANDARD 3: GEOGRAPHY (Cont.)

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 Grade 7	Instructional Organization	Grade Level Indicators	Notes
D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	SS.3.D.7.5a <i>Movement</i>	5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: <ul style="list-style-type: none"> a. Physical features; b. Culture; c. War; d. Trade; e. Technological innovations. 	Vocabulary
	SS.3.D.7.5b		Assessments
	SS.3.D.7.5c		Resources/Remediation/ Enrichment
	SS.3.D.7.5d		
	SS.3.D.7.5e		

STANDARD 4: ECONOMICS

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 Grade 7	Instructional Organization	Grade Level Indicators	Notes
A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.	SS.4.A.7.1 <i>Scarcity and Resource Allocation</i>	1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.	Vocabulary
B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	SS.4.B.7.2 <i>Markets</i>	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.	Assessments
C. Identify connections between government policies and the economy.	See Grade 8 Page 157	No indicators present for this benchmark.	Resources/Remediation/ Enrichment

STANDARD 5: GOVERNMENT

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

Ohio Benchmarks Grade 7	Instructional Organization	Grade Level Indicators	Notes
A. Explain why people institute governments, how they influence governments, and how governments interact with each other.	See Grade 8 Page 158	No indicators present for this benchmark.	Vocabulary
B. Explain how the Declaration of Independence, the U.S. 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.	See Grade 8 Page 159	No indicators present for this benchmark.	Assessments
C. Compare the defining characteristics of democracies, monarchies and dictatorships.	SS.5.C.7.1 <i>Systems of Government</i> SS.5.C.7.2	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.	Resources/Remediation/ Enrichment

STANDARD 6: CITIZENSHIP RIGHTS AND RESPONSIBILITIES

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 Grade 7	Instructional Organization	Grade Level Indicators	Notes
A. Show the relationship between civic participation and attainment of civic and public goals. B. Identify historical origins that influenced the rights U.S. citizens have today.	SS.6.A.7.1 <i>Participation</i> SS.6.B.7.2 <i>Rights and Responsibilities</i>	1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy. 2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.	Vocabulary
			Assessments
			Resources/Remediation/ Enrichment

STANDARD 7: SOCIAL STUDIES SKILLS AND METHODS

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

Ohio Benchmarks Grade 7	Instructional Organization	Grade Level Indicators	Notes
A. Analyze different perspectives on a topic obtained from a variety of sources.	See Grade 8 Page 163	No indicators present for this benchmark.	Vocabulary
B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.	SS.7.B.7.1 <i>Thinking and Organizing</i>	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.	Assessments
C. Present a position and support it with evidence and citation of sources.	SS.7.C.7.2 <i>Communicating Information</i>	2. Compare multiple viewpoints and frames of reference related to important events in world history.	
D. Work effectively in a group.	SS.7.D.7.3 <i>Problem Solving</i>	3. Establish guidelines, rules and time lines for group work.	
	SS.7.D.7.4	4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.	Resources/Remediation/ Enrichment