



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools 7th Grade Social Studies

Quarter 2 Curriculum Guide

Historical Thinking and Skills, Spatial Thinking and Skills, Civic Participation and Skills, Economic Decision Making and Skills, Financial Literacy

Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good

Prepares students for their role as citizens and decision makers in a diverse, democratic society

Enables students to learn about significant people, places, events and issues in the past in order to understand the present

Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resource

Critical Areas of Focus Being Addressed:

- Historical Thinking and Skills
- Geography
- Government
- Economics

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
(DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

TOPIC: HISTORICAL THINKING AND SKILLS:

TOPIC: EARLY CIVILIZATIONS

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

Broad Learning Target:

– The student can describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.

Underpinning Knowledge Learning Targets: (DOK 1)

<p>values. (DOK 3)</p>	<ul style="list-style-type: none"> – The student can accurately describe historical events and issues from past historical periods. – The student can describe the perspectives of people living in past historical periods and places. – The student can discuss today’s norms and values on historical events and issues. – The student can explain why multiple sources and perspectives are needed to build a historical narrative. <ul style="list-style-type: none"> – The student can explain how history is interpreted. <p style="text-align: center;">Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can compare the perspectives of people living in past to today’s norms and values. – The student can investigate history through diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time. <p style="text-align: center;">Underpinning Reasoning Learning Targets: (DOK 3)</p> <ul style="list-style-type: none"> – The student can evaluate a historian or archaeologist’s interpretation of an event or issue.
<p>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. (DOK 1)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can cite examples of engineering and technology developments in Ancient Greece. – The student can cite examples of art and architecture developments in Ancient Greece. – The student can cite examples of literature and history in Ancient Greece. – The student can cite examples of engineering and technology developments in Ancient Rome. – The student can cite examples of art and architecture developments in Ancient Rome. – The student can cite examples of law and government

	<p>developments in Ancient Rome.</p> <ul style="list-style-type: none"> – The student can explain how engineering and technology in Ancient Greece influenced later civilizations. – The student can explain how art and architecture in Ancient Greece influenced later civilizations. – The student can explain how literature and history in Ancient Greece influenced later civilizations. – The student can explain how engineering and technology in Ancient Rome influenced later civilizations. – The student can explain how law and government in Ancient Rome influenced later civilizations. – The student can explain how Ancient Rome contributed to the spread of Christianity
<p style="text-align: center;">TOPIC: FEUDALISM AND TRANSITIONS</p> <p>3. 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. (DOK 2)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can describe how Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. – The student can describe how the dominance of Mongols in Asia led to the destruction of the Byzantine Empire by the Turks. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can describe the results of German invasions on the Roman Empire. – The student can describe how power was organized in feudalism. – The student can describe the economics of the manorial system. – The student can identify areas conquered by Mongol invasions. – The student can detail the fall of the Byzantine Empire to the Turks. <p style="text-align: center;">Underpinning Reasoning Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can analyze the relationship between Germanic invasions and the transition to feudalism.

	<ul style="list-style-type: none"> – The student can analyze the relationship between feudalism and the manorial system. – The student can analyze the relationship between the Mongol invasions and the destructions of the Byzantine Empire.
<p>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.(DOK 2)</p> <p style="text-align: center;">TOPIC: FIRST GLOBAL AGE</p> <p>8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes. (DOK 3)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can cite Islamic contributions in medicine. – The student can cite Islamic advances in astronomy. – The student can cite Islamic achievements in chemistry and math. – The student can cite Islamic developments in maps and exploration. – The student can explain how Islamic achievements spread to Europe through trade, conquests, and the Crusades. <p style="text-align: center;">Underpinning Reasoning Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can analyze the impact of the golden age of Islam on the Italian Renaissance. <hr/> <p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can describe how empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can identify the source of wealth of for West

	<p>African kingdoms.</p> <ul style="list-style-type: none"> – The student can cite products and ideas brought to West Africa by traders from Europe and the Middle East. – The student can describe the role of Timbuktu as a commercial and cultural center. – The student can list important commercial centers in Asia. – The student can identify trade routes in Africa and Asia. <p style="text-align: center;">Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can trace trade routes in Africa and Asia on a map. <p style="text-align: center;">Underpinning Reasoning Learning Targets: (DOK 3)</p> <ul style="list-style-type: none"> – The student can explain the importance of trade in West African kingdoms. – The student can analyze the relationship between trade and cultural change in West Africa. – The student can analyze the impact of trade routes on cultural development.
<p style="text-align: center;">GEOGRPAHY STRAND TOPIC: SPATIAL THINKING SKILLS</p> <p>12. Maps and other geographic representations can be used to trace the development of human settlement over time (DOK 3)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can list geographic representation tools. – The student can define spatial relationships. – The student can cite examples of spatial relationships that are shown by geographic tools. – The student can describe ways human settlement changes over time. – The student can define population density. <p style="text-align: center;">Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can analyze historical maps for change over time. – The student can analyze aerial photographs for change over time.

	<ul style="list-style-type: none"> – The student can analyze satellite-produced imagery and geographic information systems for change over time. – The student can use a map to illustrate how population density varies in relation to resources and type of land. <p style="text-align: center;">Underpinning Reasoning Learning Targets: (DOK 3)</p> <ul style="list-style-type: none"> – The student can draw conclusions about how changes in geographic features have impacted spatial relationships.
<p style="text-align: center;">TOPIC: HUMAN SYSTEMS</p> <p>13. Geographic factors promote or impede the movement of people, products and ideas. (DOK 3)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can describe how geographic factors can promote or impede the movement of people, products and ideas. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can cite geographic factors that promote or impede the movement of people, products, and ideas. – The student can describe ways in which people, products, and ideas move from place to place. <p style="text-align: center;">Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can trace the movement of people, products, and ideas on a map. – The student use geographic features on a map to determine how the movement of people, products, and ideas would be impacted. <p style="text-align: center;">Underpinning Reasoning Learning Targets: (DOK 3)</p> <ul style="list-style-type: none"> – The student can analyze how climate promotes or impede the movement of people, products, and ideas. – The student can analyze how bodies of water promote or impede the movement of people, products, and ideas. – The student can analyze how mountains promote or impede the movement of people, products, and ideas. – The student can analyze how deserts promote or impede the movement of people, products, and ideas. – The student can analyze how proximity to natural resources promotes or impede the movement of people, products, and ideas.

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world. (DOK 2)

Broad Learning Target:

– The student can select examples of improvements in transportation, communication and technology and explain how they have facilitated cultural diffusion among peoples around the world.

Underpinning Knowledge Learning Targets: (DOK 1)

- The student can define cultural diffusion.
- The student can describe reasons why cultural diffusion has increased over time.
- The student can give examples of improvements in transportation technology.
- The student can give examples of improvements in communication technology.
- The student can describe the effects of improvements in transportation technology.
- The student can describe the effects of improvements in communication technology.

Underpinning Skills Learning Targets: (DOK 2)

- The student can use a map to trace the spread of technology and cultural diffusion.

TOPIC: CIVIC PARTICIPATION AND SKILLS

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues. (DOK 2)

Broad Learning Target:

– The student can demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.

Underpinning Knowledge Learning Targets: (DOK 1)

- The student can define perspective.
- The student can explain that individuals and groups hold differing perspectives on historic and contemporary issues.
- The student can explain the factors that influence individual and group perspectives.

Underpinning Skills Learning Targets: (DOK 2)

The student can analyze perspectives in historical and contemporary sources.

- The student can compare the perspectives of various

<p style="text-align: center;">GOVERNMENT STRAND TOPIC: ROLES AND SYSTEMS OF GOVERNMENT</p> <p>17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments. (DOK 2)</p>	<p>individuals and groups on historic and contemporary issues.</p> <p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy. – The student can explain how they influenced the structure and function of modern democratic governments. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can define democracy. – The student can define republic. – The student can define monarchy. – The student can define theocracy. – The student can describe the structures and functions of democracy in Ancient Greece. – The student can describe the structures and functions of the Roman Republic government. – The student can describe the structures and functions of modern democratic governments. <p style="text-align: center;">Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can compare democracies and republics to monarchies and theocracies. – The student can compare characteristics of government in the United States to Ancient Greece and Rome.
<p style="text-align: center;">ECONOMICS STRAND TOPIC: ECONOMIC DECISION-MAKING AND SKILLS</p> <p>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. (DOK 2)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions. – The student can describe how a cost-benefit analysis consists of determining the potential costs and benefits of an action.

	<p>Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can define economic costs. – The student can define economic benefits. – The student can describe situations in which cost-benefit analysis is important. <p>Underpinning Reasoning Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can make inferences about the potential economic benefits of a given action. – The student can make inferences about the potential economic costs of a given action. – The student can apply cost-benefit analysis to making an informed economic decision
<p style="text-align: center;">SCARCITY</p> <p>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence. (DOK 3)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can discuss how the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence. <p>Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can define productive resources. – The student can give examples of productive resources. – The student can define specialization. – The student can define trade. – The student can define interdependence. <p>Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can use a map of natural resources to determine potential trade patterns. <p>Underpinning Reasoning Learning Targets: (DOK 3)</p> <ul style="list-style-type: none"> – The student can analyze the relationship between natural resources and trade. – The student can analyze the relationship between specialization and trade. – The student can analyze the relationship between trade and interdependence.
MARKETS	Broad Learning Target:

21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies. (DOK 2)

- The student can explain how the growth of cities and empires fostered the growth of markets.
- The student can describe how market exchanges encouraged specialization and the transition from barter to monetary economies.

Underpinning Knowledge Learning Targets: (DOK 1)

- The student can define market.
- The student can explain market exchanges.
- The student can define specialization.
- The student can define barter economy.
- The student can define monetary economy.

Underpinning Reasoning Learning Targets: (DOK 2)

- The student can analyze the relationship between growth of cities and growth of markets.
- The student can analyze the relationship between market exchanges and specialization.
- The student can compare barter and monetary economies.
- The student can analyze the relationship between market exchanges and the transition to monetary economies.