



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools 7th Grade Social Studies

Quarter 4 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

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.

<p>avoid evaluating the past in terms of today's norms and values. (DOK 3)</p>	<p>Underpinning Knowledge Learning Targets: (DOK 1)</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. – The student can explain how history is interpreted. <p>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>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>4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist. (DOK 2)</p>	<p>Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can explain how the Mongol influence led to unified states in China and Korea and how their failure to conquer Japan allowed a feudal system to persist. <p>Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can discuss the Mongol conquering of China and Korea in the 13th and 14th centuries. – The student can describe the effects of Mongol influence in China and Korea. – The student can trace the trade of porcelain and silk in Asia. – The student can discuss the failure of the Mongols to conquer Japan. – The student can cite the characteristics of the feudal system in Japan. The student can explain how explain how Mongol unification strengthened trade in China.

	<ul style="list-style-type: none"> – The student can explain the relationship between the Mongols failure to conquer Japan and the persistence of the feudal system in Japan. <p style="text-align: center;">Underpinning Reasoning Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can analyze the long-term impact of feudalism in Japan. – The student can analyze the reasons why feudalism led to a more insular and isolated Japan.
<p>9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. (DOK 3)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can describe the trans-Saharan slave trade. – The student can describe the roles of slaves and conditions of enslavement in the trans-Saharan slave trade. <p style="text-align: center;">Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can compare the trans-Saharan slave trade to the later Atlantic slave trade. <p style="text-align: center;">Underpinning Reasoning Learning Targets: (DOK 3)</p> <ul style="list-style-type: none"> – The student can analyze how the trans-Saharan slave trade contributed to the development of powerful African states. – The student can analyze how the trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade
<p>10. European economic and cultural influence dramatically increased through explorations, conquests and colonization. (DOK 2)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can describe how European economic and cultural influence increased through explorations, conquests and colonization. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can list new territories gained by European countries. – The student can describe the economic benefits to European countries of exploration, conquest, and

	<p>colonization.</p> <ul style="list-style-type: none"> – The student can explain how Europeans transformed the cultures of new territories. – The student can discuss changes in government, religion, language, technology and culture in new European territories. <p style="text-align: center;">Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can use a map to trace the exploration, conquests, and colonization of European powers in the America, Africa, and Asia on a map.
<p>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. (DOK 3)</p>	<p style="text-align: center;">Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today. <p style="text-align: center;">Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can cite products that Europeans introduced to the Americas in the Columbian Exchange. – The student can cite products that American Indians introduced to Europeans in the Columbian Exchange. – The student can explain practices today that reflect the influence of the Columbian Exchange. <p style="text-align: center;">Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can use a map to trace the exchange of products in the Columbian Exchange on a map. <p style="text-align: center;">Underpinning Reasoning Learning Targets: (DOK 3)</p> <ul style="list-style-type: none"> – The student can analyze how American Indian and European cultures adapted to exchanges. – The student can analyze the global impact of the Columbian Exchange culturally and biologically.
<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 2)</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>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>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. – 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>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>TOPIC: HUMAN SYSTEMS</p> <p>13. Geographic factors promote or impede the movement of people, products and ideas. (DOK 3)</p>	<p>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>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>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

	<p>impacted.</p> <p>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.
<p>14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions. (DOK 3)</p>	<p>Broad Learning Target:</p> <ul style="list-style-type: none"> – The student can explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions. <p>Underpinning Knowledge Learning Targets: (DOK 1)</p> <ul style="list-style-type: none"> – The student can list products that were traded along the Silk Road. – The student can describe the patterns of trade along the Silk Road. – The student can describe how Islam expanded along the Silk Road. – The student can describe how Christianity spread along roads in the Roman Empire and the Silk Road. – The student can describe how Buddhism spread along trade routes in Asia. <p>Underpinning Skills Learning Targets: (DOK 2)</p> <ul style="list-style-type: none"> – The student can use a map to trace the movement of products and religion along the Silk Road. <p>Underpinning Reasoning Learning Targets: (DOK 3)</p> <ul style="list-style-type: none"> – The student can draw conclusions about the relationship between trade and the spread of religion.

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;">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>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 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 style="text-align: center;">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 style="text-align: center;">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 analyze 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 style="text-align: center;">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 style="text-align: center;">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.

Underpinning Reasoning Learning Targets: (DOK 3)

- 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.