

GRADE 7 SOCIAL STUDIES EXITING SKILLS

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 7 students:

Domain: History

Focus Skill Area: Historical Thinking and Skills

- ✓ Can explain the roles of historians and archaeologists.
- ✓ Can explain describe events from the perspectives of the time period.
- ✓ Can interpret primary sources information from a given time period.
- ✓ Can define current norms and values.

Focus Skill Area: Early Civilizations

- ✓ Can describe several technology legacies of the Ancient Greeks and Ancient Romans.
- ✓ Can explain the difference between direct democracy and representative democracy.
- ✓ Can summarize the four key factors of the government for the Roman republic.
- ✓ Can summarize Rome's contribution to the spread of Christianity.
- ✓ Can explain examples of impacts of the Ancient Greeks and Ancient Romans on later civilizations.

Focus Skill Area: Feudalism and Transitions

- ✓ Can explain the role of Germanic invasions to the fall of Rome.
- ✓ Can compare and contrast the similarities and differences of the feudal and manorial system.
- ✓ Can describe the Byzantine Empire as a civilization.
- ✓ Can describe the impact of the Mongols to the destruction of the Byzantine Empire by the Turks.
- ✓ Can explain the role of the Mongol dynasties in uniting China and Korea.
- ✓ Can describe how the Mongols failed to conquer Japan.
- ✓ Can explain how Japan remained a feudal system to the 9th century.
- ✓ Can describe Islamic contributions to medicine, science, mathematics, and geography.
- ✓ Can explain the impact of the decline of the Golden Age of Islam.
- ✓ Can define the Renaissance.
- ✓ Can explain the cultural, scientific, and social changes resulting from the Renaissance.
- ✓ Can explain the impact of the Renaissance on the 21st century.
- ✓ Can define the term Reformation.
- ✓ Can explain significant causes for the Reformation.
- ✓ Can explain significant religious results of the Reformation.
- ✓ Can summarize the results of the Protestant Faith on the social influence of the Roman Catholic Church.
- ✓ Can summarize the results of the Protestant faiths on the political power of the Roman Catholic Church.

Focus Skill Area: First Global Age

- ✓ Can locate West African empires on a map and explain the benefit of their geographical location for trade.
- ✓ Can describe the economic impact of trade between West Africa and Europe.
- ✓ Can summarize the impact of scholars from Timbuktu.
- ✓ Can describe the influence of trade and success of the Byzantine Empire.
- ✓ Can locate the Ottoman Empire on a map.
- ✓ Can summarize Mogul Empire influences on art, architecture, and culture.
- ✓ Can explain the impact of trade routes in the development of commercial and cultural centers.
- ✓ Can describe the existence of African slavery before the arrival of Europeans.
- ✓ Can describe the characteristics of trans-Saharan slavery in Africa.
- ✓ Can summarize the characteristics of Atlantic slave trades.
- ✓ Can explain the influence of trans-Saharan slavery on receiving societies.
- ✓ Can define transoceanic linking and indigenous people.
- ✓ Can explain how transoceanic linking impacted indigenous people.
- ✓ Can identify the major European powers of the First Global Age.
- ✓ Can summarize the economic influence of exploration, conquests, and colonization.
- ✓ Can summarize the cultural influences of exploration, conquests, and colonization.
- ✓ Can define the Columbian Exchange.
- ✓ Can identify and give examples of fauna, flora, and pathogens from the Columbian Exchange.
- ✓ Can explain the significance of the horse and potato in the Columbian Exchange.
- ✓ Can explain lasting impacts of the Columbian Exchange.

Domain: Geography

Focus Skill Area: Spatial Thinking and Skills

- ✓ Can define geospatial thinking.
- ✓ Can identify and use geospatial technologies to explain the effect of relationships on human settlements over time. (Trade routes, transportation networks, and political boundaries).

Focus Skill Area: Human Systems

- ✓ Can explain the difference between promote and impede.
- ✓ Can identify geographic features that impact the movement of people, products, and ideas.
- ✓ Can identify major push-pull factors that impact the movement of people, products, and ideas.
- ✓ Can explain why trade routes resulted in the exchanges of technology and religions.
- ✓ Can explain how Christianity was spread by Roman trade routes and the Silk Road.
- ✓ Can describe the exchanges resulting from trade along the Silk Road.
- ✓ Can explain how Muslims spread Islam along trade routes to African Kingdoms.
- ✓ Can explain how Buddhism was spread from India to China over trade routes.
- ✓ Can define cultural diffusion.

- ✓ Can identify and give examples how transportation, technology and communication contributed to cultural diffusion.
- ✓ Can explain how the printing press supported the cultural diffusion of the Protestant Reformation.

Domain: Government

Focus Skill Area: Civic Participation and Skills

- ✓ Can define multiple perspectives
- ✓ Can identify the multiple perspectives for a given historic or modern issue.
- ✓ Can explain the importance of analyzing multiple perspectives.

Focus Skill Area: Roles and Systems of Government

- ✓ Can summarize why the Athenian government was a direct democracy.
- ✓ Can summarize why the Roman Republic was a representative democracy.
- ✓ Can identify the criteria for who was considered a Roman citizen.
- ✓ Can describe the responsibility of a Roman citizen to his/her government.
- ✓ Can compare/contrast Greek and Roman governments to monarchies and theocracies.
- ✓ Can explain the impact of Greek and Roman governments on modern democracies.
- ✓ Can summarize several causes for the decline of feudalism.
- ✓ Can describe the characteristics of a sovereign territorial unit.
- ✓ Can explain the role of the Magna Carta to lessen the king's authority with democratic principles.
- ✓ Can explain the connection between the Magna Carta and the Declaration of Independence.
- ✓ Can explain the impact of declining feudal systems and the rise of nation states.

Domain: Economics

Focus Skill Area: Economic Decision Making and Skills

- ✓ Can define a cost-benefit analysis.
- ✓ Can explain typical cost-benefit analysis situations used by governments.
- ✓ Can explain the process of "economic decisions" and who makes these decisions.

Focus Skill Area: Scarcity

- ✓ Can define and explain productive resources.
- ✓ Can explain the cause and effect of productive resources and its connection to trade, specializations, and interdependence.

Focus Skill Area: Markets

- ✓ Can summarize how the growth of cities and empires encouraged more markets.
- ✓ Can explain how increased demand for goods and services encouraged specialization.
- ✓ Can describe a barter-based system.
- ✓ Can describe a money-based system.
- ✓ Can explain why the growth of markets brought a decline to the barter system and supported the money-based system.

GRADE 7 SOCIAL STUDIES

History – H

Historical Thinking and Skills

ANCHOR STANDARD

SS H 7.1 Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.

STANDARD

SS H 7.1.1 Examine a variety of primary sources such as historical accounts, paintings, maps, diaries, and personal accounts to describe an historical event or period.

SS H 7.1.2 Create a written record of an historical event as if the creator of this record was alive and living during this time.

SS H 7.1.3 Advertise an historical event or inventions from the perspective of people living at that time.

Early Civilizations

ANCHOR STANDARD

SS H 7.2 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.

STANDARD

SS H 7.2.1 The legacy of ancient Greece and Rome is embedded in Western culture. Examine how the ideas of governance and law were impacted by the concepts of citizenship and democracy.

SS H 7.2.2 Analyze the technological creations of the Greeks and the impact it still has today in the Western culture in the 21st century.

- SS H 7.2.3 Explain how Greek literature inspired the Romans and other writers over the centuries.
- SS H 7.2.4 Rome created the first republic and a system of laws. Research and report how this influenced and laid the foundation of many governments.
- SS H 7.2.5 Rome created the “tripartite government”, describe how this is used in the U.S. government today.
- SS H 7.2.6 Describe the contributions the Romans have made in architecture that is still visible in today’s society.
- SS H 7.2.7 Research and examine how the Roman Empire played an instrumental role in the spread of Christianity.

FEUDALISM AND TRANSITIONS

ANCHOR STANDARD

- SS H 7.3 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.**

STANDARD

- SS H 7.3.1 Compare and contrast “feudal and manorial” systems.
- SS H 7.3.2 Explain the meaning and function of “feudalism”.
- SS H 7.3.3 Evaluate the economic relationship of the “manorial system”.
- SS H 7.3.4 Construct a digital multi-tiered timeline of the invasion of the Mongols in the 13c, and the invasion of the Byzantine Empire.
- SS H 7.3.5 Research using secondary sources the factors that designated Constantinople the ultimate goal for the Turks.

ANCHOR STANDARD

- SS H 7.4 Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed the feudal system to persist.**

STANDARD

- SS H 7.4.1 Analyze the strength and influence the Mongol Empire had in China during the 13th and 14th centuries.
- SS H 7.4.2 Using primary and secondary sources draw conclusions among events and relationships that resulted in the overthrow of Mongolia.
- SS H 7.4.3 Analyze and draw conclusions why Japan's system of feudalism persisted over time to an isolated society.

ANCHOR STANDARD

- SS H 7.5 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 because of the Muslim conquests, Crusades, and trade, influencing the European Renaissance.**

STANDARD

- SS H 7.5.1 Describe the influence and impact the Islamic civilization had on the European Renaissance.
- SS H 7.5.2 List the contributions made in the sciences by the Muslims.
- SS H 7.5.3 Explain some of the contributions of Islamic achievements and their influence on trade in the Middle East.
- SS H 7.5.4 Explain and discuss some of the reasons for the waning of Islamic influence in the 15th century.

ANCHOR STANDARD

- SS H 7.6 The Renaissance in Europe introduced revolutionary ideas leading to cultural, scientific, and social changes.**

STANDARD

- SS H 7.6.1 Explain the Greco-Roman period, and how it impacted culture in Europe.
- SS H 7.6.2 Create a digital chart describing the birth and rebirth of the Renaissance.

- SS H 7.6.3 Generate a chart elaborating the painters, sculptors, and writers and their works during the rebirth of the Renaissance.
- SS H 7.6.4 Explain what was meant by “perspective” during the Renaissance era.
- SS H 7.6.5 Discuss the idea of “reforming society” and “scientific theories”.
- SS H 7.6.6 Analyze and explain how the ideas of creation during the Renaissance conflicted with the Roman Catholic Church.

ANCHOR STANDARD

- SS H 7.7 The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.**

STANDARD

- SS H 7.7.1 Describe how the Reformation led to the decline of political power and social influence of the Roman Catholic Church.
- SS H 7.7.2 Analyze the origin of the Reformation (where it began) and explain its attempt in reforming policies and doctrines about the Roman Catholic Church.
- SS H 7.7.3 Explain the resistance that the Catholic Church displayed during the Reformation and what was created as a result.
- SS H 7.7.4 Analyze how the rise of the Protestant faith during the Reformation resulted in a decline of political power and social influence of the Roman Catholic Church.

First Global Age

ANCHOR STANDARD

- SS H 7.8 Empires in Africa (Ghana, Mali, and Songhai) and Asia (Byzantine, Ottoman, Mogul and China) grew as commercial and cultural centers along trade routes.**

STANDARD

- SS H 7.8.1 Analyze why “trade” was so important to the economy and development of the West African kingdoms.

- SS H 7.8.2 Describe how Islam was introduced to the West African Empires.
- SS H 7.8.3 Explain the Byzantine Empire and its importance as a trade center.
- SS H 7.8.4 Create a digital trail of the Silk Road indicating all landmarks.
- SS H 7.8.5 Create a digital map of the Ottoman Empire labelling all geographic areas it encompassed.
- SS H 7.8.6 Explain and discuss the contributions of the arts that the Mughal Empire produced.
- SS H 7.8.7 Digitally trace the Khyber Pass and analyze its importance as a “trade route”.
- SS H 7.8.8 Explain why the Silk Road established China as significant for commercial and cultural centers.

ANCHOR STANDARD

- SS H 7.9 The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.**

STANDARD

- SS H 7.9.1 Research and be able to explain the following:
- Slavery before the arrival of the Europeans
 - Reasons for slavery in Africa
 - The role of Arab traders regarding slavery
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- SS H 7.9.2 Define the terms of “slavery” and “indentured servant” and explain why it was not race-based.
- SS H 7.9.3 Compare/contrast the role and conditions of North African slaves versus slaves that were brought to America.
- SS H 7.9.4 Digitally trace and follow the “trans-Saharan slave trade” to the developments of powerful African states in the southern fringes of the Sahara.
- SS H 7.9.5 Explain the rationale and difference between the “trans-Saharan slave trade” to the European “trans-Atlantic slave trade”.

ANCHOR STANDARD

- SS H 7.10 European economic and cultural influence dramatically increased through explorations, conquests, and colonization.
- SS H 7.10.1 Create a digital map with a timeline of the new territories claimed by European powers.
- SS H 7.10.2 Analyze and explain how the European powers gained new wealth through:
- Explorations
 - Conquests
 - Colonization
- SS H 7.10.3 Describe and explain the European transformation of new colonies for:
- Government structures
 - Religious conversions
 - Language
 - Technology
- SS H 7.10.4 Describe the reasons for established cultures weakening and supplanting because of the European transformation.

ANCHOR STANDARDS

- SS H 7.11 The Columbian Exchange (e.g., the exchange of fauna, flora, and pathogens) between previously unconnected parts of the world reshaped societies in ways still evident today.**

STANDARD

- SS H 7.11.1 Research and explain the “Columbian Exchange”.
- SS H 7.11.2 Analyze the cultural and biological global impacts of the “Columbian Exchange”.
- SS H 7.11.3 Compare/contrast the communicable diseases and their impact brought to America from Europe versus brought to Europe from America.
- SS H 7.11.4 Describe and give examples of how cultures on both continents (Europe and America) adapted to the “exchanges of life”.
- SS H 7.11.5 Give examples of the impact of society from the Columbian exchange that is still evident today.

GEOGRAPHY - G

Spatial Thinking and Skills

ANCHOR STANDARD

SS G 7.1 **Maps and other geographic representations can be used to trace the development of human settlement over time.**

STANDARD

SS G 7.1.1 Explain how geographic representations can be used to trace the development of human settlement.

SS G 7.1.2 Describe what tools can be used to show the “spatial relationships” among regions.

SS G 7.1.3 Analyze and explain how “spatial relationships” have affected human settlements over time.

SS G 7.1.4 Trace and identify some primary “trade routes” during the ancient Roman and Greek eras.

SS G 7.1.5 Analyze and explain how “population density” varies in relation to resources and type of land.

Human Systems

ANCHOR STANDARD

SS G 7.2 **Geographic factors promote or impede the movement of people, products, and ideas.**

STANDARD

SS G 7.2.1 Describe and analyze how “geographic factors” can contribute to or impede the movement of people, products, and ideas.

SS G 7.2.2 Explain how “geographic factors” include the ability to engage in trade and in war.

SS G 7.2.3 Examine how “geographic factors” played a part in exploring and colonizing new lands for settlements.

SS G 7.2.4 Analyze how “geographic factors” helped spread religion.

SS G 7.2.5 Summarize how “geographic factors” set the framework for governing.

ANCHOR STANDARD

SS G 7.3 Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

STANDARDS

SS G 7.3.1 Electronically sketch out and explain the “trade routes” of Africa, Asia, and Europe.

SS G 7.3.2 Generate a map of the “Silk Road” that Muslim traders travelled on to Asia and Africa.

SS G 7.3.3 Explain how the “trade routes” spread the ideas of religion both with Christianity and Buddhism.

ANCHOR STANDARD

SS G 7.4 Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

STANDARD

SS G 7.4.1 Examine “cultural diffusion” and cite instances where it spread traits, ideas, and products of a culture.

SS G 7.4.2 Chart the improvements in transportation, communication and technology that facilitated the improvements with “cultural diffusion”.

GOVERNMENT - GV

Civic Participation and Skills

ANCHOR STANDARD

SS GV 7.1 The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

STANDARD

- SS GV 7.1.1 Investigate and explain issues of “multiple perspectives” that individuals or groups may have.
- SS GV 7.1.2 Explain the dynamics of the “trans-Atlantic slave trade”.
- SS GV 7.1.3 Analyze the perspective of the “colonial Power” and the “colonized”.

Roles and Systems of Government

ANCHOR STANDARD

- SS GV 7.2 Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.**

STANDARD

- SS GV 7.2.1 Explain the term “Direct Form of Democracy”.
- SS GV 7.2.2 Analyze and describe how the Athenian form of democracy was a direct form of democracy.
- SS GV 7.2.3 List and describe the powers of the Roman government.
- SS GV 7.2.4 Name the three divisions of the Roman government and their role in government.
- SS GV 7.2.5 List and explain the criteria of Roman citizenship.
- SS GV 7.2.6 List the expectations of all Roman citizens during the Roman Republic.
- SS GV 7.2.7 Explain how “Representative Democracy” is connective to the United States democracy.
- SS GV 7.2.8 Compare and contrast the similarities and differences between monarchy and theocracy.

ANCHOR STANDARD

- SS GV 7.3 With the decline of feudalism, consolidation of power resulted in the emergence of nation states.**

STANDARD

- SS GV 7.3.1 Define and explain the meaning of “feudalism” and “crusade”.
- SS GV 7.3.2 Analyze the decline of feudalism in Western Europe.
- SS GV 7.3.3 Compare and contrast land-based economy to money-based economy.
- SS GV 7.3.4 Define the Magna Carter and explain the limited powers it gave the Kings of England.

ECONOMICS – E

Economic Decision Making and Skills

ANCHOR STANDARD

- SS E 7.1 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.**

STANDARD

- SS E 7.1.1 Explain the terms “Costs” and “Benefits” and their importance in making economic decisions.
- SS E 7.1.2 Describe the process of “economic decisions” and who plays the part in making these decisions.
- SS E 7.1.3 Describe “cost balance analysis” and its importance with making economic decisions.

Scarcity

ANCHOR STANDARD

- SS E 7.2 The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.**

STANDARD

- SS E 7.2.1 Explain what factors are included in the term “productive resources.”

- SS E 7.2.2 Analyze and give examples why “productive resources” are not distributed equally.
- SS E 7.2.3 Explain the cause and effect of “productive resources” and its connection to trade and interdependence.

Markets

ANCHOR STANDARD

- SS E 7.3 The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.**

STANDARD

- SS E 7.3.1 Analyze and explain how the growth of markets encourages “specialization” of “goods and services.”
- SS E 7.3.2 Compare and contrast the “barter-system” to “money-base-system.”
- SS E 7.3.3 Analyze “city growth” and the effect it plays in “market growth.”