



## **Dublin City Schools Social Studies K – 12 Vision Statement**

The Dublin City Schools K-12 Social Studies Education will provide many learning opportunities that will help students to:

- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves and the common good
- further develop evaluation and critical thinking skills while considering implicit/explicit bias in multiple sources. studies, surveys and statistics
- work collaboratively with others to evaluate, question and problem solve, while recognizing there may be multiple perspectives and solutions.
- develop civic responsibility with the goal of encouraging responsible citizens and active participants in the community.

The Dublin K-12 Social Studies educational experience will allow students to see how social studies can be integrated into different disciplines and is relevant to many aspects of life. There is a greater emphasis on problem based/inquiry learning rather than just the memorization of historic dates, people, and events. There is a focus on the connections between current events and the past in order to solidify relevancy for students.

The balance of content and skills will inspire students to become successful global citizens in an interdependent world as well as effective decision makers that act responsibly in a diverse democratic society. We believe that empowering students to construct their learning with knowledge that includes broad themes of history, economics/financial literacy, geography, global awareness/culture and government will ultimately assist each of our students in making a successful transition to a positive and productive civic life.

## Social Studies Instructional Model

Dublin Teachers continue to be committed to the workshop model of instruction with a focus of inquiry around topics throughout the units of study.

### Social Studies K-12 Inquiry Workshop



<b>Fostering Inquiry Focused Mini-lesson</b>	<b>Collaborative Learning</b>	<b>Reflection</b>
<p><i>Components of fostering inquiry may include:</i></p> <ul style="list-style-type: none"> <li>• Connecting to the learning goal</li> <li>• Connecting to previous learning</li> <li>• Establishing the compelling question(s) and identifying essential questions (<i>These questions can be teacher or student generated</i>).</li> <li>• Explicitly teaching content/skill (e.g., preview, video clip, focused lecture)</li> <li>• Brief opportunities for students to share thinking together around the goal (active engagement)</li> <li>• Linking to the collaborative practice time and overall goals</li> </ul>	<p><i>Components of collaborative learning may include:</i></p> <ul style="list-style-type: none"> <li>• Informal Assessment gathering (<i>teacher observation of learning and monitoring of progress</i>)</li> <li>• Collaborative group work (<i>e.g., visual discoveries, role play, simulations, student led discussions, debate, mock trial, experiential exercise, problem solving group work, investigate</i>)</li> <li>• Teacher conferring to differentiate with individual students or groups</li> <li>• Resource and research support given as needed</li> <li>• Evaluating resources &amp; compiling evidence</li> </ul>	<p><i>Components of reflection may include:</i></p> <ul style="list-style-type: none"> <li>• Student sharing of new learning, reasoned conclusions and discoveries</li> <li>• Student reflecting on the learning goal</li> <li>• Teacher reflecting on student learning (i.e., understandings, misconceptions, overall thinking) for future planning</li> <li>• Student or group processing of the learning in a variety of ways (e.g., technology integration)</li> <li>• Preparing and participating in a culminating event to share learning</li> <li>• Taking informed action</li> </ul>

## **Instructional Agreements for Social Studies Learning in the Dublin City Schools Inquiry Workshop**

1. Through the use of compelling questions, learning goals will be communicated to guide students through expectations for learning.
2. The classroom environment will foster differentiated student experiences focused on active collaborative learning with an emphasis on exploration, problem solving, research and analysis.
3. Teachers will provide students with a safe place to interpret current issues based on historical connections from class and analysis using credible sources. The changing world requires Social Studies educators to remain diligent in staying current as it relates to geography, history and cultural learning.
4. Teachers are committed to integrating conversations around learning across multiple subject areas when possible.
5. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals. (*refer to the Depth of Knowledge framework for Social Studies*).
6. By the end of each unit, students will be able to explain why the topic of study is relevant to our current conditions and how the topic has left its impact on our world today.

### **Support for the Implementation of the Instructional Program**

Units of Study will be posted on the Dublin Curriculum Wiki per grade and reviewed yearly by department chairs and content leads in collaboration with the Teaching & Learning Division. Pacing and topics of study will be addressed within the units of study. Resources will be defined and shared within the unit documents. Online resources will continue to be an emphasis in the Social Studies curriculum as a part of an ongoing adoption. In addition, educators will utilize additional supplemental resources in combination with current event documents throughout the year.

[Link to Ohio's Learning Standards for Social Studies](#) (*adopted Feb. 2018*)

[Link to Ohio's Model Curriculum for Social Studies](#) (*has content elaboration and expectations for learning*)

## Commitment to History and Heritage

There are a number of lists that circulate through the educational community around widely recognized awareness months and day(s) for a specific group, culture or cause. These months and day(s) are intended to help raise awareness and understanding for the group, culture or cause. It is expected that K-12 Social Studies teachers are aware of these months/days and integrate purposeful learning activities throughout each year within the context of the units of study focusing attention on the dates below. Teachers have flexibility and are encouraged to infuse learning throughout the year regardless of the date of recognition.

- September (first Monday): **Labor Day** (<https://www.dol.gov/general/laborday/history>)
- September 11: **Patriot Day** (<https://www.911memorial.org/learn/students-and-teachers/lesson-plans>)
- September 17: **Constitution Day** (<https://www.constitutionday.com/>)
- September 15 - October. 15: **Hispanic Heritage Month** (<https://www.hispanicheritagemonth.gov/about/>)
- October (second Monday) **Columbus Day/Indigenous Peoples' Day** (<https://www.history.com/topics/exploration/columbus-day>)
- November: **American Indian Heritage Month**: (<https://www.loc.gov/law/help/commemorative-observations/american-indian.php>)
- November (first Tuesday following the first Monday in November): **Election Day** (<https://www.history.com/news/why-is-election-day-a-tuesday-in-november>)
- November 11: **Veterans Day** (<https://ocss.org/Veterans-Day>)
- December 10: **Human Rights Day** (<https://www.loc.gov/law/help/commemorative-observations/human-rights-day.php>)
- January: **Martin Luther King Jr. Day** (<https://www.history.com/this-day-in-history/mlk-federal-holiday-declared>)
- February: **Black History Month/African American History Month** (<https://www.africanamericanhistorymonth.gov/about/>)
- February: **Presidents Day** (<https://www.history.com/topics/holidays/presidents-day>)
- March: **Women's History Month** (<https://womenshistorymonth.gov/>)
- March: **Developmental Disabilities Awareness Month** (<https://ddc.ohio.gov/dd-awareness-month#:~:text=March%20is%20Developmental%20Disabilities%20Awareness%20Month>)
- April: **Arab American Heritage Month** (<https://www.arabamerica.com/celebrating-national-arab-american-heritage-month/>)
- May: **Asian and Pacific-Islander American Heritage Month** (<https://asianpacificheritage.gov/>)
- May: (last Monday in May) **Memorial Day** (<https://www.history.com/topics/holidays/memorial-day-history>)
- June: **Lesbian, Gay, Bisexual and Transgender Pride Month** (<https://youth.gov/feature-article/june-lgbt-pride-month>)

Teachers should reference the resources compiled on the DCS Curriculum Wiki to assist in planning.

# Dublin City Schools Social Studies Graded Course of Study

## Grade 7

### Grade 7 Social Studies Course Goals

**THEME: WORLD STUDIES FROM 750 B.C. TO 1600 A.D.: ANCIENT GREECE TO THE FIRST GLOBAL AGE** The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

Unit A Historical Thinking and Foundations	Unit B Classical Age	Unit C Middle Ages	Unit D Renaissance
<b>Topic 1: Historical Thinking</b> <b>Topic 2: Spatial thinking</b> <b>Topic 3: Roles and Systems of government</b>	<b>Topic 1: Greece</b> <b>Topic 2: Rome</b>	<b>Topic 1: Europe</b> <b>Topic 2: Asia</b> <b>Topic 3: Africa &amp; Rise of Islam</b>	<b>Topic 1: Renaissance</b> <b>Topic 2: Reformation</b> <b>Topic 3: Exploration</b>
First Semester		Second Semester	
<b>Compelling Questions:</b>  How do the perspectives of people living in the past compare to today's norms and values?  Why are multiple sources and perspectives needed to build a historical narrative?  How does the study of history help us realize that the ideas and actions of individuals and groups have consequences and shape events?	<b>Compelling Questions:</b>  What is the impact of Ancient Greece and Rome on governance, law, citizenship and democracy?  Which events in Christianity's history impacted the Classical cultural perspectives and practices?  Which architectural advancements from Greek and Romans society influences the world today?  What causes governments to change?	<b>Compelling Questions:</b>  <i>What geographic, social, and governing factors helped develop Medieval feudal society?</i>  <i>How did Mongol control of China and Korea impact trade and foreign relations?</i>  <i>How did the crusades impact the Muslim, Christian and Jewish populations and lead to a more globalized world?</i>  <i>How did geography and trade influence the success of the kingdoms of West Africa?</i>	<b>Compelling Questions:</b>  <i>What examples of cultural diffusion and change came directly from the European Renaissance?</i>  <i>How can a Renaissance be fostered within our own communities?</i>  <i>How has trade and technology impacted the global balance of power?</i>  <i>How do new ideas impact the way people live?</i> <i>Is change inevitable?</i>

## Dublin City Schools Social Studies Graded Course of Study Grade 7

<i>Standard 1, 12, and 16 are addressed throughout the entire school year and are revisited in every unit. They will not be listed multiple times.</i>			
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.	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.	3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.	6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes
12. Maps and other geographic representations can be used to trace the development of human settlement over time	13. Geographic factors promote or impede the movement of people, products and ideas.	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.	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.
16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.	17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.	6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.	<i>15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</i>
	19. Individuals, governments and businesses must analyze cost 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.	14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.	<i>21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</i>
		18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.	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.

## Dublin City Schools Social Studies Graded Course of Study Grade 7

		20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.	9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.
		8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.	10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.
		13. Geographic factors promote or impede the movement of people, products and ideas.	11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.
		4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.	13. Geographic factors promote or impede the movement of people, products and ideas.
			14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.
			20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

## Dublin City Schools Social Studies Graded Course of Study Grade 7

Unit A Historical Thinking & Foundations	Learning Content Statements	Recommended Resources
<p><i>How do the perspectives of people living in the past compare to today's norms and values?</i></p> <p><i>Why are multiple sources and perspectives needed to build a historical narrative?</i></p> <p><i>How does the study of history help us realize that the ideas and actions of individuals and groups have consequences and shape events?</i></p>	<p><b>These standards repeat in each unit throughout the school year.</b></p> <p>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.</p> <p>12. Maps and other geographic representations can be used to trace the development of human settlement over time</p> <p>16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.</p>	<p>McGraw Hill "Discovering our Past" Chapters 1 &amp; 2</p> <p><a href="#">Tech &amp; Learning: Fact Checking Sites for Students</a></p> <p>National Geographic Chapters 1 sections 1-5</p> <p>Facing History &amp; Ourselves - <a href="#">Analyzing images</a> - <a href="#">Analyzing sources (modern news outlets)</a> - <a href="#">Contextualization</a> - <a href="#">Document Analysis (Identifying Bias)</a></p> <p>Newsela: <a href="#">Literacy in the Digital Age Lesson</a></p> <p><a href="#">Historical Thinking Text Set</a></p>
<p><b>Expectations for Learning:</b></p> <ul style="list-style-type: none"> <li>● Students can describe historical events and issues from the perspectives of people living at the, avoiding evaluating the past in terms of today's norms and values.</li> <li>● Students can use maps to trace the development of human settlements from past to present.</li> <li>● Students can name a few examples of cultural diffusion that spread traits, ideas and products among social groups?</li> </ul>		



## Dublin City Schools Social Studies Graded Course of Study Grade 7

Unit B Classical Age (Greece and Rome)	Learning Content Statements	Recommended Resources
<p><b><i>What is the impact of Ancient Greece and Rome on governance, law, citizenship and democracy?</i></b></p> <p><b><i>Which architectural advancements from Greek and Romans society influences the world today?</i></b></p> <p><b><i>Which events in Christianity's history impacted the Classical cultural perspectives and practices?</i></b></p> <p><b><i>What causes governments to change?</i></b></p>	<p><b>Greece</b></p> <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.</p> <p>13. Geographic factors promote or impede the movement of people, products and ideas.</p> <p>17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>19. Individuals, governments and businesses must analyze cost 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.</p> <p><b>Rome</b></p> <p>3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.</p> <p>14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.</p> <p>15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</p> <p><b>Repeated standards for Rome:</b></p> <p><i>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.</i></p> <p><i>17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</i></p>	<p><b>Greece Resources</b></p> <p>McGraw Hill "Discovering our Past" Chapters 7 &amp; 8</p> <p><a href="#">SHEG: Athenian Democracy</a></p> <p><a href="#">City-State Simulation</a></p> <p><a href="#">SHEG: Battle of Thermopylae</a></p> <p>History Alive (Ancient World Book) Lessons 25-31 <a href="#">Newsela: Greece and Rome: From Republic to Empire Lesson Set</a></p> <p><a href="#">NewsEla: Greece Text Set</a></p> <p><b>Rome Resources</b></p> <p>McGraw Hill "Discovering our Past" Chapters 11, 12, 13</p> <p><a href="#">SHEG: Roman Republic</a></p>

## Dublin City Schools Social Studies Graded Course of Study Grade 7

		<p>History Alive activity (Ancient World) Lessons 32-37</p> <p>History Alive activity (Medieval World) Lesson 1</p> <p><a href="#">SHEG: Cleopatra</a> <a href="#">SHEG: Augustus</a> <a href="#">SHEG: Roman Empire &amp; Christianity</a></p> <p><a href="#">NewsEla: Greece Text Set</a></p>
<p><b>Expectations for Learning for Topic 1: Greece</b></p> <ul style="list-style-type: none"><li>• Students can cite examples and explain the enduring impact that the Ancient Greeks had on later civilizations</li><li>• Students can explain how Greek democracy influenced modern day governments</li><li>• Students can explain how governmental change happens over time</li></ul> <p><b>Expectations for Learning for Topic 2: Rome</b></p> <ul style="list-style-type: none"><li>• Students can cite examples and explain the enduring impact that the Ancient Romans had on later civilizations</li><li>• Students can explain how Roman republic influenced modern day governments</li><li>• Students can explain how governmental change happens over time</li><li>• Students can explain the internal and external factors that led to the fall of the Roman Empire, setting the stage for the development of feudal and manorial system</li></ul>		

## Dublin City Schools Social Studies Graded Course of Study Grade 7

<p style="text-align: center;"><b>Unit C</b> <b>Middle Ages:</b> <b>(Europe, Asia, Africa</b> <b>and Rise of Islam)</b></p>	<p style="text-align: center;"><b>Learning Content Statements</b></p>	<p style="text-align: center;"><b>Recommended Resources</b></p>
<p><b><i>What geographic, social, and governing factors helped develop Medieval feudal society?</i></b></p> <p><b><i>How did Mongol control of China and Korea impact trade and foreign relations?</i></b></p> <p><b><i>Are there universal characteristics of belief systems that are common across all cultures? What are they and how can they bring us together?</i></b></p>	<p><b>Europe:</b></p> <p>3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.</p> <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.</p> <p>6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.</p> <p>14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.</p> <p>18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p> <p>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> <p><b>Africa/Islam</b></p> <p>8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>13. Geographic factors promote or impede the movement of people, products and ideas.</p> <p><b>Repeated standards from Europe topic</b></p> <p><i>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.</i></p>	<p><b>Middle Ages Europe:</b> <a href="#">Middle Ages Remote Learning Resources</a></p> <p style="text-align: center;"><a href="#">Middle Ages Text set Newsela: Africa, Europe and Asia</a></p> <p>McGraw Hill “Discovering our Past” Chapter 19</p> <p><a href="#">SHEG: Dark Ages</a> <a href="#">SHEG: 1st Crusade</a> <a href="#">SHEG: Understanding the Black Death</a></p> <p><a href="#">Google Earth-Voyager: The Geometry of Castles (Cross Curricular)</a></p> <p>History Alive activity (Medieval World) Lessons 2-5</p> <p><b>Middle Ages Africa/Islam:</b> McGraw Hill “Discovering our Past” Chapters 14, 15 History Alive activity (Medieval World) Lessons 8-15</p>

## Dublin City Schools Social Studies Graded Course of Study Grade 7

	<p>14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.</p> <p><b>Asia</b></p> <p>4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.</p> <p><b>Repeated standard from Africa/Islam topic</b></p> <p>8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p>	<p><a href="#">SHEG Expansion of the Early Islamic Empire</a></p> <p><a href="#">Bubonic Plague Ted Ed video</a></p> <p><a href="#">SHEG: Mansa Musa</a> <a href="#">SHEG: Ibn Battuta</a></p> <p><b>Middle Ages Asia:</b> McGraw Hill "Discovering our Past" Chapters 17 &amp; 18</p> <p>History Alive activity (Medieval World) Lessons 11 &amp; 22</p> <p>Ted Ed video: <a href="#">Rise and Fall of the Mongol Empire</a></p> <p><a href="#">Google Earth- Voyager: Early Global Connectors</a></p>
<p><b>Expectations for Learning for Topic 1: Europe</b></p> <ul style="list-style-type: none"> <li>● Students can explain how the decline of feudalism in Western Europe &amp; consolidation of power resulted in the emergence of nation states.</li> <li>● Students can explain how the growth of cities and empires fostered the growth of markets and rise of cities.</li> <li>● Students can identify geographic origins and founding leaders of world religions.</li> </ul> <p><b>Expectations for Learning for Topic 2: Africa/Islam</b></p> <ul style="list-style-type: none"> <li>● Students can describe the achievements of the Islamic civilization and how these achievements were introduced into Western Europe.</li> <li>● Students can explain how the empires in Africa grew as commercial cultural centers along trade routes.</li> <li>● Students can explain how the geography of Africa influenced the development of empires in Africa.</li> <li>● Students can explain how the trade routes connecting Africa, Asia and Europe fostered the spread of technology and world religions.</li> </ul> <p><b>Expectations for Learning for Topic 3: Asia</b></p> <ul style="list-style-type: none"> <li>● Students can explain how the Mongol influence led to unified states in China and Korea.</li> <li>● Students can explain how the failure of the Mongols to conquer Japan allowed a feudal system to persist.</li> <li>● Students can explain how the empires in Asia grew as commercial cultural centers along trade routes.</li> </ul>		

## Dublin City Schools Social Studies Graded Course of Study Grade 7

<p style="text-align: center;"><b>Unit D Renaissance</b></p> <p style="text-align: center;">(Renaissance, Reformation, Exploration)</p>	<p style="text-align: center;"><b>Learning Content Statements</b></p>	<p style="text-align: center;"><b>Recommended Resources</b></p>
<p><b><i>How do new ideas impact the way people live? Is change inevitable?</i></b></p>	<p><b>Renaissance</b></p> <p>6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes</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.</p> <p><b>Repeated standard from Unit C</b></p> <p><i>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.</i></p> <p><b>Repeated standard throughout topics in the unit</b></p> <p><i>15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</i></p> <p><i>21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</i></p> <p><b>Reformation</b></p> <p>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.</p> <p>15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</p>	<p><b>Renaissance Resources</b></p> <p>McGraw Hill “Discovering our Past” Chapter 20</p> <p><a href="#">SHEG: Galileo</a></p> <p>History Alive activity (Medieval World) Lessons 28-30</p> <p><a href="#">National Gallery of Art- Renaissance Art</a></p> <p><a href="#">Renaissance and the birth of the Modern Age Newsela Lesson</a></p> <p><a href="#">Renaissance NewsEla Text Set</a></p> <p><b>Reformation Resources</b></p> <p>McGraw Hill “Discovering our Past” Chapter 20</p>

## Dublin City Schools Social Studies Graded Course of Study Grade 7

	<p><b>Exploration</b></p> <p>9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.</p> <p>10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.</p> <p>11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</p> <p>13. Geographic factors promote or impede the movement of people, products and ideas.</p> <p>14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.</p> <p>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> <p><b><i>Repeated standard throughout topics in the unit</i></b></p> <p>15. <i>Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</i></p> <p>21. <i>The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</i></p>	<p>History Alive activity (Medieval World) Lessons 31-32</p> <p><a href="#">SHEG: Martin Luther</a></p> <p><b>Exploration</b></p> <p>McGraw Hill “Discovering our Past” Chapter 21</p> <p><a href="#">SHEG: The Middle Passage</a></p> <p>History Alive activity (Medieval World) Lesson 33</p> <p><a href="#">SHEG: Teotihuacan</a> <a href="#">SHEG: Moctezuma and Cortés</a> <a href="#">SHEG: Inca Empire</a> <a href="#">SHEG: La Malinche</a></p> <p><a href="#">Mariners’s Museum- Age of Discovery</a></p> <p><a href="#">Google Earth- Voyager: Explorers, Age of Encounters</a></p>
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## Dublin City Schools Social Studies Graded Course of Study Grade 7

### **Expectations for Learning for Renaissance**

- Students can describe how the growth of markets encouraged specialization and the transition from barter to monetary economies.

### **Expectations for Learning for Reformation**

- Students can explain the rise of Protestant faiths during the reformation
- Students can explain how the rise of Protestant faiths resulted in the decline of the political and social influences of the Roman Catholic Church.

### **Expectations for Learning for Exploration**

- Students can describe the trans-Saharan slave trade and explain the effects on Africa and the receiving societies.
- Students can describe how European economic and cultural influence increased through explorations, conquests and colonization.
- Students can explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today.