

# Parent Guide for Social Studies

## Grade Seven

### Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade Seven.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>English Language Arts 6-12: Speaking and Listening</b>	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
	Acknowledge new information expressed by others and, when warranted, modify their own views.
	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Literacy in History/Social Studies 6-12: Reading: History/Social Studies</b>	
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	Describe how a text presents information (e.g., sequentially, comparatively, causally).
	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

<b>Literacy in History/Social Studies 6-12: Reading: History/Social Studies continued</b>	
	Distinguish among fact, opinion, and reasoned judgment in a text.
	Analyze the relationship between a primary and secondary source on the same topic.
	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
<b>Literacy in History/Social Studies 6-12–Writing</b>	
	Write arguments focused on discipline-specific content.
	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Establish and maintain a formal style and objective tone.
	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from informational texts to support analysis reflection, and research.
	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>OH: History</b>	
Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age Historical Thinking and Skills	
	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.

<b>OH: History continued</b>	
<b>Early Civilizations</b>	
	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.
<b>Feudalism and Transitions</b>	
	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.
	Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.
	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.
	The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.
	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.
<b>First Global Age</b>	
	Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.
	The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.
	European economic and cultural influence dramatically increased through explorations, conquests and colonization.
	The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world re-shaped societies in ways still evident today.
<b>OH: Geography</b>	
<b>Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age Spatial Thinking Skills</b>	
	Maps and other geographic representations can be used to trace the development of human settlement over time.
<b>Human Systems</b>	
	Geographic factors promote or impede the movement of people, products and ideas.
	Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
	Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.
<b>OH: Government</b>	
<b>Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age Civic Participation and Skills</b>	
	The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.
<b>Roles and Systems of Government</b>	
	Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.
	With the decline of feudalism, consolidation of power resulted in the emergence of nation states.
<b>OH: Economics</b>	
<b>Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age Economic Decision Making and Skills</b>	
	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.
<b>Scarcity</b>	
	The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

