**Grade 7 Social Studies Assignment**

**This assignment is *strongly* aligned to the standards.**

Sample student assignments are being used to illustrate weak, partial and strong alignment to the [*Kentucky Academic Standards (KAS) for Social Studies*](https://kystandards.org/standards-resources/sal/ss_sal/). This assignment with included resource(s) is merely an example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

To examine why this assignment is strongly aligned to the *KAS for Social Studies*, engage with the [Grade 7 Assignment Review Protocol.](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_7_SAL_Assignment_Review_Protocol.pdf)

**Overview:**

Students will explain how growing interdependence and advances in technology improved standards of living during the growth and expansion of civilizations from 600-1600. Students examine the ways in which one culture can both positively and negatively influence another through trade relationships of the Silk Road, Mediterranean, the Trans-Saharan and the Indian Ocean network. Additionally, students explore the high costs of luxury goods to understand how a new period of exploration was stimulated among Europeans, who built on and refined technologies originating in Asia, such as the compass, astrolabe and gunpowder. This supports students in answering the supporting question, “How did the technology of advanced civilizations influence Europeans as they attempted to enter world economic markets during the period of exploration?”

| **Compelling Question:** “How can technology transform civilization?” |
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*Note: Compelling questions are used here to show the alignment between a compelling question, a supporting question and assignments. In this example, one supporting question is provided that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question.*

| **Supporting Question:** “How did the technology of advanced civilizations influence Europeans as they attempted to enter world economic markets during the period of exploration?” |
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***Kentucky Academic Standards (KAS) for Social Studies* alignment:**

* 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.
* 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.
* 7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.
* 7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.
* 7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.
* 7.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.
* 7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.
* 7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.
* 7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.

**Sources:**

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**Task Aligned to the Supporting Question:**

| Construct a claim to answer the supporting question: “How did the technology of advanced civilizations influence Europeans as they attempted to enter world economic markets during the period of exploration?”  In your response, be sure to include:   * your knowledge of how growing interdependence and advances in technology improved the standards of living. * your knowledge of the ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration. * The use of multiple sources to develop your claim. |
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**Task Aligned to the Compelling Question:**

| “How can technology transform civilization?”  **Part One:** Construct an explanation, using reasoning, correct sequence, examples and details with relevant information and data to answer the following question: “How can technology transform civilization?” In your explanation, be sure to include examples and details from multiple sources while acknowledging the strengths and weaknesses of the explanations.  **Part Two:** Using your knowledge of how technology can transform civilization, evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.  **Part Three:** Based on your evaluation of how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilization, use historical thinking skills to confront today’s problems. Draw on what you have learned about how technology can transform civilization to discuss current local, regional and global issues. Be prepared to share your thinking through deliberative and democratic procedures. |
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