

SOCIAL STUDIES GRADE 7

I CAN STATEMENTS



MEDIEVAL EUROPE

LEARNING TARGETS

→ *Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values. (H-1)*

I can describe historical events from the point of view of someone living during that time period without comparing modern life to ancient times.

→ *Germanic invasions helped break up the Roman Empire and set the stage for the development of feudal and manorial systems. (H-3)*

I can explain how the Germanic Invasions led to the fall of the Roman Government.

→ *Germanic invasions helped break up the Roman Empire and set the stage for the development of feudal and manorial systems. (H-3)*

I can explain how the lack of a centralized government, like Rome's government, led to the growth of the feudal and manorial systems of government during the Middle Ages.

→ *Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. (H-4)*

I can explain the roles of individuals living in a feudal society.

→ *Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. (H-4)*

I can explain how the monarch (king) influenced the feudal society through the loyalty of the lords.

→ *Maps and other geographic representations can be used to trace the development of human settlement from past to present. (G-12)*

I can demonstrate how maps show trade routes, transportation networks, and population from past to present.

→ *Maps and other geographic representations can be used to trace the development of human settlement from past to present. (G-12)*

I can demonstrate how geography and resources determine where people settle from past to present.

→ *Geographic factors promote or impede the movement of people, products and ideas. (G-13)*

I can identify geographical features (landforms) that allow for the movement of people, products, and ideas.

→ *Geographic factors promote or impede the movement of people, products and ideas. (G-13)*

I can identify geographical features that delay the movement of people, products, and ideas.

→ *The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues. (Gov-16)*

I can demonstrate how individuals and groups can be influenced by cultural, ethnic, religious, and/or geographical concepts.

→ *The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues. (Gov-16)*

I can explain how cultural, ethnic, and religious concepts have influenced modern ways of life.

→ *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. (E-19)*

I can determine if the cost to make a product is worth the asking purchase price.

→ *The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence. (E-20)*

I can explain how different resources led to the production of specific goods between regions.

