

# SOCIAL STUDIES GRADE 7

## I CAN STATEMENTS



### RENAISSANCE and REFORMATION

#### 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.**

→ *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. (H-5)*

**I can identify how the Islamic civilization impacted the rebirth of ideas that led to the European Renaissance.**

→ *The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes. (H-6)*

**I can identify the cultural, scientific, and social changes during the European Renaissance.**

→ *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. (H-7)*

**I can explain how the changes in religion led the Roman Catholic Church to decline in political power and influence on society.**

→ *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 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 stop 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.**

