

GRADE 7

WORLD HISTORY AND GEOGRAPHY

HISTORY/SOCIAL SCIENCE STANDARDS

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500-1789 A.D. Students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. The student will examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and divine right of kings, experimentalism in science and the dogma belief. Students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Student Performance Expectations: All Students who have completed one year of grade seven World History shall be expected to:

Standard 1: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Describe the early strengths and lasting contributions of Rome and its ultimate internal weaknesses.
2. Describe the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment of Constantine of the new capital in Constantinople and the development of the Byzantine Empire with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, with two distinct views on church-state relations.

Standard 2: Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.

1. Describe the physical features and climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water and the relationship between nomadic and sedentary ways of life.
2. Identify the origins of Islam and the life and teachings of Muhammad, including Islamic teachings and their connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as primary sources of Islamic beliefs, practice and law, and their influence in Muslims' daily life.
4. Describe the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending with Muslim civilization and the spread and acceptance of Islam and the Arabic language.

5. Describe the growth of cities and the trade routes created among Asia, Africa and Europe, the products and inventions that traveled along these routes and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contribution Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

Standard 3: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe the agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Explain the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

Standard 4: Students analyze the geographic, political, economic, religious, and social structures of the Sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Identify the Niger River and the vegetation zones of forest, savannah desert and the relationship of these features to the trade in gold, salt, food, and slaves; the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities of West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa, and the influence of Islamic beliefs, ethics and law.
4. Trace the growth of Arabic as a language of government, trade, and Islamic scholarship in West Africa.
5. Explain the importance of written and oral traditions in the transmission of African history and culture.

Standard 5: Students analyze the geographic, political, religious, and social structures of the civilizations of Medieval Japan.

1. Explain the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of these countries on Japan.
2. Describe the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life.

3. Explain the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo and samurai and the lasting influence of the warrior code in the 20th century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth century golden age of literature, art and drama, and its lasting effects on culture today, including Murasaki Shikibu's Tale of *Genji*.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai.

Standard 6: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Identify the geography of the European and the Eurasian mass, including its location, topography, waterways, vegetation and climate and relationship to ways of life in medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early Church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its operation in the medieval European economy, the way in which it was influenced by physical geography and how feudal relationships provided the foundation of political order.
4. Identify the conflicts and cooperation between the Papacy and European monarchs.
5. Explain the significance of developments in medieval English legal and constitutional practice and their importance in the rise of modern democratic thought and representative institutions.
6. Describe the causes and course of the Religious Crusades and the effects of Christian, Muslim and Jewish populations in Europe with emphasis on the increasing contact with the cultures of the Eastern Mediterranean world.
7. Map the spread of the Bubonic Plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic Church as a political, intellectual and aesthetic institution.
9. Describe the history of decline of Muslim rule in the Iberian Peninsula that culminated in the "Reconquista" and the rise of Spanish and Portuguese kingdoms.

Standard 7: Students compare and contrast geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.

1. Identify the locations, landforms and climate of Mexico, Central America and South America and their effects upon Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Explain the roles of people in each society, including class structure, family life, warfare, religious beliefs and practices, and slavery.

3. Explain how and where each empire arose and how the Aztec and Inca empires were defeated by the Spanish.
4. Identify the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Mesoamerican achievements in astronomy and mathematics, including the development of the calendar and the Mesoamerican knowledge of seasonal changes to civilizations' agricultural systems.

Standard 8: Students analyze the origins, accomplishments and geographic diffusion of the Renaissance time period.

1. Describe the way in which the revival of classical learning and the arts affected a new interest in "humanism."
2. Explain the importance of Florence in the early stages of the renaissance and the growth of independent trading cities with emphasis on their importance in the spread of Renaissance ideas.
3. Identify the growth and effect of ways of disseminating information.
4. Describe advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy.

Standard 9: Students analyze the historical developments of the Reformation time period.

1. Identify the cause for the internal turmoil and weakening of the Catholic Church.
2. Describe theological, political, and economic ideas of the major figures during the Reformation.
3. Explain the influence of new practices of church self-government among Protestants on the development of democratic practices and ideas of federalism.
4. Describe the location and identification of European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.
5. Explain how the Counter-Reformation revitalized the Catholic Church and the forces that propelled the movement.
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods, including their location on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in Medieval Spain that promoted creativity in art, literature and science, including how that cooperation was terminated by the religious persecution of individuals and groups.

Standard 10: Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political and cultural institutions.

1. Discuss the roots of Scientific Revolution.
2. Explain the significance of the new scientific theories and the significance of new inventions.
3. Understand the scientific method advanced by Bacon and Descartes, the influence of the new scientific rationalism on the growth of democratic ideas and the coexistence of science with traditional religious beliefs.

Standard 11: Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries.

1. Know the great voyages of discovery, the location of the routes, and the influence of cartography in developing a new European worldview.
2. Describe exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americans in the 15th and 16th centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism, the influence of mercantilism and cottage industry, the elements and importance of a market economy in 17th century Europe, the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers.
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.