

## Introduction to the Curricular Map

The curricular maps were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into two instructional components consisting of the standard sets to be taught, each component comprising roughly 1/2 of the time in a year-long course. Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed. Students should be prepared to write to the Common Core Writing Standard indicated on the curricular map.

All instructional materials utilized in the classroom must specifically address the discipline-specific language and literacy demands required in a Secondary History/Social Science classroom as outlined in Common Core State Standards. [Click here](#) for additional information and support.

### Common Core State Standards

The Common Core State Standards for Literacy in History/Social Science address the language demands specific to the content.

The curricular maps have an indicated writing emphasis of expository in the first instructional component and argument in the second. [Click here](#) for the reading emphasis per semester. Please note that those standards called out for emphasis denote the expectation that teachers will provide explicit instruction in these areas while incorporating all other Common Core Standards into their instructional program.

### Reading Like a Historian

The Los Angeles Unified School District, in partnership with the Stanford History Education Group will bring the Reading Like a Historian (RLH) program to every Secondary History classroom within the District. The Reading Like a Historian (RLH) curriculum embodies the instructional shifts required by the Common Core State Standards. RLH makes disciplinary, historical inquiry accessible to diverse groups of learners. A disciplinary approach to history instruction engages students in the creation of historical knowledge. With this approach, students read closely, evaluate, and interpret historical sources in order to use text based evidence to reach a conclusion.

### Setting up for Success

In order for students and teachers to effectively demonstrate mastery of the language and literacy demands of a History/Social Science classroom, structures and routines must be put in place to enhance instruction and support student learning. The key to student success with the Common Core State Standards is student to student dialogue, allowing them to acquire and demonstrate mastery of the discipline-specific language of the content.

In order for teachers to provide students the opportunities to engage in these dialogues, it is critical teachers use the first two weeks of school to focus on:

- Community
- Collaboration
- Communication

[Click here](#) for detailed information on the implementation of Setting up for Success in History/Social Science

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

## Instructional Component 1

<b>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</b>			
<p>1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Decline</li> <li>• Internal Weakness</li> <li>• Corruption</li> <li>• Urbanization</li> <li>• Citizenship</li> <li>• Empire</li> <li>• Expansion</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><b>Pope Leo and Attila the Hun</b></p>	<p><b>CCSS Writing Emphasis</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p>			
<p>3. Describe the establishment by 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, and their two distinct views on church-state relations.</p>			
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Religion influences societies and governments</i></p> <p>How does religion affect the development of a society’s art, architecture, engineering, and philosophy?</p> <p>How does geography influence religious and political differences?</p> <p>How do religious beliefs affect social and political structures?</p>		<p><i>Big Idea: Commerce influences relationships</i></p> <p>How can growth be positive and negative?</p> <p>What leads society to collapse?</p> <p><i>Big Idea: Scholarship and conflict are pathways to change</i></p> <p>How do internal and external conflict create change?</p>	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.			
1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Cultural Diffusion</li> <li>• Climate</li> <li>• Cultural blending</li> <li>• Trade route</li> <li>• Military conquest</li> <li>• Monotheism</li> <li>• Pilgrimage</li> <li>• commerce</li> <li>• Golden age</li> <li>• Region</li> <li>• Nomads</li> <li>• Scholarship</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><b>Expansion of the Islamic Empire</b></p> <p><b>Ibn Battuta</b></p>	<p><b>CCSS Writing Emphasis</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.			
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.			
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.			
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.			
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.			
<p><b><i>Big Idea: Religion influences societies and governments</i></b></p> <p>How does religion shape the creation of laws?            How are religions similar yet different?            How can religion shape society?            How does religion influence people's way of life?</p>		<p><b><i>Big Idea: Commerce influences relationships</i></b></p> <p>How does the exchange of ideas and goods improve lives?            How is trade responsible for cultural exchange?</p> <p><b><i>Big Idea: Scholarship and conflict are pathways to change</i></b></p> <p>What can the study of religious text reveal about a society?            What happens when cultures collide?</p>	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.			
1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Commerce</li> <li>• Kinship</li> <li>• Oral traditions</li> <li>• Region</li> <li>• Slavery</li> <li>• Topography</li> <li>• Tribalism</li> <li>• Empires</li> <li>• Oral History</li> <li>• Labor specialization</li> <li>• Regional commerce</li> <li>• Scholarship</li> <li>• Caravan</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p style="color: blue; text-align: center;"><b>Mansa Musa</b></p>	<p><b>CCSS Writing Emphasis</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in 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 the Arabic language in government, trade, and Islamic scholarship in West Africa.			
5. Describe the importance of written and oral traditions in the transmission of African history and culture.			
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Religion influences societies and governments</i></p> <p>How does a belief system unite a people?</p> <p>How can the spread of new beliefs reunite a society?</p> <p>How can religion influence the technological developments and discoveries of a society?</p> <p>How do religious beliefs affect social and political structures?</p> <p>How can religion shape society?</p>		<p><i>Big Idea: Commerce influences relationships</i></p> <p>How is trade responsible for cultural exchange?</p> <p>How does commerce influence innovation and technology?</p> <p><i>Big Idea: Scholarship and conflict are pathways to change</i></p> <p>How might economic advances hurt some people?</p> <p>How does belief influence action?</p>	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.			
1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Urban society</li> <li>• Class structure</li> <li>• Empire</li> <li>• Alliance</li> <li>• Tribute</li> <li>• Sacrifice</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><b>Atahualpa and the Bible</b></p> <p><b>Moctezuma and Cortes</b></p>	<p><b>CCSS Writing Emphasis</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.			
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.			
4. Describe 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 the civilizations' agricultural systems.			
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Religion influences societies and governments</i></p> <p>What role does religion play in class structure?            How do religious beliefs affect social and political structures?            How are the roles people play in society reflective of their values?            What happens when cultures collide?</p>		<p><i>Big Idea: Commerce influences relationships</i></p> <p>How does commerce affect relationships between the conquered and the conquerors?            What is the impact of trade?</p> <p><i>Big Idea: Scholarship and conflict are pathways to change</i></p> <p>How does technology affect the growth of a civilization?            Do the arts and sciences shape or reflect culture?</p>	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

7.3 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.	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Bureaucracy</li> <li>• Civil service</li> <li>• Ethics</li> <li>• Extended family</li> <li>• Social stability</li> <li>• Traditions</li> <li>• Imperial state</li> <li>• Scholar Class</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p>	<p><b>CCSS Writing Emphasis</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
2. Describe 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. Understand 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.			
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Religion influences societies and governments</i></p> <p>How does religion affect commerce?            How are language and religion related?</p> <p><i>Big Idea: Commerce influences relationships</i></p> <p>How does trade influence growth?            How is trade responsible for cultural exchange?            How does a society determine what is valuable?</p>		<p><i>Big Idea: Scholarship and conflict are pathways to change</i></p> <p>How does valuing education affect a society?            How might innovation lead to societal change?            In what ways does new technology influence power?</p>	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.			
1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Hierarchy</li> <li>• Homogeneity</li> <li>• Isolation</li> <li>• Bushido</li> <li>• Lord-vassal system</li> <li>• Militarism</li> <li>• Social custom</li> <li>• Cultural exchange</li> <li>• Cultural diffusion</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p>	<p><b>CCSS Writing Emphasis</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.			
3. Describe 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 twentieth century.			
4. Trace the development of distinctive forms of Japanese Buddhism.			
5. Study the ninth and tenth centuries' 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 in that society.			
<p><b>Sample Essential Questions</b></p> <p><i>Big Idea: Religion influences societies and governments</i></p> <p>How does religion influence society's traditions?            How does religion help shape social structure?            How does isolation influence religious practice?</p> <p><i>Big Idea: Commerce influences relationships</i></p> <p>How does trade influence countries?            How can commerce determine/influence growth?</p>		<p><i>Big Idea: Scholarship and conflict are pathways to change</i></p> <p>How might a country's economic success encourage conflict?            How does art and scholarship influence man?</p>	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

## Instructional Component 2

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.			
1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Chivalry</li> <li>• Crusades</li> <li>• Feudalism</li> <li>• Guild</li> <li>• Manorial system</li> <li>• Self-sufficiency</li> <li>• Aristocracy</li> <li>• Constitution</li> <li>• Natural law</li> <li>• Political order</li> <li>• Epidemic</li> <li>• Hierarchy</li> <li>• Apprenticeship</li> <li>• Monasticism</li> </ul>	<b>Reading Like a Historian Lessons</b>  <b>Dark Ages</b>  <b>The First Crusade</b>  <b>Understanding the Black Death</b>  <b>The Black Death in Florence</b>	<b>CCSS Writing Emphasis</b> 1. Write arguments focused on <i>discipline-specific content</i> . a. 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. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
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 role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.			
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).			
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).			
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with 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			

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

population.			
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").			
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.			
<p><b>Sample Essential Questions</b></p> <p><u><i>Big Idea: Religion influences societies and governments</i></u></p> <p>How can religion unite people?          How does religion influence government?          What influence does religion have on order?          How do heads of church and heads of state interact?          How do religion and government conflict?          What does religion provide (give to) man?          In what ways are religion and government the same?          How can religion influence government?          Is religion needed to rule?</p> <p><u><i>Big Idea: Commerce influences relationships</i></u></p> <p>What are unintended consequences of commerce?          How is trade responsible for cultural exchange?          How can commerce lead to expansion?          How can commerce lead to conflict?</p>		<p><u><i>Big Idea: Scholarship and conflict are pathways to change</i></u></p> <p>How do colliding ideas create change?          How does art and scholarship influence man?          How does learning and innovation conflict with religion?          How much influence should religion have over scholarship?</p>	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.			
1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Humanism</li> <li>• Individualism</li> <li>• Renaissance</li> <li>• Revival</li> <li>• Classical</li> <li>• Vernacular</li> <li>• Secular</li> </ul>	<b>Reading Like a Historian Lessons</b>	<b>CCSS Writing Emphasis</b> 1. Write arguments focused on <i>discipline-specific content</i> . a. 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. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.			
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.			
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).			
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).			
<b>Sample Essential Questions</b> <u>Big Idea: Religion influences societies and governments</u> How does religion affect education? How do new ideas change the way we see the world? How does technology influence religion? How does technology challenge religion? How can philosophy progress? How does religion influence art and innovation? How does art reflect philosophy? <u>Big Idea: Commerce influences relationships</u> What is the relationship between education and wealth? How does trade spread ideas? What causes change in behavior? How can religion influence commerce?		<u>Big Idea: Scholarship and conflict are pathways to change</u> How do increased educational opportunities affect society? How do new ideas change the way we see the world? How do individuals make a difference? How does learning and innovation conflict with religion? When is knowledge a dangerous thing? How much influence should religion have over scholarship?	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

7.9 Students analyze the historical developments of the Reformation.			
1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Nation state</li> <li>• Reformation</li> <li>• Counter Reformation</li> <li>• Missionary</li> <li>• Inquisition</li> <li>• Theology</li> <li>• Theocracy</li> <li>• Self-government</li> <li>• Federalism</li> <li>• Faith</li> <li>• Predestination</li> </ul>	<b>Reading Like a Historian Lessons</b>  <b>Martin Luther</b>	<b>CCSS Writing Emphasis</b> 1. Write arguments focused on <i>discipline-specific content</i> . a. 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. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).			
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.			
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.			
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).			
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; locate missions 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 (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).			
<b>Sample Essential Questions</b> <u><i>Big Idea: Religion influences societies and governments</i></u> How does religion affect progress? How can internal turmoil within a religion affect a larger society or government? How can point of view create conflict and change? How can philosophy progress? How does philosophy challenge the status quo? <u><i>Big Idea: Commerce influences relationships</i></u> Do limits on religion affect the creation of wealth? How can commerce corrupt religion? How can religion influence commerce?		<u><i>Big Idea: Scholarship and conflict are pathways to change</i></u> When should society control individuals? How does learning and innovation conflict with religion? When is knowledge a dangerous thing? How much influence should religion have over scholarship?	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.			
1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Rationalism</li> <li>• Scientific Method</li> <li>• Theories</li> <li>• Hypothesis</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><b>Galileo</b></p>	<p><b>CCSS Writing Emphasis</b></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. 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.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).			
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.			
<p><b>Sample Essential Questions</b></p> <p><u>Big Idea: Religion influences societies and governments</u></p> <p>How can philosophy progress?</p> <p>How does religion influence art and innovation?.</p> <p><u>Big Idea: Commerce influences relationships</u></p> <p>How does science conflict with religion?</p>		<p><u>Big Idea: Scholarship and conflict are pathways to change</u></p> <p>How are education and science connected?</p> <p>When does scientific study encourage conflict?</p> <p>How do new ideas lead to change?</p> <p>How can we preserve our beliefs and values during times of rapid change in science and technology?</p> <p>How can expansion weaken power?</p> <p>How does learning and innovation conflict with religion?</p> <p>When is knowledge a dangerous thing?</p> <p>How much influence should religion have over scholarship?</p>	

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).			
1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Rationalism</li> <li>• Absolute monarchy</li> <li>• Aristocracy</li> <li>• Enlightenment</li> <li>• Human rights</li> <li>• Mercantilism</li> <li>• Nationalism</li> <li>• Republic</li> <li>• Secularism</li> <li>• Westernization</li> <li>• Natural rights</li> <li>• Columbian Exchange</li> <li>• Market economy</li> </ul>	<b>Reading Like a Historian Lessons</b>  <b>Atahualpa and the Bible</b>  <b>Middle Passage</b>	<b>CCSS Writing Emphasis</b> 1. Write arguments focused on <i>discipline-specific content</i> . a. 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. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth 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 seventeenth-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 (e.g., John Locke, Charles-Louis Montesquieu, American founders).			
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.			
<b>Sample Essential Questions</b> <i>Big Idea: Religion influences societies and governments</i> How can philosophy progress? How does religion influence art and innovation? <i>Big Idea: Commerce influences relationships</i> How do changing ideas affect commerce? How does learning new information change things? How does exploration expand commerce?		<i>Big Idea: Scholarship and conflict are pathways to change</i> How do economic incentives encourage innovation? How does the legacy of earlier groups and individuals influence subsequent generations? How does learning and innovation conflict with religion? When is knowledge a dangerous thing? How much influence should religion have over scholarship? Who should control access to knowledge?	