

GRADE 7

WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

The study of world history and geography continues this year with an examination of social, cultural, and technological change during the period A.D. 500–1789. A review unit on the ancient world begins with a study of the ways archaeologists and historians uncover the past. Then, with the fall of Rome, this study moves to Islam, a rising force in the medieval world; follows the spread of Islam through Africa; crosses the Atlantic to observe the rise of the Mayan, Incan, and Aztec civilizations; moves westward to compare the civilizations of China and Japan during the Middle Ages; returns to a comparative study of Europe during the High Middle Ages; and concludes with the turbulent age of the Renaissance, Reformation, and Scientific Revolution that ushered in the Enlightenment and the modern world.

The sequence of these units is both *historic*, advancing across the years A.D. 500–1789, and *geographic*, advancing across the major continents of the earth. The units are focused on the great civilizations that were developing concurrently over these years. By developing world maps and time lines, students can locate and recognize these cultures in time and in place, compare events that were developing concurrently in the world, and observe the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history. Students will recognize the unique geographic, political, religious, and social structures of these civilizations of the world.

To carry this theme into modern times, students will consider the ways in which these ideas continue to influence our nation and the world today. Through the discussion of current events and understanding of contemporary issues students will learn the importance of rationalism in science and technology; the effort to solve problems rationally in local state, national, and international arenas; and the ideal of human rights, a vital issue today throughout the world.

Connecting with Past Learning: Uncovering the Remote Past

In the first review unit of this course, the students address this question: How do we know about the past? They will see that archaeologists develop their theories by looking for clues in the legends, artifacts, and fossils left behind by ancient peoples. For more recent periods, historians use written records as well as material culture to find out what happened in the past. Through examples, students will observe that historians and archaeologists work as detectives by formulating appropriate questions and drawing conclusions from available evidence to try to reconstruct past societies and cultures; their social structure and family life; their political and economic systems; and their language, art, architecture, beliefs, and values. Students will also learn that new discoveries by archaeologists and historians change our view of the past. The process of reconstructing the past requires knowledge, an open mind, and critical thinking.

Growth of Islam

In this unit students examine the rise of Islam as a religion and as a civilization. Attention should be given to the historic events of A.D. 636–651 when Arab armies reunited the ancient Middle East. Students should analyze the geographic and economic significance of the trade routes between Asia and Europe that were used by Arab merchants. They should consider the

importance of a common literary language (Arabic) and religion (Islamic) in unifying the many ethnic groups of this region. The religious ideas of Mohammed, the founder of Islam, should be discussed both for their ethical teachings and as a way of life. Mohammed should be seen as a major historical figure who helped establish the Islamic way of life, its code of ethics and justice, and its rule of law.

Students should examine the position of Christians and Jews in the Islamic world who, as “People of the Book,” were allowed to practice their religious beliefs. Contributions of Islamic scholars, including mathematicians, scientists, geographers, astronomers, and physicians from many ethnic groups, should be emphasized and their relationship to Greek thought acknowledged. Scholars at Baghdad and Córdoba, the two great centers of Muslim learning, helped to preserve much of the learning of the ancient world; and, by the end of the ninth century, they added important new discoveries of their own in mathematics, medicine, geography, history, and science. Attention should be paid to the flowering of Jewish civilization in Córdoba, where poets, philosophers, and scholars established a vibrant culture.

In time the influence of Greek rationalism waned, and religious mysticism came to dominate orthodox Islamic thought. In this intellectual climate, poetry and literature flourished. Students can be introduced to these achievements through selections from *The Thousand and One Nights* (Arabic) and the poetry of Omar Khayyam, a Sufi mystic (Persian).

Islam spread to the area known today as Turkey, where, in the fourteenth century, the Ottoman Turks began gradually to absorb other Turkish tribes and to establish control over most of Asia Minor. In 1453 they captured Constantinople, the seat of the Byzantine Empire, and expanded into Christian Europe until nearly 1700. In studying the social structure of the Ottoman Empire, students should give attention to the role of women; the privileges of its conquered peoples; slavery; the political system; and the legal code. Analysis should be made of the geographic conditions that facilitated the expansion of Islam through the Middle East, through North and sub-Saharan Africa, to Spain, and east through Persia to India and Indonesia, with influences that persist in these regions to the present day.

African States in Medieval Times

This unit begins with a geographic survey of sub-Saharan Africa and the landforms, climate, vegetation, rivers, and resources associated with its major geographic regions. Students should analyze the importance of an iron technology and of geographic location and trade in the development of the sub-Saharan empires of Ghana and Mali. Both became states of great wealth—Ghana, by controlling the trade in gold from the south; and Mali, by controlling both the southern trade in gold and the northern trade in salt. Students should also understand that slavery existed in these kingdoms and was part of the western African economy at the time. Both kingdoms exercised commercial, cultural, and political power over a large part of Africa.

The Muslim conquest of Ghana ended in destruction of the kingdom (1076). Mali’s rulers, on the other hand, converted to Islam. Under Islamic rule, the nation achieved recognition as a major power. Its leading city, Timbuktu, with its university became known throughout the Muslim world as a center of learning, a tradition that lasted through Mali’s conquest by Songhay in the fourteenth century and Songhay’s fall two centuries later to Moroccan invaders.

Medieval China

In this unit students examine Chinese culture and society during the Middle Ages, a period that saw the remarkable development in China of great cities; construction of large seagoing vessels; and great technological progress, including the invention of the compass, gunpowder, and printing. Important economic changes during the T'ang Dynasty (A.D. 618–906) and Song Dynasty (A.D. 960–1279) established a “modern” form of Chinese society that lasted well into the twentieth century. Students should analyze the economic foundations of this society in the conversion of the jungle regions of the Yangtze Valley into productive rice paddies. Elaborate irrigation systems and canals supported the production and distribution of vast quantities of rice to the imperial centers of the north. The wealth that resulted supported, in turn, a money economy, a merchant class engaged in extensive private trading, and the growth of China’s provincial cities.

During the Mongol Ascendancy (1264–1368), a flourishing sea trade developed between China, India, and the coast of Southeast Asia. Foreign merchants such as Marco Polo were given special privileges and high office. The Ming Dynasty undertook between 1405 and 1423 a series of great maritime expeditions that eclipsed in scale the European exploits of a century later. Abruptly, in 1433, the Emperor suspended these enterprises, however, and forbade even the construction of seagoing vessels. Students should examine how the Chinese ideal of a unified state under one leader, with a strong bureaucracy controlling the machinery of government, restrained progress. Unable to control the growth of its maritime commerce, the bureaucracy chose instead to withdraw from it.

Students should analyze how Confucian thought supported these actions and returned China to its traditional values. The merchant class was subordinated as a necessary evil of society, and little priority was placed on Chinese trade and manufacturing, which, in A.D. 1000, had been the most advanced in the world. The Chinese invention of printing fostered scholarly study and spread traditional ideas more widely throughout society. The outlook of the Chinese scholarly class came to dominate Chinese thought and government well into the twentieth century. Students should critically analyze the different ways in which Chinese inventions--gunpowder, the compass, and printing--affected China and the West.

Medieval Japan

Students will focus next on Japan during the time of Prince Shotoku’s regency (A.D. 592–632). Students should observe Japan’s close geographic proximity to the more ancient civilization of China and analyze how that led to the borrowing of ideas, institutions, and technology. At the same time, they should consider how its insular location facilitated Japan’s political independence, allowing it to borrow selectively and to fashion a culture uniquely its own.

With the establishment of direct relations between the Chinese and Japanese courts in A.D. 607, Japanese artists, crafts persons, scribes, interpreters, and diplomatic dignitaries made frequent visits to China. Members of Japan’s upper classes studied Chinese language, literature, philosophy, art, science, and government. Buddhism was introduced and blended with Japan’s traditional Shinto religion, “the way of the gods.”

Students might compare Chinese poetry and painting appreciated in Japanese imperial courts with the distinctive Japanese style of painting that developed in the ninth century and with Noh

drama, a unique Japanese art form. Between the ninth and eleventh centuries, Japanese literature entered a golden age and included the works of several gifted women authors, among them Amagasaki Shikibu, whose *Tale of Genji* ranks among the classics of world literature.

Connecting with Past Learning: The Fall of Rome

This second unit builds on the sixth-grade study of Roman civilization. Students should develop a map of the Roman Empire at its height, review briefly the reign of Augustus, and consider the reasons for Rome's fall to invading Germanic tribes with attention to the role of Clovis, a Christian Frank. To help students relate this remote historical period to the present, teachers should emphasize the lasting contributions of Roman civilization, especially in the areas of law, language, technology, and the transmission of the Christian religion to the West. By learning that the law codes of most Latin countries are still based on Roman law, students will appreciate the continuing importance of Roman law and justice. Critical thinking skills can be developed by students as they compare citizens' civic duties as taught by Roman Stoic philosophers with citizens' civic responsibilities in America today. Such skills can be developed also by comparing modern-day public works, architecture, and technology with those of the Roman Empire.

Medieval Europe

In this unit students will encounter Europe during the High Middle Ages. This study will focus on the economic and political structure of feudal society; daily life and the role of women in medieval times; the growth of towns, trade, and technology; and the development of universities. Special attention should be paid to Christianity in the Middle Ages because the Church, more powerful than any feudal state, influenced every aspect of medieval life in Europe. The story of St. Francis of Assisi should be told, both for his embodiment of the Christian ideal and for the accessibility to students of his gentle beliefs. Attention also should be given to the Crusades, with these European undertakings viewed from both the Christian and Muslim vantage points. What were the Crusades? Why did they begin? What were their results?

To understand what was distinctive about European culture during this period, students should compare Western Europe with Japan during the High Middle Ages. They will see that the two cultures had aspects in common: a feudal, lord-vassal system, with military leaders (shogun), great lords (daimyo), and knights (samurai). Both feudal societies emphasized personal loyalty to the lord, military skills, a strict code of honor, self-discipline, and fearlessness in battle. Students will also see striking differences in cultural values, religious beliefs, and social customs, including differences in women's roles. Japanese Haiku poetry and European epic poetry, such as *Beowulf*, provide an interesting contrast. By seeing that some cultural traditions have survived since the Middle Ages, including the importance that Japanese place on family loyalty and ceremonial rituals, students should better understand the meaning of historical continuity. They also should appreciate the significance of change by seeing how much both cultures have been transformed by forces of modernization while retaining aspects of their cultural heritage.

Another aspect of medieval societies that students should understand was the continuing persecution of the Jewish minority; the massacre of Jews by the Crusaders; and the expulsion of Jews from England in 1290, from France in 1306 and 1394, and from many German cities during the time of the Black Death. Students should learn of the conflicts between Christians and

Muslims in Spain, beginning in 1085, and the plight of the Jews caught between the warring faiths. Examination of the Spanish and Portuguese inquisitions, during which people were tortured and burned at the stake, should demonstrate the lengths to which religious authorities went to force conversions and to destroy as heretics those who continued in their Judaic faith. The expulsion of the Jews and Muslims from Spain in 1492 should be noted.

Europe During the Renaissance, the Reformation, and the Scientific Revolution

This unit focuses on an unusually rich and important period whose effects continue to influence politics, religion, culture, and the arts of the present day. A remarkable burst of creativity that began in the fourteenth century in northern Italy and spread through Europe produced the artistic and literary advances of the Renaissance. Classical literature was rediscovered, and humanistic studies flourished. Particular attention should be paid to Florence, Italy, as a major center of commerce, creativity, and artistic genius. Students should be introduced to the writings of Shakespeare, Cervantes, and Machiavelli and to the art of Michelangelo, da Vinci, Botticelli, Raphael, Titian, Van Eyck, and Dürer. Examination of masterpieces such as Michelangelo's *Moses* and Dürer's *The Four Horsemen of the Apocalypse* will demonstrate the powerful vision of these artists as well as the power of art to communicate ideas. Students should analyze how Renaissance painting differed from that of the Middle Ages, even though both reflected many of the same religious themes and symbolisms. They should observe how Renaissance art reflected the advances of that age in science, mathematics, engineering techniques, and understanding of human anatomy.

Students should closely examine the Protestant Reformation and become familiar with the religious beliefs of Martin Luther and John Calvin as well as the history of the English Bible. To understand why Luther's 95 theses, nailed to the Wittenberg church door, had such historic results, students should consider the growing religious, political, and economic resistance to the supremacy of the Renaissance popes. Through vivid narrative, attention should be given to the dramatic series of events leading to Luther's excommunication, the peasants' revolt, the spread of the Reformation throughout northern Europe and England, the Catholic response in the Counter-Reformation, the revival of the Inquisition, and the bloody religious conflicts that followed. Most of Germanic Europe became Protestant, while most of Latin Europe remained loyal to Rome. Throughout Europe, the secular power of kings and local rulers grew at the expense of church authority and led to the age of kings. Students should learn the meaning of the, "divine right of kings," particularly in relation to the French monarchy.

The beginnings of modern science can be found in these same tumultuous years of the sixteenth and early seventeenth centuries. Students should draw on their science courses to examine the significance of the methods of scientific observation, mathematical proof, and experimental science developed by such giants of this age as Galileo, Johannes Kepler, Francis Bacon, and Sir Isaac Newton. Students should consider the significance of the inventions of this age--the telescope, microscope, thermometer, barometer, and printing press--and observe how all these developments spurred European leadership in commerce and helped to usher in the age of exploration and the Enlightenment.

Civilizations of the Americas

In this unit students are introduced to great civilizations of Central, South, and North America: including the Mayans, Aztecs, and Incas. By generating maps and time lines, students should be able to place these cultures in geographic and historical perspectives. With the development of maize agriculture around 2000 B.C., foundations were laid for cultural advances in these regions. Mayan civilization achieved its Classic Age about the time the Greco-Roman civilization collapsed. The great cultural advance that began in Peru around 1000 B.C. culminated in the Imperial Incan civilization of the fourteenth century A.D. The Aztec civilization, which incorporated the achievements of its conquered neighbors, reached its height by the sixteenth century A.D.

The accomplishments of these civilizations should be explored: the Mayans for their noble architecture, calendar, pictographic writing, and astronomy; the Incas for their excellence in engineering and administration; and the Aztecs for their massive temple architecture and Aztec calendar. Historical and archaeological records should help students understand the daily lives and beliefs of these people.

*NOTE: Throughout this document, learning targets are identified as knowledge ("K"), reasoning ("R"), skill ("S"), product ("P") or dispositional ("D"). **Bold** items are essential learning targets.*

Grade 7--Major Topics

1st Trimester

Growth of Islam

Islam

African Kingdoms in Medieval Times

1st Quarter

Growth of

African Kingdoms

2nd

Quarter

2nd Trimester

Medieval China

Japan

Medieval Japan

The Fall of Rome (Review)

Medieval Europe

Medieval China

Medieval

3rd Quarter

Fall of Rome

Medieval Europe

3rd Trimester

Europe:

Quarter

Renaissance

Renaissance

Reformation

Reformation

4th

Europe:

Scientific Revolution

Scientific Revolution

Civilizations of Americas

Civilizations of the Americas

Grade 7: Learning Targets

Standard 1: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

Competency 1.1: 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.

1. I can identify the physical features and climate of the Arabian peninsula. (*K*)
2. I can give examples how the Arabian peninsula's physical features and climate relates to the surrounding bodies of land and water. (*K*)
3. I can compare and contrast how the Arabian peninsula's physical features and climate relates to the nomadic and sedentary ways of life. (*R*)

Competency 1.2: Trace the origins of Islam, Judaism, and Christianity and identify the similarities between the three religions.

1. I can discuss the origins of Islam and the life and teachings of Muhammad. (*S*)
2. I can discuss the origins of Judaism and Christianity and the life and teachings of Jesus. (*S*)
3. I can identify the similarities between Islam, Judaism, and Christianity. (*R*)
4. I can explain the significance of Muhammad's death. (*K*)
5. I can explain the significance of Jesus' death. (*K*)
6. I can chart the development and explain the differences between the various sects of Islam (Sunni, Shia...). (*P*)

Competency 1.3: Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice and law, and their influence on Muslims' daily life.

1. I can explain the significance of the Qur'an and the Sunnah as primary sources of Islamic beliefs, practices, and laws. (*K*)
2. I can give examples of how Islamic beliefs, practices and laws influence the daily lives of Muslims. (*K*)

Competency 1.4: 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.

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| <ol style="list-style-type: none">1. I can explain how the Muslim empire expanded through military conquests and treaties. <i>(K)</i>2. I can explain how, as Islam and the Arabic language spread and grew in acceptance. <i>(K)</i> |
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Competency 1.5: 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 (for example, spices, textiles, paper, steel, new crops) and the role of merchants in Arab society.

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| <ol style="list-style-type: none">1. I can identify the products and inventions that developed along the trade routes through Asia, Africa, and Europe. <i>(K)</i>2. I can describe the growth of cities and the establishment of the trade routes through Asia, Africa, and Europe. <i>(K)</i>3. I can explain the role of merchants in the Arab society. <i>(K)</i> |
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Competency 1.6: 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.
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| <ol style="list-style-type: none">1. I can list contributions by Muslim scholars in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. <i>(K)</i>2. I can generalize why intellectual exchanges among Muslim scholars of Eurasia and Africa led to these important contributions. <i>(R)</i>3. I can draw conclusions about the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. <i>(R)</i> |
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Standard.2: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

Competency 2.1: 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.

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| <ol style="list-style-type: none">1. I can locate the Niger River. <i>(S)</i>2. I can label the vegetation zones of forest, savannah, and desert. <i>(S)</i> |
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| 3. | I can generalize how geography influenced trade in gold, salt, food, and slaves. <i>(R)</i> |
| 4. | I can give examples how geography influenced the growth of Ghana and Mali empires. <i>(K)</i> |

Competency 2.2: Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
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| 1. | I can analyze the importance of family, labor specialization and regional commerce in the development of states and cities in West Africa. <i>(R)</i> |
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Competency 2.3: 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.
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| 1. | I can describe how trans-Saharan caravan trade influenced the religious and cultural characteristics of West Africa. <i>(K)</i> |
| 2. | I can describe how Islamic beliefs, ethics, and law influenced religious and cultural characteristics of West Africa. <i>(K)</i> |

Competency 2.4: Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa as a unifying factor.

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| 1. | I can explain how the spread of the Arabic language unified West African government, trade, and Islamic scholarship. <i>(K)</i> |
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Competency 2.5: Describe the importance of written and oral traditions in the transmission of African history and culture.

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| 1. | I can describe the importance of written and oral traditions in African history and culture. <i>(K)</i> |
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Standard 3: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

Competency 3.1: Describe the reunification of China under the Tang Dynasty and

reasons for the spread of Buddhism in Tang China, Korea, and Japan.	
1.	I can describe the reunification of China under the Tang Dynasty. (<i>K</i>)
2.	I can give reasons for the spread of Buddhism in Tang China, Korea, and Japan. (<i>K</i>)

Competency 3.2: Describe agricultural, technological, and commercial developments during the Tang and Song periods.	
1.	I can describe agricultural, technological, and commercial developments during the Tang and Song periods. (<i>K</i>)

Competency 3.3: Analyze the influences of Confucianism and changes in Confucian thought during the Song and Mongol periods.	
1.	I can explain the basic principles of Confucianism. (<i>K</i>)
2.	I can identify the changes over time in Confucianism during the Song and Mongol periods. (<i>K</i>)
3.	I can analyze the influences of Confucianism during the Song and Mongol periods. (<i>R</i>)

Competency 3.4: Understand the importance of Chinese foreign policy in encouraging or restricting contact with other countries (for example: through overland and maritime expeditions).

1. I can compare and contrast Chinese foreign policies. (*R*)
2. I can identify the civilizations that traded with China during the Mongol Ascendancy and the Ming Dynasty. (*K*)
3. I can explain the difference between overland and maritime expeditions. (*K*)
4. I can critique the importance of both overland and maritime trade expeditions between China and other civilizations during the Mongol rule and Ming Dynasty of China. (*S*)

Competency 3.5: Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.	
1.	I can list medieval Chinese discoveries (including tea, manufacture of paper, wood-block printing, the compass, and gunpowder...). (<i>K</i>)

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| 2. I can give examples of the historic influence of such discoveries. (K) |
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Competency 3.6: Describe the development of the imperial state and the class of scholar-officials.

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| 1. I can define the word, imperial. (K) |
| 2. I can describe the development of the imperial state and the scholar official in medieval China. (K) |
| 3. I can compare and contrast ways of selecting bureaucratic officials (for example: meritocracy, aristocracy...). (R) |

Standard 4: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Competency 4.1: Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan through cultural diffusion.

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| 1. I can define cultural diffusion and give examples of how Chinese and Korean cultures influenced Japanese culture. (K) |
| 2. I can describe how Japan's proximity to China and Korea influenced Japan's language, religion, philosophy, and learning. (K) |

Competency 4.2: Trace the development of distinctive forms of Japanese Buddhism.

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| 1. I can give examples of the distinctive forms of Japanese Buddhism, and how they developed in Japan. (K) |
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Competency 4.3: Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.

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| 1. I can discuss details from Prince Shotoku's reign of Japan. (K) |
| 2. I can discuss the characteristics of Japanese society and family life during Prince Shotoku's reign. (K) |

Competency 4.4: Study the 9th and 10th Centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.

1. I can describe Japan's 9th and 10th Centuries' Golden Age of literature, art, and drama and its lasting effects on culture today. (K)

Competency 4.5: Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influences of the warrior code throughout the 21st Century.

1. I can define *shogun*, *daimyo*, and *samurai*. (K)
2. I can explain the lord-vassal system as it relates to values, social customs, and traditions in Medieval Japan. (K)
3. I can describe the warrior code (bushido) of Medieval Japan. (K)
4. I can explain, with details, the lasting influence of Japan's medieval warrior code throughout the 21st Century. (K)

Competency 4.6: Analyze the rise of a military society in the late 12th Century and the role of the samurai in that society.

1. I can logically sequence the rise of the military society in Japan during the late 12th Century. (K)
2. I can explain, with details, the rising role of the samurai in that society. (K)

Standard 5: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

Competency 5.1: Review the early strengths and lasting contributions of Rome (for example, significance of Roman citizenship; rights under Roman law; Roman art; architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (for example, 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).

1. I can list the lasting contributions of Rome. (K)
2. I can compare and contrast the strengths and weaknesses of the Roman Empire. (R)

Competency 5.2: Discuss the geographic borders of the Roman empire at its height and the factors that threatened its territorial cohesion.

1. I can map the borders of the Roman Empire at its height. (*S*)
2. I can identify the factors that threatened the empire staying together. (*K*)

Competency 5.3: 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 European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

1. I can describe how Constantine established the new capital of Constantinople. (*K*)
2. **I can describe how the Byzantine Empire developed.** (*K*)
3. I can compare and contrast how two views on church-state relations (Eastern Orthodox and Roman Catholic) resulted in two European civilizations. (*R*)

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

Competency 6.1: Study the geography of Europe and the Eurasian land mass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

1. I can identify and label the geography of Europe and Eurasia, including important cities, topography, waterways, vegetation, and climate. (*S*)

Competency 6.2: 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.

1. **I can define feudalism.** (*K*)
2. I can explain how feudalism was influenced by physical geography (role of the manor and growth of towns). (*K*)
3. **I can explain, with details, feudalism's role in medieval European economy.** (*K*)
4. **I can justify how feudal relationships provided the foundation of political order.** (*R*)

Competency 6.3: Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (for example, Charlemagne, Gregory VII, Henry IV).

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| <ol style="list-style-type: none">1. I understand the difference between papacy and monarchy. <i>(K)</i>2. I can give examples of the conflict and cooperation between the papacy and European monarchs (for example, Charlemagne, Gregory VII, Henry IV...). <i>(K)</i> |
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Competency 6.4: 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 (for example, Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
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| <ol style="list-style-type: none">1. I can list the significant developments in medieval English legal and constitutional practices (for example, Magna Carta, parliament, habeas corpus, and independent judiciary). <i>(K)</i>2. I can think critically about the importance of these developments and the rise of modern democratic thought and representative institutions. <i>(R)</i> |
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Competency 6.5: 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.

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| <ol style="list-style-type: none">1. I can list the causes of the Crusades. <i>(K)</i>2. I can chart the course of the Crusades. <i>(P)</i>3. I can give examples of the effects of the Crusades on Christians, Muslims, and Jews of Europe. <i>(K)</i> |
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Competency 6.6: Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

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| <ol style="list-style-type: none">1. I can map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe. <i>(S)</i>2. I can explain the causes of the bubonic plague. <i>(K)</i>3. I can identify several impacts of the bubonic plague (including decline in global population, increase in rights of lower classes, weakening influence of the Church). <i>(K)</i> |
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Competency 6.7: Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (for example, 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' synthesis of classical philosophy with Christian theology, and the concept of "natural law").

1. I can explain how universities began. *(K)*
2. I can describe the political and spiritual roles of clergy. *(K)*
3. I can explain the creation of monastic and mendicant religious orders. *(K)*
4. I can explain how the Latin language and religious texts were preserved. *(K)*
5. I can contrast St. Thomas Aquinas' synthesis of classical philosophy with Christian theology. *(R)*
6. I can explain 'natural law'. *(K)*
7. **I can discuss the importance of the Catholic Church as a political, intellectual, and aesthetic institution.** *(K)*

Competency 6.8: 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 (for example: the Spanish inquisition and the expulsion of Jews and Muslims from Spain in 1492).

1. I can describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science. *(K)*
2. I can explain how that cooperation was terminated by the religious persecution of individuals and groups (for example: the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492). *(K)*

Competency 6.9: Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of the Spanish and Portuguese kingdoms.

1. I can identify Spain, Portugal, and the Iberian Peninsula. *(K)*
2. I can describe the history of the decline of Muslim rule in the Iberian Peninsula. *(K)*
3. I can define and explain the Reconquista. *(K)*
4. I can explain how the Muslim's declining rule and the Reconquista gave rise to the Spanish and Portuguese kingdoms. *(K)*

Standard 7: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

Competency 7.1: Describe the way in which the revival of classical learning and the arts fostered a balance between intellect and religious faith.

1. **I can describe the way in which the revival of classical learning and the arts fostered a balance between intellect and religious faith. (K)**

Competency 7.2: Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (for example: Venice) with emphasis on the cities' importance in the spread of Renaissance ideas.

1. **I can describe important Renaissance ideas. (K)**
2. I can explain the importance of Florence in the early stages of the Renaissance. (K)
3. I can explain the importance of Florence and the growth of independent trading cities in the spread of the Renaissance ideas. (K)

Competency 7.3: Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo travels and the location of his routes.

1. I can label the route of the "Silk Road" between Europe and China. (S)
2. I can identify Marco Polo and describe his travels, including the location of his routes. (K)
3. I can evaluate the effects of reopening the ancient "Silk Road" between Europe and China. (R)

Competency 7.4: Describe the growth and effects of new ways of disseminating information (for example: the ability to manufacture paper, translation of the Bible into the vernacular, and printing).

1. I can list the new ways of disseminating information (including the ability to manufacture paper, translation of the Bible into vernacular, printing...). (K)
2. **I can describe the growth and effect of these new ways of disseminating information. (K)**

Competency 7.5: Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (for example: by Dante Alighieri, Leonardo da Vinci, Michelangelo, di Buonarroti Simoni, Johann Gutenberg, William Shakespeare.

1. **I can identify advances made (and who was responsible for them) in literature, the arts, science, mathematics, cartography, engineering, and the understanding of**

human anatomy and astronomy. (K)

Standard 8: List the causes of the internal turmoil in and weakening of the Catholic church (for example: tax policies, selling of indulgences).

Competency 8.1: Describe the way in which the revival of classical learning and the arts fostered a balance between intellect and religious faith.

1. **I can list the causes for the internal turmoil in and weakening of the Catholic church (for example, tax policies, selling of indulgences...). (K)**

Competency 8.2: Describe the theological, political, and economic ideas of the major figures during the Reformation (for example, Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

1. **I can describe the theological, political, and economic ideas of the major figures during the Reformation (for example, Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale). (K)**
2. **I can explain how these reformers were responsible for the modern branches of Protestantism (Lutheranism, Episcopalianism...). (K)**

Competency 8.3: Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.

1. I can explain the Protestants' new practice of church self-government. (K)
2. I can explain the basic ideas of democracy and federalism. (K)
3. I can give examples of how the Protestants' new practice of church self-government influenced the development of democratic practices and ideas of federalism. (K)

Competency 8.4: 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.

1. I can identify and locate the European regions that remained Catholic and those that became Protestant. (S)
2. I can explain how this division affected the distribution of religions in the New World. (K)

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Competency 8.5: Analyze how the Counter Reformation revitalized the Catholic church and the forces that fostered the movement (for example: St. Ignatius of Loyola and the Jesuits, the Council of Trent).

1. I can define the Counter Reformation. *(K)*
2. I can give examples of how the Counter Revolution revitalized the Catholic Church (for example, St. Ignatius of Loyola and the Jesuits, the Council of Trent). *(K)*

Competency 8.6: 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.

1. I can locate missions on a world map. *(S)*
2. I can explain the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern period. *(K)*
3. I can describe the impact of missionaries on Christianity and the diffusion of Christianity to other parts of the world. *(K)*

Standard 9: Students analyze the historical developments of the Scientific Revolution and its lasting effects on religious, political, and cultural institutions.

Competency 9.1: Understand the significance of the new scientific theories (for example: those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (for example: the telescope, microscope, thermometer, barometer).

1. I can name those who introduced new scientific theories of the time (for example: Copernicus, Galileo, Kepler, Newton). *(K)*
2. I can list new inventions of the time (for example: the telescope, microscope, thermometer, barometer). *(K)*
3. **I can explain, with details, the significance of the new scientific theories and the significance of the new inventions of the time.** *(K)*

Competency 9.2: Understand the scientific method advanced by Bacon and Decartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

1. I can explain the scientific method advanced by Bacon and Descartes. *(K)*
2. **I can explain the influence of new scientific rationalism on the growth of democratic ideas.** *(K)*
3. I can describe how science coexisted with traditional religious beliefs. *(K)*

Competency 9.3: Know the great voyages of discovery, the locations of the routes, and the influences of cartography in the development of a new worldview.

1. I can identify the great voyages of discovery. *(K)*
2. I can explain how cartography influenced the development of a new worldview. *(K)*
3. I can map the routes of the great voyages of discovery. *(S)*

Standard 10: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

Competency 10.1: Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

1. I can compare and contrast the class structures, family life, warfare, religious beliefs/practices, and slavery of the Mayan, Incan, Aztec, and other tribes. *(R)*

Competency 10.2: Explain how and where each empire arose and how the Aztec and Incan Empires were defeated by the Spanish.

1. **I can explain how and where each empire (Mayan, Incan, Aztec, and other tribes) arose.** *(K)*
2. **I can explain how the Aztec and Incan empires were defeated by the Spanish.** *(K)*

Competency 10.3: Describe the artistic and oral traditions and architecture in these civilizations.

1. I can describe the artistic and oral traditions and architecture in these civilizations. *(K)*

Competency 10.4: Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.
1. I can describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and their knowledge of seasonal changes to the civilizations' agricultural systems. <i>(K)</i>

Competency 10.5: I can make connections between what I am learning in Medieval History to current events.

1. I can make connections between what I am learning in Medieval History to current events. *(R)*
2. I understand that the same event can be told from different points of view. *(K)*

Standard 11: Students understand the roles and responsibilities of effective citizenship.

Competency 11.1: Demonstrate respect.

1. I will treat others with dignity and respect regardless of their race, culture, sex, or other personal qualities. *(D)*
2. I will listen to the ideas of others actively, not having side conversations, and asking clarifying questions when appropriate. *(D)*
3. I will use appropriate language and body language. *(D)*

Competency 11.2: Demonstrate stewardship.

1. I will look for ways to be of service to others, in everyday interactions and long-term projects. *(D)*
2. I will pick up after myself and others to keep the school building looking like a scholarly environment. *(D)*
3. I will show that I value others' property and space. *(D)*

Competency 11.3: Demonstrate integrity.

1. I will own the mistakes I make and seek out ways to make things right. *(D)*
2. I will be honest with myself and others. *(D)*
3. I will work to contain and de-escalate conflict. *(D)*

Competency 11.4: Demonstrate courage.

1. I will gracefully accept recognition in the community when I do good things. (*D*)
2. I will take risks by sharing my ideas with the group when we are in the process of trying to figure something out, rather than waiting until I am sure I have the solution. (*D*)
3. I will take a risk and really try even when the situation seems impossible. (*D*)

Competency 11.5: Demonstrate responsibility.

1. I will attend school and be on time to class. (*D*)
2. I will establish and follow a routine to complete all of my homework. (*D*)
3. I will demonstrate responsibility for my learning and the learning of my peers by using class time well and fully participating in the activities in class. (*D*)