

## Standards for Grade 7

### WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500-1789 AD. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They 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 the divine right of kings, experimentalism in science and the dogma of belief. Finally, 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.

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, in terms of:

#### *Teaching Timeline for the Standards/Benchmarks in your Curriculum*

- Indicate when the respective benchmarks will be taught:

**Quarter 1**  
Trimester 1

**Quarter 2**  
Trimester 2

**Quarter 3**  
Trimester

**Quarter 4**

#### *Integration of Standards/Benchmarks with the Social Teachings of the Church*

- Indicate with which theme you will integrate the teaching of the respective benchmarks:

**1: Human Dignity**

**2: Human Rights**

**3: Call to Family and Community**

**4: Dignity and Work Rights of Workers**

**5: Option for the Poor**

**6: Global Solidarity**

**7: Care for God's Creation**

#### *Integration of Standards/Benchmarks with other Subject Matter*

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:

**L.A.:** language arts

**M:** mathematics

**SC:** science

**FA:** fine arts

**T:** technology

**O:** other

#### *Available Resources*

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:

**#A:** Adequate

**#PA:** Partially adequate

**#NA:** Not Adequate

#### *Assessment – Degree of Emphasis*

- Indicate to what degree the you have included the respective benchmarks in your teaching:

**0:** Not taught

**M:** Minimal Emphasis

**B:** Basic Emphasis

**S:** Strong Emphasis

#### *Assessment – Degree of Mastery*

- Indicate to what degree students have mastered the benchmark:

**1:** Only a *few* of the students are proficient

**2:** About *half* of the students are proficient

**3:** *Most* of the students are proficient

## Grade 7 - Standard 1

**7.1. 1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, in terms of:**

Legend									
T: Timeline:    Q=quarter   Tr=trimester									
I: Integration: Social Teachings of the Church (ST)   #1   #2   #3   #4   #5   #6   #7									
I: Integration: Subjects (OS) - LA=language arts   M=math   SC=science   T=tech   FA=fine arts   O=other									
R: Resources:    A=adequate   PA=partially adequate   NA=not adequate									
A: Degree of teaching emphasis   0: not taught   M=minimal emphasis   B=basic   S=strong									
A: Degree of mastery   1= few students are proficient   2: ±half proficient   3: most proficient									
Benchmarks		T		I			R	A	
7.1.1   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)		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
		Q3	Tr3	3	4	M	NA	B	3
		Q4		5	6	SC		S	
				7		T			
				FA					
				O					
7.1.2   the geographic borders of the empire at its height and the factors that threatened its territorial cohesion		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
		Q3	Tr3	3	4	M	NA	B	3
		Q4		5	6	SC		S	
				7		T			
				FA					
				O					
7.1.3   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, with two distinct views on church-state relations		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
		Q3	Tr3	3	4	M	NA	B	3
		Q4		5	6	SC		S	
				7		T			
				FA					
				O					

<b>Benchmarks</b>	<b>T</b>		<b>I</b>			<b>R</b>	<b>A</b>	
7.2.1 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.2.2 the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.2.3 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.2.4 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.2.5 the growth of cities and the trade routes created 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.2.6 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>

## Grade 7 - Standard 3

### 7.3. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages in terms of:

#### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
7.3.1 the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.3.2 agricultural, technological, and commercial developments during the Tang and Sung periods	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.3.3 the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.3.4 the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.3.5 the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

7.3.6. the development of the imperial state and the scholar-official class	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5 7	6	SC T FA O		<b>S</b>	

## Grade 7 - Standard 4

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

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
7.4.1 the Niger River and the vegetation zones of forest, savannah and desert and the relationship of these features to the trade in gold, salt, food, and slaves; the growth of the Ghana and Mali empires	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.4.2 the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.4.3 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.4.4 the growth of Arabic as a language of government, trade, and Islamic scholarship in West Africa	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.4.5 the importance of written and oral traditions in the transmission of African history and culture	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

## Grade 7 - Standard 5

**7.5. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan, in terms of:**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
7.5.1 the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious and philosophical influence of those countries on Japan	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.5.2 the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.5.3 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.5.4 the development of distinctive forms of Japanese Buddhism	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.5.5 the ninth and tenth century golden age of literature, art and drama, and its lasting effects on culture today, including Murasaki Shikibu's <i>Tale of Genji</i>	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

7.5.6 the rise of a military society in the late twelfth century and the role of the samurai	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			



## Grade 7 - Standard 6

### 7.6. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe, in terms of:

#### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST)** #1 #2 #3 #4 #5 #6 #7

**I: Integration: Subjects (OS)** - LA=language arts M=math SC=science T=tech FA=fine arts O=other

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
7.6.1 the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation and climate and relationship to ways of life in ancient Europe and during the Roman Empire	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.6.2 the spread of Christianity north of the Alps and the role played by the early Church and by monasteries in its diffusion after the fall of Rome	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.6.3 the development of feudalism, its operation 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.6.4 the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

7.6.5 the significance of developments in medieval English legal and constitutional practice 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)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.6.6 the causes and course of the Religious Crusades and the effects on Christian, Muslim and Jewish populations in Europe with emphasis on the increasing contact with the cultures of the Eastern Mediterranean world	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.6.7 mapping the spread of the Bubonic Plague from Central Asia to China, the Middle East, and Europe and its impact on global population	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.6.8 the importance of the Catholic church as a political, intellectual and aesthetic institution (e.g., founding of universities, the political and spiritual role of the clergy, creation of monastic and mendicant religious orders, preservation of Latin language and religious texts, St. Thomas Aquinas' synthesis of classical philosophy with Christian theology and the concept of "natural law")	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.6.9 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>

### Grade 7 - Standard 7

**7.7. Students compare and contrast the geographic, political, economic, religious, and social and structures of the Mesoamerican and Andean civilizations, in terms of:**

Legend									
T: Timeline:    Q=quarter   Tr=trimester									
I: Integration: Social Teachings of the Church (ST)   #1   #2   #3   #4   #5   #6   #7									
I: Integration: Subjects (OS) - LA=language arts   M=math   SC=science T=tech   FA=fine arts   O=other									
R: Resources:    A=adequate   PA=partially adequate   NA=not adequate									
A: Degree of teaching emphasis   0: not taught   M=minimal emphasis   B=basic   S=strong									
A: Degree of mastery   1= few students are proficient   2: ±half proficient   3: most proficient									
Benchmarks	T		I			R	A		
7.7.1   the locations, landforms and climates of Mexico, Central America and South America and their effects upon Mayan, Aztec, and Incan economies, trade, and development of urban societies	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T				
					FA				
					O				
7.7.2   the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T				
					FA				
					O				
7.7.3   how and where each empire arose and how the Aztec and Inca empires were defeated by the Spanish	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T				
					FA				
					O				
7.7.4   the artistic and oral traditions and architecture in the three civilizations	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T				
					FA				
					O				
7.7.5   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	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T				
					FA				
					O				

## Grade 7 - Standard 8

### 7.8. Students analyze the origins, accomplishments and geographic diffusion of the Renaissance, in terms of:

#### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
7.8.1 the way in which the revival of classical learning and the arts affected a new interest in "humanism" (i.e., a balance between the intellect and religious faith)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.8.2 the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with emphasis on their importance in the spread of Renaissance ideas	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.8.3 the effects of re-opening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.8.4 the growth and effect of ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.8.5 advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g. biographies of Dante, da Vinci, Michelangelo, Gutenberg, Shakespeare)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

## Grade 7 - Standard 9

### 7.9 Students analyze the historical developments of the Reformation, in terms of:

#### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
7.9.1 the causes for the internal turmoil and weakening of the Catholic church (e.g., tax policies, selling of indulgences)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.9.2 the theological, political, and economic ideas of the major figures during the Reformation (e.g., Erasmus, Martin Luther, John Calvin, William Tyndale)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.9.3 the influence of new practices of church self-government among Protestants on the development of democratic practices and ideas of federalism	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.9.4 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
7.9.5 how the Counter-Reformation revitalized the Catholic church and the forces that propelled the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

7.9.6 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.9.7 the "Golden Age" of cooperation between Jews and Muslims in Medieval Spain which promoted creativity in art, literature and science, including how it 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)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>

## Grade 7 - Standard 10

**7.10. Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political and cultural institutions, in terms of:**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

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**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
7.10.1 the roots of the scientific revolution (e.g., Greek rationalism; Jewish, Christian and Muslim science; Renaissance humanism, new knowledge from global exploration)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
7.10.2 the significance of the new scientific theories (e.g., Copernicus, Galileo, Kepler, Newton) and the significance of inventions (e.g., telescope, microscope, thermometer, barometer)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
7.10.3 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	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 7 - Standard 11

7.11. Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (Age of Exploration, the Enlightenment, and the Age of Reason), in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

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A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
7.11.1 the great voyages of discovery, the location of the routes, and the influence of cartography in developing a new European world view	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.11.2 the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.11.3 the origins of modern capitalism, the influence of mercantilism and cottage industry, the elements and importance of a market economy in seventeenth-century Europe, and the changing international trading and marketing patterns, including their location on a world map and the influence of explorers and map makers	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.11.4 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
7.11.5 how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., Locke, Montesquieu, American founders)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>



7.11.6 how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5 7	6	SC T FA O		<b>S</b>	

<p style="text-align: center;"><b>Historical and Social Sciences Analysis</b> <b>Skills</b> <b>Grades K-5</b></p>
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**PLEASE NOTE**

The intellectual skills noted below are to be learned through and applied to the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

*In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:*

**Chronological and Spatial Thinking**

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, including past, present, future, decade, century, and generation
3. students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
4. students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time

**Research, Evidence and Point of View**

1. students differentiate between primary and secondary sources
2. students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture
3. students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

**Historical Interpretation**

1. students summarize the key events of the era they are studying and explain their historical contexts
2. students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
3. students identify and interpret the multiple causes and effects of historical events
4. students conduct cost/benefit analyses of historical and current events