

**SANTA ROSA CITY SCHOOLS
CONTENT AND PERFORMANCE STANDARDS
SEVENTH GRADE WORLD HISTORY**

Islam:

CONCEPTS ADDRESSED: Cultural diffusion, monotheism, value system, Muslim, geometric/abstract art, astronomy, Polytheism

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>7.1 The student will analyze the emergence of Islam and the spread of Islamic culture through conquest throughout Southwest Asia, North, Africa and Europe.</p> <p>7.1.1 The student describes the origins of Islam, the life and teachings of Muhammad, and the primary sources of Islamic beliefs.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Constructing a timeline of events about the origin of Islam, the life and teachings of Muhammad, and the reasons for the spread of Islam; ▪ Analyzing excerpts from the Qur'an and Hadith and writing a dialogue that reveals how a Muslim might live out the teachings of these texts today. ▪ Labeling four outline maps to identify key geographical developments in a way that shows change in Muslim holdings from the death of Muhammad through 750 C.E. ▪ Mapping the campaigns that brought areas from Spain to India under Muslim rule in a way that identifies important individuals and groups who participated. ▪ Preparing a short biography of individuals important to Islamic culture and explaining how they advanced scientific knowledge' ▪ Composing a letter from a scholar in Spain to a colleague in Baghdad that describes economic and cultural conditions in his city and discusses the value of a common Arabic language as a way to promote cultural exchange. ▪ Researching the treatment of non-Muslims in the Abbasid empire, identifying the legal status of Christians and Jews, and their contributions to Abbasid society.
Important to Know and Do	
<p>7.1.2 The student describes the expansion of Muslim rule through the military conquests of the Middle East, North Africa, Spain, and Portugal, emphasizing the cultural blending within Muslim civilization.</p>	
Worth Being Familiar With	
<p>7.1.3 The student explains the significance of the Abbasid Caliphate as the center of cultural innovation and hub of interregional trade in the eighth through tenth centuries.</p>	

Roman Empire:

CONCEPTS ADDRESSED: Decline, corruption, internal weakness, Eastern Empire, fall, decline, Roman Catholicism versus stern orthodoxy

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>7.2 The student will analyze the changes in the late Roman Empire and its ultimate disintegration.</p> <p>7.2.2 The student describes the decline and fall of the Roman Empire.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Creating a chart showing the differences between the Western and Eastern parts of th empire in the 4th century C.E., showing the strengths and weaknesses of each part and hypothesizing regarding why the empire broke up in one region but not the other. ▪ Creating a chart showing the similarities and differences in beliefs between Eastern Orthodoxy and Roman Catholicism. ▪ Creating a timeline showing major milestones in the period from the late Roman Empire through the rule of Justinian. ▪ Constructing a map showing the migratory movements of the Germanic tribes, Huns and Slavs, listing some of the ecological, economic and/or political factors the might have motivated these groups to move in the directions they did. ▪ Writing a persuasive essay arguing that the decline and fall of the empire was primarily due to either internal weakness or outside pressure. ▪ Completing a map demonstrating the empire at its height; comparing this map to another map showing the division into two empires, and the subsequent erosion of western empire by barbarians.
<p style="text-align: center;">Important to Know and Do</p>	
<p style="text-align: center;">Worth Being Familiar With</p>	
<p>.7.2.1 The student describes the establishment by Constantine of Constantinople and the Byzantine Empire with an emphasis on the growing schism between Roman Catholicism and Eastern Orthodoxy.</p>	

China:

CONCEPTS ADDRESSED: Homogeneity, trade, bureaucracy, civil service, ethics, traditions, religion, isolation, social stability, homogeneity, feudalism, urbanization, science, Mongols versus China

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
	Students may demonstrate these performance standards by:
<p style="text-align: center;">Important to Know and Do</p>	<ul style="list-style-type: none"> ▪ Role-playing an adviser to a Tang emperor, writing a persuasive essay arguing for a network of roads and canals in the empire.
<p>7.3 The student will analyze major changes in China from the era of the Tang Dynasty through that of the Ming Dynasty.</p> <p>7.3.3 The student explains the significance of the Mongol conquest and rule in China.</p>	<ul style="list-style-type: none"> ▪ Mapping the extent of the Tang Empire and marking the major trade routes used. ▪ Orally retelling the story of how Buddhism was introduced from China to Korea and Japan.
<p style="text-align: center;">Worth Being Familiar With</p>	<ul style="list-style-type: none"> ▪ Creating scrolls celebrating Chinese ingenuity.
<p>7.3.1 The student describes China’s sustained political and cultural expansion in the Tang period.</p> <p>7.3.2 The student describes China’s extensive urbanization and commercial expansion between the Tenth and Thirteenth centuries.</p> <p>7.3.4 The student describes the extent and limit of Chinese regional power under the Ming Dynasty.</p>	<ul style="list-style-type: none"> ▪ Creating symbols and writing brief descriptive paragraphs for 10-15 scientific and cultural achievements developed during the Tang and Song Dynasties. ▪ Making a 3-section chart on the basic beliefs of Confucianism, Daoism, and Buddhism. ▪ Writing a cause and effect essay explaining the factors that led to the development of a merchant class in Song China. ▪ Constructing a family tree of Mongol rulers that explains the family relationship between Ghengis Khan and Kublai Khan. ▪ Writing a conversation between two Chinese people under Mongol rule, one approving and the other complaining about the current political situation.

Sub-Saharan African Civilizations:

CONCEPTS ADDRESSED: Migration, cultural diffusion, commerce/trade, regions, topography, slavery/slave trade, kinship, cultural diffusion, ethnicity, human/environment interaction, oral tradition, tribalism, kneecap, Islam, trade, Nok/iron

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>7.4 The student will analyze the political, economic and cultural life of major sub-Saharan African civilizations in the period from 800-1600 CE</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Reenacting the trading of gold and salt between North Africans, the Soninke of Ghana, and the Wangarans of the western Sudan to understand the factors that helped Ghana and later Mali and Songhai, becoming trade empires. ▪ Creating a relief map illustrating the topography of the region, using symbols to locate agricultural products, settlements, and trade items. ▪ Reading about the Swahili trading center of the Kilwa and the South African kingdom of Great Zimbabwe and, then, constructing a spoke diagram of each that compares cultural similarities and differences. ▪ Mapping the migration route of Bantu-speaking farmers and herders in eastern, central and southern Africa.
<p>Important to Know and Do</p>	
<p>7.4.1 The student describes the geographic and cultural factors leading to the growth of trade and state building in West Africa.</p>	
<p>7.4.2 The student describes the development of towns and maritime trade in East and Southern Africa.</p>	
<p>7.4.3 The student describes the effects of population movement, trade, and cultural diffusion on sub-Saharan Africa.</p>	
<p>Worth Being Familiar With</p>	

Japan:

CONCEPTS ADDRESSED: Restoration, feudalism, medieval, religion, homogeneity, hierarchy, restoration, insularity, isolation, golden age, homogeneity, modernization, Daimyo Samurai Vs court nobles

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>7.5 The student will analyze the development of Japanese civilization from its beginning through the Middle ages.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Listing the Chinese influences on Japanese religion, writing, city planning, attire, music, architecture,

Important to Know and Do		<p>painting and government.</p> <ul style="list-style-type: none"> ▪ Creating an illustrated, annotated Venn diagram that compares the geography, government, foreign relations, belief systems, daily life, and cultural achievements in Imperial China and Feudal Japan. ▪ Creating a timeline depicting Japan's early history, the refined court life during the Heian period, feudal transitions during the Kamakura period, the age of the warring states, and life during the Tokugawa Period. ▪ Creating a graphic organizer explaining the values, social customs, and traditions prescribed by the lord-vassal system ▪ Reading excerpts from <i>The Tale of the Genji</i> and discussing the importance of ritual in Japanese society. ▪ Creating a Kubuki drama based on historical essays on the historical periods of medieval Japan.
7.5.1	The student explains the significance of Japan's proximity to China and Korea and describes the intellectual, linguistic, religious and philosophical influences of those countries on Japan.	
7.5.2	The student describes the major developments in the history of Japan through the early part of the Tokugawa period and the characteristics of Japanese society and family life.	
7.5.3	The student describes the ninth and tenth century golden age of literature, art and drama, and identifies its lasting effects on Japanese culture today.	
Worth Being Familiar With		

Medieval Europe:

CONCEPTS ADDRESSED: Guilds, feudalism, manorism, Pope, Self-sufficiency, chivalry, Catholic Church, crusades, gothic architecture, Christianity versus Islam

Enduring Understandings		EXAMPLES/ILLUSTRATIONS
7.6 The student will analyze the development of Medieval Europe.		<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Sketching a plan for a monastery that reflects the functions of monasteries in Western Europe during the early medieval period. ▪ Researching and writing about the lives of Charlemagne, Harun-al-Rashid, and the Empress Irene, comparing their political influences on the political order of Europe. ▪ Constructing a model fo a European castle and explaining daily activities in and around the castle. ▪ Writing from the point-of-view of a
7.6.2	The student explains the development of feudalism and the growth of centralized monarchies and city-states.	
7.6.3	The student explains the expansion of Christian Europe after 1000 C.E.	
Important to Know and Do		
7.6.1	The student describes the search for political, social and cultural redefinition in Europe, 500-1000 C.E.	
7.6.4	The student describes the patterns of social change and cultural achievement in Europe's emerging civilization.	

Worth Being Familiar With	<p>serf, describing a serf's daily activities, rights, obligations, legal and economic position, and relationships to freemen, slaves and lords.</p> <ul style="list-style-type: none"> ▪ Writing an editorial, either from the point of view of a Muslim or a Christian on a major event of the Crusades. ▪ View slides of gothic cathedrals, and analyze the effect of the Catholic Church on architecture of the period.

Mayan, Aztec and Inca Civilizations:

CONCEPTS ADDRESSED: Rise and fall, government, warfare, trade, religion, geography, achievements, social structure, city states, farming methods, Aztecs, Maya, Incas versus Spaniards

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
7.7 The student will analyze the development of the Mayan, Aztec and Inca civilizations.	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Mapping the major physiographic features of Latin America. ▪ Creating a graphic organizer comparing how the natural environments of the tropical forests of the Yucatan, the Valley of Mexico and the Andes Mountains affected the organization of societies in the three regions. ▪ Researching interpretations on why classical Maya society declined. ▪ Listing the major achievements of Mayan civilization and explaining the relationship to everyday life. ▪ Researching the Inca communication system and evaluating its contribution to both effective central government and long distance trade. ▪ Constructing a mural showing various elements of Inca society. ▪ Creating an example of a cultural artifact and describing its use and relationship to the Aztec culture.
Important to Know and Do	
7.7.1 The student describes the locations, landforms and climates of Central and South America and explains their effects on the development of Mayan, Aztec and Incan societies.	
7.7.2 The student describes the origins, expansion and achievements of the Maya civilization.	
7.7.3 The student describes the origins, expansion and achievements of the Inca civilization.	
7.7.4 The student describes the origins, expansion and achievements of the Aztec civilization.	
Worth Being Familiar With	

Renaissance, Reformation and the Scientific Revolution in Europe:

CONCEPTS ADDRESSED: Science, religion, reformation, nation state, capitalism, humanism, individualism, religion, art, literature, trade, scientific method, science versus theology

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>7.8 The student will trace the historical developments and the accomplishments of the Renaissance, the Reformation and the Scientific Revolution in Europe.</p> <p>7.8.1 The student describes the origins and accomplishments of the Renaissance.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Role-playing prominent Renaissance figures. ▪ Writing biographical poems describing the characteristics, beliefs, and accomplishments of one of 18 prominent Renaissance figures. ▪ Creating visual spoke diagrams depicting the major features of one of five Christian denominations during the Reformation. ▪ Labeling an outline map showing the geographical patterns of religious affiliation in Europe. ▪ Completing a flow chart chronicling the development of five revolutionary scientific breakthroughs during the Scientific Revolution. ▪ Designing a news magazine on the Scientific Revolution, complete with topics such as newsmakers, art and architecture, science and technology, education, business and exploration.
<p style="text-align: center;">Important to Know and Do</p>	
<p>7.8.2 The student describes the historical development of the Reformation.</p> <p>7.8.3 The student traces the historical developments of the Scientific Revolution and analyzes its lasting effect on religious, political, and cultural institutions.</p>	
<p style="text-align: center;">Worth Being Familiar With</p>	

Fifteenth through Eighteenth Century in Europe:

CONCEPTS ADDRESSED: Nationalism secularism, role of women, absolute monarchy, aristocracy, republic, militarism, human rights enlightenment, "God, Gold, Glory, religious, reformation, aristocracy, art, literature, architecture, mercantilism, exploration/ settlement, weapons naval technology, Europeans versus native populations

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Researching the effects of the horse, sheep and pig on life in the Americas.

Important to Know and Do	<ul style="list-style-type: none"> ▪ Creating brief dramatizations of events during the Spanish conquest from both the Spanish and Aztec perspectives. ▪ Explaining mercantilism, the origins of modern capitalism, and the increasing importance of a market economy. ▪ Role-playing a conversation among women representing various social classes and how their positions in society changed from 1450-1750 and why. ▪ Creating one map of major European cities at the beginning of the 17th century and another showing the major urban areas at the end of the 18th century. ▪ Assuming the role of Catherine the Great and writing a manual for leadership to advise future Russian rulers on how to govern. ▪ Writing an analysis of the Declaration of Independence as an expression of Enlightenment thought. ▪ Role-play famous Enlightenment thinkers in a "Meet the Press" interview format.
<p>7.9 The student will analyze political, economic and intellectual change in Europe from the 15th through the 18th centuries</p> <p>7.9.1 The student identifies the origins and explains the consequences of European overseas expansion in the Fifteenth and Sixteenth centuries.</p> <p>7.9.3 The student traces the rising military and bureaucratic power of European states between the Sixteenth and Eighteenth centuries.</p> <p>7.9.4 The student examines the significance of the Enlightenment in European and World history.</p>	
Worth Being Familiar With	
<p>7.9.2 The student analyzes demographic, economic and social trends in Europe.</p>	

World History Skill Emphasis: Historical Comprehension

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<ul style="list-style-type: none"> ⇒ Ordering key events and creating an interpreting timelines to identify patterns of continuity and change over time. ⇒ Identifying the major historical turning points, explaining their significance by comparing conditions before/after the turning points. 	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪
Important to Know and Do	
<ul style="list-style-type: none"> ⇒ Identifying the central question(s) and historical narrative addresses. ⇒ Developing historical perspectives to describe the past through the eyes and experiences of those who were there. ⇒ Utilizing historical maps and the visual and mathematical data presented in charts, tables, and graphs. ⇒ Analyzing the physical, visual, literary, and musical sources of different cultures and understanding the importance of a multicultural perspective that respects the dignity and worth of all people. 	
Worth Being Familiar With	

World History Skill Emphasis: Geographical and Economic Literacy

Enduring Understanding	Teacher Notes:
<ul style="list-style-type: none"> ⇒ Identifying and locating key places and regions of the world. ⇒ Using physical and mental maps, globes, and other geographical tools to derive information about the relationship among people, places and environments over time. ⇒ Identifying the problem of scarcity as basic to all economic decision making. ⇒ Recognizing how the forces of cooperation and conflict among people influence political and economic functions. 	

Important to Know and Do	
<ul style="list-style-type: none"> ⇒ Explaining the spatial organization of people, places, and environments on the Earth’s surface. ⇒ Discussing geographic systems (e.g., physical and political systems) and how they function. ⇒ Discussing and evaluating economic systems and how they work (e.g., traditional, barter, macro economic systems). 	
Worth Being Familiar With	

World History Skill Emphasis: Historical Research, Analyses, and Interpretation:

Enduring Understanding	Teacher Notes:
<ul style="list-style-type: none"> ⇒ Differentiating between historical facts and historical interpretations by examining historical data—documents, narratives, artifacts, etc—assessing their credibility and identifying bias. ⇒ Comparing and contrasting differing sets of ideas, values, traditions, personalities, behavior and institutions. ⇒ Analyzing the different perspectives and points of view of different individuals or groups. 	
Important to Know and Do	
⇒	
Worth Being Familiar With	

World History Skill Emphasis: Historical Issues: Analysis and Decision-Making:

Enduring Understanding	Teacher Notes:
⇒ Identifying major issues and problems of the past. ⇒ Applying knowledge of the past to analyze major issues and events from multiple perspectives.	
Important to Know and Do	
⇒ Formulating a position or course of action on an issue ⇒ Evaluating the implementation of a decision.	
Worth Being Familiar With	

World History Skill Emphasis: Civics and Government:

Enduring Understandings	Teacher Notes:
⇒ Identifying and evaluating government and its purpose.	
Important to Know and Do	
⇒ Identifying the basic values and principles of democracy. ⇒ Identifying the purposes, uses, and history of the United States Constitution. ⇒ Describing the rights and responsibilities of U.S. citizens.	
Worth Being Familiar With	
⇒ Identifying and explaining the purposes, uses, and history of symbols.	

World History Concept Emphasis:

Enduring Understandings	Teacher Notes:
⇒ Change ⇒ Values ⇒ Continuity ⇒ Culture ⇒ Empire ⇒ Technology ⇒ Conflict	
Important to Know and Do	
⇒ Power	
Worth Being Familiar With	