

CHINO VALLEY UNIFIED SCHOOL DISTRICT
CURRICULUM GUIDE
WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

Course Number	3033
	3034 Honors
Department	Social Science
Length of Course	One (1) Year
Grade Level	7
Board Approved	June 19, 2008

Description of Course - Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. 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.

Rationale – An understanding of the time period from the fall of Rome to the founding of the United States is essential for understanding the formation, foundation and history of the United States up to the present time. An understanding of the cultures of Europe, Asia, Africa, and the Americas is essential for understanding the complex multicultural society that we live in presently. An understanding of the religious pluralities in the past is essential in understanding the religious pluralities of today. An understanding of the exploration and scientific advances of the past is necessary for understanding the present needs for moving forwards in those areas. This course is a precursor to 9/10th Grade World History.

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

- 1.1 Objective: Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

- 1.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the importance of the Roman Empire today, with specific emphasis on politics, religion and causes of the fall of Rome.
- 1.2 Objective: Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
 - 1.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the geography of the Roman Empire, with special emphasis on the internal weaknesses of the great size.
- 1.3 Objective: Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.
 - 1.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the Byzantine Empire and the similarities and differences between it and the Western Roman Empire, with an emphasis on church/state relations.

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

- 2.1 Objective: 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.
 - 2.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the geography of the Arabian Peninsula and how the Geography affected all aspects of life.
- 2.2 Objective: Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
 - 2.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the founding of Islam, with an emphasis on the life of Muhammad and the role Judaism and Christianity played in the founding of Islam.
- 2.3 Objective: Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

- 2.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the holy writings of Islam, with an emphasis of how Muslim life is governed by the interpretation of them.
- 2.4 Objective: 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.
 - 2.4.1 Performance Indicator: Students will be able to demonstrate an understanding of understanding of how Islam spread.
- 2.5 Objective: Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
 - 2.5.1 Performance Indicator: Students will be able to demonstrate an understanding of trade within and without the Muslim Empire, with a special emphasis on Muslims being the middlemen between the east and the west, and the knowledge and skills that passed through them.
- 2.6 Objective: 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.
 - 2.6.1 Performance Indicator: Students will be able to demonstrate an understanding of Muslim knowledge, with an emphasis on their keeping Greek and Roman knowledge alive, transferring knowledge from the east to the west and vice versa, as well as new discoveries by themselves.

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

- 3.1 Objective: Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
 - 3.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the reunification of China, with an emphasis on the religions of China.
- 3.2 Objective: Describe agricultural, technological, and commercial developments during the Tang and Sung periods.

- 3.2.1 Performance Indicator: Students will be able to demonstrate an understanding of life during the Tang and Sung dynasties, with an emphasis on technology, agriculture, and commerce.
- 3.3 Objective: Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
 - 3.3.1 Performance Indicator: Students will be able to demonstrate an understanding of Confucianism, with an emphasis on the Sung and Mongol periods.
- 3.4 Objective: Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
 - 3.4.1 Performance Indicator: Students will be able to demonstrate an understanding of trade for China, with an emphasis on the Mongol and Ming Dynasties.
- 3.5 Objective: Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
 - 3.5.1 Performance Indicator: Students will be able to demonstrate an understanding of Chinese discoveries, with an emphasis on tea, printing, the compass and gunpowder.
- 3.6 Objective: Describe the development of the imperial state and the scholar- official class.
 - 3.6.1 Performance Indicator: Students will be able to demonstrate an understanding of Chinese beaurocracy.

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

- 4.1 Objective: 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.
 - 4.1.1 Performance Indicator: Students will be able to demonstrate an understanding of geography and its influences on the Ghana and Mali Empires.
- 4.2 Objective: Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.

- 4.2.1 Performance Indicator: Students will be able to demonstrate an understanding of life in West Africa, with an emphasis on the family, labor, and commerce.
- 4.3 Objective: Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
 - 4.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the salt/gold trade, with an emphasis on how Islam changed African life.
- 4.4 Objective: Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
 - 4.4.1 Performance Indicator: Students will be able to demonstrate an understanding of how Arabic became the Lingua Franca of West Africa, with an emphasis on its use in government, trade and scholarship.
- 4.5 Objective: Describe the importance of written and oral traditions in the transmission of African history and culture.
 - 4.5.1 Performance Indicator: Students will be able to demonstrate an understanding of African culture, with an emphasis on storytelling.

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

- 5.1 Objective: Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
 - 5.1.1 Performance Indicator: Students will be able to demonstrate an understanding of how China and Korea influenced Japan, with a special emphasis on philosophy, religion, and language.
- 5.2 Objective: Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
 - 5.2.1 Performance Indicator: Students will be able to demonstrate an understanding of life during the reign of prince Shotoku.
- 5.3 Objective: Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.

- 5.3.1 Performance Indicator: Students will be able to demonstrate an understanding of feudal Japan and how it still influences life today.
- 5.4 Objective: Trace the development of distinctive forms of Japanese Buddhism.
 - 5.4.1 Performance Indicator: Students will be able to demonstrate an understanding of how Japan adapted Buddhism and fused it with native Japanese religions to create Japan specific forms of Buddhism.
- 5.5 Objective: Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
 - 5.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the Japanese Golden Age of literature, art and drama.
- 5.6 Objective: Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.
 - 5.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the Japanese military society, with an emphasis of role of the Samurai.

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

- 6.1 Objective: Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
 - 6.1.1 Performance Indicator: Students will be able to demonstrate an understanding of European geography and its influence on Medieval European life.
- 6.2 Objective: Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
 - 6.2.1 Performance Indicator: Students will be able to demonstrate an understanding of how Christianity spread in Europe.
- 6.3 Objective: 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.

- 6.3.1 Performance Indicator: Students will be able to demonstrate an understanding of European feudalism, with an emphasis on the economy and how it created stability.
- 6.4 Objective: Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, and Emperor Henry IV).
- 6.4.1 Performance Indicator: Students will be able to demonstrate an understanding of conflict and cooperation between secular and religious authorities, with an emphasis on Charlemagne, Gregory VII and Henry IV.
- 6.5 Objective: Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
- 6.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the rise of modern democracy through changes in English life, with an emphasis on charters and legal changes.
- 6.6 Objective: 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.
- 6.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the Crusades and its effects on Europeans and its neighbors.
- 6.7 Objective: Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
- 6.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the Bubonic Plague and its effect on the world, with an emphasis on Europe.
- 6.8 Objective: Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

6.8.1 Performance Indicator: Students will be able to demonstrate an understanding of the Roman Catholic Church during the Middle Ages, with an emphasis on its role in politics and the lives of people.

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

6.9.1 Performance Indicator: Students will be able to demonstrate an understanding of the re-conquest of Spain and the rise of a unified Spanish Kingdom.

Standard 7 - Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.1 Objective: Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

7.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the geography of Mexico, Central American and South America with an emphasis on its effects on the Mayan, Aztec and Incan Empires.

7.2 Objective: Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.

7.2.1 Performance Indicator: Students will be able to demonstrate an understanding of Mayan, Aztec and Incan societies with an emphasis on the lives of its citizens.

7.3 Objective: Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

7.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the rise and fall of the Mayan, Aztec and Inca Empires.

7.4 Objective: Describe the artistic and oral traditions and architecture in the three civilizations.

7.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the architecture, art and literature of the three civilizations, with an emphasis on their similarities and differences.

7.5 Objective: 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.

7.5.1 Performance Indicator: Students will be able to demonstrate an understanding of how advanced the Meso-American mathematical and astronomical achievements were compared to the European achievements.

Standard 8 - Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

8.1 Objective: Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

8.1.1 Performance Indicator: Students will be able to demonstrate an understanding of how Roman and Greek learning was rediscovered at the start of the Renaissance.

8.2 Objective: Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

8.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the politics of Italy, with an emphasis on Florence and the spread of Renaissance ideas.

8.3 Objective: Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.

8.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the importance of Marco Polo's travels, with an Emphasis on the growth of travel and the new European desire for foreign goods.

8.4 Objective: Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

8.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the importance of the spread of literacy and literature.

8.5 Objective: Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

8.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the advances of Renaissance knowledge, with emphasis on literature, art, science, math, cartography, engineering, anatomy, and astronomy.

Standard 9 - Students analyze the historical developments of the Reformation.

9.1 Objective: List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).

9.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the problems with the Medieval Church.

9.2 Objective: Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, and William Tyndale).

9.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the new ideas of the Reformation, with an emphasis on the new religious thoughts.

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

9.3.1 Performance Indicator: Students will be able to demonstrate an understanding of differences between how the Protestant and the Roman Catholic Churches were run.

9.4 Objective: 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.

9.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the religious geography of Europe, with an emphasis on what areas remained Catholic, and what areas changed to what forms of Protestantism.

9.5 Objective: Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

- 9.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the changes that occurred within the Roman Catholic Church as a result of the Protestant Reformation.
- 9.6 Objective: 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.
- 9.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the spread of Christianity during the Medieval and early modern eras.
- 9.7 Objective: Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).
- 9.7.1 Performance Indicator: Students will be able to demonstrate an understanding of how Jews, Christians and Muslims worked and lived together peacefully in Spain, with an emphasis on art literature, science and how this peaceful cooperation was ended.

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

- 10.1 Objective: Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
- 10.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the causes of the Scientific Revolution, with an emphasis of its various roots.
- 10.2 Objective: Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, and Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, and barometer).
- 10.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the importance of new scientists, with an emphasis on inventions and theories.
- 10.3 Objective: Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

10.3.1 Performance Indicator: Students will be able to demonstrate an understanding of scientific philosophy, with an emphasis on how it relates to democracy and religion.

Standard 11 - Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

11.1 Objective: Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

11.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the voyages of discovery and how this increased the geographical knowledge of Europe.

11.2 Objective: Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

11.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the Columbine Exchange, with an emphasis of its effects on each culture.

11.3 Objective: Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

11.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the importance of money, and its pursuit upon life in the modern era.

11.4 Objective: Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

11.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the causes of the Enlightenment, with an emphasis on how previous movements influenced it.

11.5 Objective: Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

11.5.1 Performance Indicator: Students will be able to demonstrate an understanding of how the enlightenment philosophies underlies the philosophy of Democratic government.

11.6 Objective: Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

11.6.1 Performance Indicator: Students will be able to demonstrate an understanding of Democratic documents, with an emphasis on the Magna Carta, the English Bill of Rights and the American Declaration of Independence.