East Asia, Japan, Byzantine Empire, Southwest Asia, and North Africa: This course is the second of a two-year survey of world history and geography and picks up where 6th grade finishes its study of world history. Students study the development of East Asian societies, before moving west across to the Byzantine Empire. The quarter of study culminates with the study of advancements made after the fall of the Byzantine Empire in Europe and North Africa. This course is designed to help students think like historians and focus on historical concepts so they build an understanding of the history that will enable them to be informed global citizens. This course is in compliance with T.C.A. § 49-6-1005 regarding inclusion of religion for educational purposes, as well as, appropriate primary sources are embedded in compliance with T.C.A. § 49-6-1028. Compliance with Federal Mandate 36 U.S. Code § 106 & Freedom Week TCA. § 49-6-1014 is part of quarter one instruction.

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AIT.5 Evaluate the accuracy, relevance, appropriateness, and bias of electronic information sources.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>East Asia (400-1500s CE)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A: China</strong></td>
<td></td>
</tr>
<tr>
<td>7.01a Identify and locate the geographical features of East Asia, including: (G)</td>
<td>I can modify a map of Asia to include the following features</td>
</tr>
<tr>
<td>- Gobi Desert</td>
<td>● Gobi Desert</td>
</tr>
<tr>
<td>- Himalayan Mountains</td>
<td>● Himalayan Mountains</td>
</tr>
<tr>
<td>- Pacific Ocean</td>
<td>● Plateau of Tibet</td>
</tr>
<tr>
<td>7.02 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs. (C, G, H, P)</td>
<td>I can explain how the Period of Division, Sui dynasty, and Tang dynasty promoted Buddhism in China.</td>
</tr>
<tr>
<td>7.03 Summarize agricultural, commercial, and technological developments during the Tang and Song Dynasties, and describe the role of Confucianism during the Song. (C, E, G, H, P)</td>
<td>I can explain the impact of agricultural, commercial, and technological developments during the Tang and Song Dynasties, including:</td>
</tr>
<tr>
<td>- Introduction of fast-ripening rice</td>
<td>● A money economy</td>
</tr>
<tr>
<td>- Irrigation systems</td>
<td>● Porcelain</td>
</tr>
<tr>
<td>7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. (C, G, H, P)</td>
<td>I can describe Confucian influence on the Song government and class structure.</td>
</tr>
<tr>
<td></td>
<td>I can compare and contrast the three major religions of China (Confucianism, Daoism, and Buddhism) and the influence of each on Chinese society.</td>
</tr>
<tr>
<td></td>
<td>I can synthesize the events that lead to the rise of the Mongol Empire into one, coherent narrative.</td>
</tr>
</tbody>
</table>

*C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government*
<table>
<thead>
<tr>
<th>7.05</th>
<th>Describe Kublai Khan’s conquest of China and explain how he was able to maintain control of the Yuan Empire. (C, G, H, P)</th>
</tr>
</thead>
</table>

| 7.06 | Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo’s travels on the spread of Chinese technology and Eurasian trade. (C, E, G, H) |

| 7.07 | Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g. the Forbidden City and reconstruction of the Great Wall) and Zheng He’s sea voyages. (C, E, G, H, P) |

### B: Ancient Japan

<table>
<thead>
<tr>
<th>7.01b</th>
<th>Identify and locate the geographical features of East Asia, including: (G)</th>
</tr>
</thead>
</table>

- Japan
- Korean Peninsula
- Sea of Japan (East Sea)
- Pacific Ocean

---

I can use Kublai Khan’s conquest of the Song Dynasty as evidence to explain the adaptive battle strategies of the Mongols.

I can express my support or opposition for how the Yuan Empire maintained control of their citizens.

I can connect Marco Polo to the Yuan Dynasty and infer how his claims would influence Europe.

I can trace the spread of Chinese technology to other parts of Asia, the Islamic World, and Europe including:

- papermaking
- woodblock printing
- the compass
- gunpowder

I can describe the building projects of the Ming Dynasty, including:

- Rebuilding the Great Wall
- The Construction of the Forbidden City
- Implementation of the tributary system
- Relocation of the capitol

I can define and defend isolationism.

I can modify a map of Asia to include the following features:

- Japan
- Korean Peninsula
- Sea of Japan (East Sea)
- Pacific Ocean
### 7.09 Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system. (C, G, H)

I can identify how Prince Shotoku influenced Japanese culture.

I can cite evidence to explain the influence of mainland Asia on Japanese culture, including the adoption of Chinese characters, structure of government, and introduction of Buddhism.

I can explain the Taika reform and defend an argument claiming it was a success or failure.

I can explain the creation myth of Shintoism.

I can explain the roles of kami, animism, and shrines in Shintoism.

I can compare and contrast Japanese Buddhism and Shintoism.

I can describe elements of Japanese culture that were developed in the Heian court, such as drama (Noh and Kabuki) and literature (Tale of Genji).

I can analyze Japanese art or literature to assess the role and status of women in medieval Japanese society.

### 7.08 Describe the origins and central features of Shintoism:

Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami. (C, G, H, P)

I can explain the origins and central features of Shintoism.

I can explain the creation myth of Shintoism.

I can explain the roles of kami, animism, and shrines in Shintoism.

I can compare and contrast Japanese Buddhism and Shintoism.

I can describe elements of Japanese culture that were developed in the Heian court, such as drama (Noh and Kabuki) and literature (Tale of Genji).

I can analyze Japanese art or literature to assess the role and status of women in medieval Japanese society.

### 7.10 Describe how the Heian aristocracy contributed to the development of a Japanese national culture. (C, H, P)

I can describe elements of Japanese culture that were developed in the Heian court, such as drama (Noh and Kabuki) and literature (Tale of Genji).

I can analyze Japanese art or literature to assess the role and status of women in medieval Japanese society.

### 7.11 Analyze the rise of a military society in the late 12th century and the role of the shōgun and samurai in Japanese society. (C, E, H, P)

I can find connections between regents, such as Prince Shōtoku and the Fujiwara, and the emergence of the first shogun, Minamoto no Yoritomo.

I can summarize the roles of the peasants, merchants, artisans, samurai, daimyō, shōgun, and emperor in Japanese feudal society.
<table>
<thead>
<tr>
<th><strong>Byzantine Empire (400-1500s CE)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.12</strong> Identify the continuation of the Eastern Roman Empire as the Byzantine Empire and describe the diffusion of Christianity and the Latin language. (C, G, H, P)</td>
</tr>
<tr>
<td>I can create a diagram to compare powerful shōguns, such as Oda Nobunaga, Toyotomi Hideyoshi, and Tokugawa Ieyasu, and how they increased stability in Japan.</td>
</tr>
<tr>
<td>I can compare and contrast the Eastern and Western Roman Empires.</td>
</tr>
<tr>
<td>I can explain why the Eastern Roman Empire outlasted the Western Roman Empire.</td>
</tr>
<tr>
<td>I can use the Great Schism as evidence of the split between the Eastern and Western Roman Empires.</td>
</tr>
<tr>
<td>I can identify the lasting impacts of the Western Roman Empire, including the diffusion of Catholicism and the Latin language.</td>
</tr>
<tr>
<td>I can identify the lasting impacts of the Eastern Roman Empire, including the diffusion of Eastern Orthodox Christianity and the Cyrillic alphabet.</td>
</tr>
<tr>
<td>I can present an argument explaining why historians make the distinction between Romans and Byzantines (despite Byzantines seeing themselves as Romans) in writing or a multimedia presentation.</td>
</tr>
<tr>
<td>I can explain how the location of Constantinople benefitted the Eastern Roman empire, including trade, cultural diffusion, and military strategy.</td>
</tr>
<tr>
<td>I can organize Justinian’s accomplishments and their impacts into one, coherent narrative or timeline.</td>
</tr>
<tr>
<td><strong>7.14</strong> Analyze the importance of regional geography and the location of Constantinople in maintaining European culture. (C, G, H)</td>
</tr>
<tr>
<td><strong>7.13</strong> Explain the importance of Justinian’s political, social, and architectural achievements. (C, G, H, P)</td>
</tr>
</tbody>
</table>
### Southwest Asia and North Africa (400-1500s CE)

**7.15** Identify and locate the geographical features of Southwest Asia and North Africa, including: (G)
- Arabian Peninsula
- Arabian Sea
- Black Sea
- Caspian Sea
- Euphrates River
- Mecca
- Mediterranean Sea
- Persian Gulf
- Red Sea
- Tigris River

**7.16** Describe the origins and central features of Islam: (C, G, H, P)
- Key Person: Mohammad
- Sacred Texts: *The Quran* and *The Sunnah*
- Basic Beliefs: monotheism, Five Pillars

**7.17** Describe the diffusion of Islam, its culture, and the Arabic language. (C, G)

**7.19** Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. (C, E, G, H, P)

**7.20** Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. (C, E, G, H)

---

**I can modify a map to include the following features:**
- Arabian Peninsula
- Arabian Sea
- Black Sea
- Caspian Sea
- Euphrates River
- Mecca
- Mediterranean Sea
- Persian Gulf
- Red Sea
- Tigris River

**I can identify the central features of Islam, including Mohammad, the Quran, the Sunnah, and each of the Five Pillars of Islam.**

**I can describe the role of Bedouin warriors in the diffusion of Islam.**

**I can identify early Muslim empires that affected the diffusion of Islam, its culture, and the Arabic language in North Africa and Southwest Asia.**

**I can explain how the Sunni-Shia split affected the rise and fall of early Muslim empires.**

**I can analyze the development of trade routes throughout Asia, Africa, and Europe.**

**I can identify the impact of merchants on the spread of ideas and goods.**

**I can draw connections between the rise of the Ottoman Empire and the fall of the Byzantine Empire.**

---

C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government

Page 6 of 7
**7.18** Summarize the contributions of the region’s scholars in the areas of: (C, G, H)

<table>
<thead>
<tr>
<th>Geography</th>
<th>Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Literature</td>
<td>Science</td>
</tr>
</tbody>
</table>

I can summarize the contributions of Muslim scholars in geography, art, philosophy, medicine, literature, and architecture, such as:

- concept of zero
- Arabic numerals
- concept of zero
- *One Thousand and One Nights* (i.e. *Arabian Nights*)
- works of Rumi
- calligraphy
- medical advancements
- geometric mosaics
West Africa and Middle Ages Western Europe: This course is the second of a two-year survey of world history and geography and picks up where 6th grade finishes its study of world history. Students in this quarter begin with West Africa, and then moves north to Europe. The quarter of study culminates with analysis of the conflicts and tension in society that will encourage the deviation from tradition leading to the Renaissance. This course is designed to help students think like historians and focus on historical concepts so they build an understanding of the history that will enable them to be informed global citizens. This course is in compliance with T.C.A. § 49-6-1005 regarding inclusion of religion for educational purposes, as well as, appropriate primary sources are embedded in compliance with T.C.A. § 49-6-1028.

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</thead>
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<tr>
<td><strong>West Africa (400-1500s CE)</strong></td>
<td></td>
</tr>
<tr>
<td>7.21 Identify and locate the geographical features of West Africa, including: (G)</td>
<td>I can modify a map to include the following features and cities</td>
</tr>
<tr>
<td>● Atlantic Ocean</td>
<td>● Atlantic Ocean</td>
</tr>
<tr>
<td>● Djenné</td>
<td>● The Sahara</td>
</tr>
<tr>
<td>● Gulf of Guinea</td>
<td>● Gulf of Guinea</td>
</tr>
<tr>
<td>7.22 Explain indigenous African spiritual traditions, including:</td>
<td>I can explain the significance of ancestor worship, animism, and the relationship between humans and deities in indigenous African spiritual traditions.</td>
</tr>
<tr>
<td>ancestor worship, animism, and the relationship between humans and deities. (C, H)</td>
<td></td>
</tr>
<tr>
<td>7.25 Explain the importance of griots in the transmission of West African history and culture. (C, G, H)</td>
<td>I can define the role of a griot.</td>
</tr>
<tr>
<td>7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenné and Timbuktu as centers of trade, culture, and learning. (C, E, G, H, P)</td>
<td>I can examine the importance of oral traditions in teaching and preserving African history and culture.</td>
</tr>
<tr>
<td>7.24 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. (C, E, G, H, P)</td>
<td>I can analyze the impact of trade cities, such as Djenné and Timbuktu, on culture and learning in West African trading empires.</td>
</tr>
<tr>
<td>7.26 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. (C, E, G, H, P)</td>
<td>I can explain how the trading empire of Ghana evolved into Mali and later Songhai.</td>
</tr>
<tr>
<td></td>
<td>I can identify ideas and goods that were traded along the Trans-Saharan trade routes, including religion, gold, salt, and slaves.</td>
</tr>
<tr>
<td></td>
<td>I can explain the importance of Mansa Musa and his pilgrimage to Mecca.</td>
</tr>
</tbody>
</table>

C-Culture, E-Economics, H-History, P-Politics/Government
### Middle Ages in Western Europe (400-1500s CE)

#### A: Early Western Europe

7.27 Identify and locate geographical features of Europe, including:

- Alps
- Atlantic Ocean
- English Channel
- Mediterranean Sea
- Influence of the North Atlantic Drift
- North European Plain
- Ural Mountains

7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.

7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.

#### B: Feudalism

7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e. the role of the manor and the growth of towns).

---

I can modify a map to include the following features and cities:

- Alps
- Atlantic Ocean
- English Channel
- Mediterranean Sea
- Influence of the North Atlantic Drift
- North European Plain
- Ural Mountains

I can identify main ideas of the Catholic Church, and the lands to which they spread.

I can describe the role of monasteries in education, healthcare, and farming reform, as well as how these services expanded Christianity beyond the Alps.

I can explain the connection between the Catholic Church and medieval universities.

I can create a timeline of Charlemagne’s life, and explain how each event was significant to Europe at the time, including:

- the creation of the Holy Roman Empire
- the establishment of Christianity as the religion of the Empire
- his relationship to feudalism

I can discuss how a mountainous geography would lead to small, localized governments.
7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. (C, E, G, H, P)

7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. (C, G, H, P)

7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard. (C, G, H, P)

7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe. (C, G, H)

I can explain that manorialism is an economic system, while feudalism is a system of protection.

I can identify groups whose invasion affected the development of feudalism, such as the Vikings.

I can compare and contrast the social structure of European feudalism to the Japanese feudalism at the time.

I can make connections between the growth of towns and decline of feudalism.

I can describe the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France.

I can compare and contrast the relationships between Pope Gregory VII and Henry IV and Pope Leo III and Charlemagne.

I can use the conflict between Pope Gregory VII and Henry IV to make an argument for the power of medieval popes or kings in northern Europe.

I can create an outline of the first three Crusades, including major events, individuals, and outcomes in each.

I can assess the positive and negative impacts of the Crusades, and identify what groups were affected.
### C: Growth of the State

#### 7.33 Analyze the impact of the *Magna Carta*, including: limiting the power of the monarch, the rule of law, and the right to trial by jury. (G, H, P)

#### 7.38 Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war. (C, G, H, P)

#### 7.39 Explain the significance of the *Reconquista*, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. (C, G, H, P)

#### 7.36 Describe the economic and social effects of the spread of the Black Death (i.e. Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.

#### 7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including: (C, E, H)

- Agricultural improvements
- Commerce
- Growth of banking

- A merchant class
- Technological improvements
- Towns

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<table>
<thead>
<tr>
<th>C: Culture, E: Economics, H: History, P: Politics/Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 5 of 5</td>
</tr>
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</table>
Early Modern Europe - The Renaissance, Protestant Reformation, and Scientific Revolution: This course is the second of a two-year survey of world history and geography and picks up where 6th grade finishes its study of world history. Students in this quarter begin with the Renaissance, progress through the Reformation, and finish with the Scientific Revolution. This course is designed to help students think like historians and focus on historical concepts so they build an understanding of the history that will enable them to be informed global citizens. This course is in compliance with T.C.A. § 49-6-1005 regarding inclusion of religion for educational purposes, as well as, appropriate primary sources are embedded in compliance with T.C.A. § 49-6-1028.

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</thead>
<tbody>
<tr>
<td><strong>Early Modern Europe (1400-1700s CE)</strong>&lt;br&gt;<strong>A: The Renaissance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7.40</strong> Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy’s independent trade cities. (C, E, G, H, P)</td>
<td>I can list factors that promoted the Italian Renaissance including:&lt;br&gt;  ● Geography&lt;br&gt;  ● Trade&lt;br&gt;  ● Influence of outside cultures&lt;br&gt;  ● City-state governance</td>
</tr>
<tr>
<td><strong>7.41</strong> Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance. (C, E, G, H)</td>
<td>I can identify major trading cities in Italy and explain the strengths of each.</td>
</tr>
<tr>
<td><strong>7.42</strong> Explain humanism and describe how Thomas Aquinas’s writings influenced humanistic thought and fostered a balance between reason and faith. (C, H)</td>
<td>I can recall how the Medici family came to power and examples of art they supported as patrons.</td>
</tr>
<tr>
<td><strong>7.43</strong> Explain the development of Renaissance art, including the significance of:&lt;br&gt;  ● Leonardo da Vinci&lt;br&gt;  ● Michelangelo&lt;br&gt;  ● William Shakespeare&lt;br&gt;  ● The system of patronage</td>
<td>I can define humanism.</td>
</tr>
<tr>
<td></td>
<td>I can discuss the ideas Thomas Aquinas explored in his writings, including his views on the connection between reason and religion.</td>
</tr>
<tr>
<td></td>
<td>I can outline the advances made in the arts, including:&lt;br&gt;  ● Leonardo da Vinci (Last Supper, Mona Lisa, notebooks and sketches)&lt;br&gt;  ● Michelangelo (Sistine Chapel, The David)&lt;br&gt;  ● William Shakespeare (<em>Romeo and Juliet</em>)</td>
</tr>
<tr>
<td></td>
<td>I can explain how the works of the Renaissance were funded.</td>
</tr>
</tbody>
</table>
### B: The Reformation

**7.45** Explain the significant causes of the Protestant Reformation, including: The Catholic Church’s taxation policies, the selling of indulgences, and Martin Luther’s 95 Theses. (C, H, P)

**7.44** Analyze Johannes Gutenberg’s printing press and William Tyndale’s translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge. (C, G, H)

**7.46** Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination. (C, H, P)

**7.47** Explain the political and religious roles of Henry VIII and Mary I in England’s transition between Catholicism and Protestantism. (C, G, H, P)

**7.48** Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent. (C, H)

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I can draw connections between the Renaissance and Reformation.
I can construct a timeline of the Protestant Reformation and explain the relationship between adjacent events.
I can explain the major ideas of reformers such as Martin Luther, John Calvin, Erasmus, and William Tyndale.
I can infer why Martin Luther and John Calvin are called “reformers.”
I can describe the Catholic Church’s response to the ideas of the reformers.
I can identify members of the Tudor dynasty.
I can compare and contrast the impact of Henry VIII and Mary I on English society.
I can analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including:
- St. Ignatius of Loyola
- the Jesuits
- the Council of Trent

I can provide examples to justify describing Queen Elizabeth I’s reign as the Golden Age of the Tudor dynasty.
7.49 Examine the Golden Age of the Tudor dynasty (i.e. Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe. (C, H, P)

I can explain how conflicts between Catholics and Protestants increased the power of political leaders, as in the conflict leading to the defeat of the Spanish Armada.

<table>
<thead>
<tr>
<th>C: The Scientific Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.50 Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). (C, G)</td>
</tr>
<tr>
<td>I can identify the influence of the Greeks, Copernicus, or Kepler in primary sources.</td>
</tr>
<tr>
<td>7.51 Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope. (C, G, H)</td>
</tr>
</tbody>
</table>
| I can cite evidence to argue the significance of the following individuals, both in their lifetimes and now:  
  - Galileo Galilei  
  - Sir Francis Bacon  
  - Sir Isaac Newton  
  - Nicolaus Copernicus  
  - René Descartes  
  - Johannes Kepler |
| 7.52 Explain the significance of the following in regard to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton’s three Laws of Motion. (C, G, H) |
| I can explain how the ideas of the Scientific Revolution influenced the Enlightenment. |
**Indigenous Civilizations of the Americas and Age of Exploration:** This course is the second of a two-year survey of world history and geography and picks up where 6th grade finishes its study of world history. Students in this quarter begin with learning about cultures in the Americas and finish the quarter with the impacts of European colonization of this land. This course is designed to help students think like historians and focus on historical concepts so they build an understanding of the history that will enable them to be informed global citizens. This course is in compliance with T.C.A. § 49-6-1005 regarding inclusion of religion for educational purposes, as well as, appropriate primary sources are embedded in compliance with T.C.A. § 49-6-1028.

**Embedded 7th Grade TN Computer Science Standards:**
- CC.1 Interact with peers, experts, and others using a variety of digital tools and devices.
- CC.2 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- CC.3 Contribute, individually or as part of a team, to work to identify and solve authentic problems or produce original works using a variety of digital tools and devices.
- DC.1 Advocate, demonstrate, and routinely practice safe, legal, and responsible use of information and technology.
- DC.2 Exhibit a positive mindset toward using technology that supports collaboration, learning, and productivity.
- DC.3 Exhibit leadership for digital citizenship.
- DC.4 Recognize and describe the potential risks and dangers associated with various forms of online communications.
- DC.5 Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use such as copyright infringement and piracy.
- ISA.1 Enter, organize, and synthesize information in a variety of platforms.
- ISA.2 Identify and use a variety of storage media and demonstrate an understanding of the rationale for using certain mediums for a specific purpose.
- ISA.4 Locate information from a variety of sources.
- ISA.5 Perform basic searches on databases to locate information.
- ISA.6 Select appropriate information sources and digital tools.
- ISA.7 Use age appropriate technologies to locate, collect, organize content from media collections(s) for specific purposes, such as citing sources.
- ISA.8 Describe the rationale for various security measures when using technology.
- AIT.5 Evaluate the accuracy, relevance, appropriateness, and bias of electronic information sources.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indigenous Civilizations of the Americas (400-1500s CE)</strong></td>
<td><strong>I can modify a map to include the following features:</strong></td>
</tr>
<tr>
<td>7.53 Identify and locate the geographical features of the Americas, including: (G, T)</td>
<td></td>
</tr>
<tr>
<td>● Andes Mountains</td>
<td>● Andes Mountains</td>
</tr>
<tr>
<td>● Appalachian Mountains</td>
<td>● Appalachian Mountains</td>
</tr>
<tr>
<td>● Atlantic Ocean</td>
<td>● Atlantic Ocean</td>
</tr>
<tr>
<td>● Caribbean Sea</td>
<td>● Caribbean Sea</td>
</tr>
<tr>
<td>● Central Mexican Plateau</td>
<td>● Central Mexican Plateau</td>
</tr>
<tr>
<td>● Great Plains</td>
<td>● Great Plains</td>
</tr>
<tr>
<td>● Gulf of Mexico</td>
<td>● Gulf of Mexico</td>
</tr>
<tr>
<td>7.54 Explain the impact of geographic features on North American Indian cultures (i.e. Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. (C, G, H, T)</td>
<td>I can explain the impact of geographic features on North American Indian cultures (i.e. Northeast, Southeast, and Plains), including clothing, housing, and agriculture.</td>
</tr>
<tr>
<td>7.55 Describe the existence of diverse networks of North American Indian cultures (within present day United States) including: varied languages, customs, and economic and political structures. (C, E, G, H, P, T)</td>
<td>I can explain the diversity within North American Indian cultures, including languages, customs, and economic and political structures.</td>
</tr>
<tr>
<td>7.56 Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. (C, E, G, H, P)</td>
<td>I can express how agricultural and settlement practices (including chinampas, terrace farming, dikes, and aqueducts) of the Maya, Aztec, and Incan civilizations are the result of geographic and climate conditions.</td>
</tr>
<tr>
<td>7.57 Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g. astronomy, mathematics, and calendar). (C, E, G, H, P)</td>
<td>I can describe the achievements, social structure, and customs of the Maya, Aztec, and Inca cultures.</td>
</tr>
</tbody>
</table>
### The Age of Exploration (1400-1700s CE)

**7.58** Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e. mercantilism). (C, E, G, H, P)

**7.59** Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: (C, E, G, H, P, T)
- England: Henry Hudson
- France: Jacques Cartier
- Portugal: Vasco da Gama, Bartolomeu Dias
- Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci

**7.60** Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e. compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery. (C, E, G, H, P)

**7.61** Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. (C, E, G, H, P)

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<p>| C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee |
| Page 3 of 4 |</p>
<table>
<thead>
<tr>
<th>7.62</th>
<th>Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e. Hernán Cortés and Francisco Pizarro).</th>
<th>I can state the impact of smallpox, civil war, and the advanced weaponry of the Spanish Conquistadors (i.e. Hernán Cortés and Francisco Pizarro) on the defeat of the Aztec and Incan Empires.</th>
</tr>
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<tbody>
<tr>
<td>7.63</td>
<td>Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World. (C, E, G, H, P)</td>
<td>I can modify a blank map to include French, Spanish, English, Portuguese, and Dutch colonies, and distinguish between which is Catholic or Protestant.</td>
</tr>
<tr>
<td>7.64</td>
<td>Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent. (C, E, G, H, P)</td>
<td>I can evaluate the impact of animals, crops, and diseases exchanged between the Eastern and Western hemispheres in the <strong>Columbian Exchange</strong>.</td>
</tr>
<tr>
<td>7.65</td>
<td>Explain how Spanish colonization introduced Christianity, the mission system, and the <em>encomienda</em> system to the Americas as well as Bartolomé de la Casas’ role in the transition to African slavery. (C, E, G, H, P)</td>
<td>I can explain how Spanish colonization introduced Christianity, the mission system, and the <em>encomienda</em> system to the Americas as well as Bartolomé de la Casas’ role in the transition to African slavery.</td>
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