

### Course Description

**Subject:** Social Studies    **Grade:** 7

**Overview:**

Seventh grade social studies is a core academic course that meets every day for the entire year. The focus is on the students creating a tool box of skills to assist them in all of their academic classes. The backdrop for creating this set of skills is world history. From the significance of the Roman Empire through the Age of Enlightenment the students will be exposed to a wide array of historical content.

**Primary Biblical Integration:**

"For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. " John 3:16

**Unit Description:**

1) Rome	The Rise and fall of Rome
2) Islam	The history of Islam
3) Africa	The importance of trade in Ghana and Mali
4) China	The development of dynasties
5) Japan	The social class structure
6) Medieval Europe	European geography and the Crusades
7) Renaissance	The advancement made in literature. Science, math, reading, anatomy and astronomy
8) Reformation	Martin Luther and the Protestant reformation
9) Scientific Revolution	The scientific method
10) Enlightenment	Great voyages of discovery, key people, and the Magna Charta

**Student Materials:**

TBD 2007

**Teacher Materials:**

TBD 2007

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# COURSE OUTLINE

Teacher's Name: Shubin/ Fuller		Subject: History		# of Quarters: 4	
Text (if any): McDougall & Littlel			Other Materials: TCI/.United Streaming		
Recurring Themes, Principles, Skills or Concepts:	1) Students will regularly practice their study skills	2) Students will see how economics and religion are intertwined	3) The students will learn the lasting contributions of each empire	4) The students will see how ancient civs are connected to western civilization	
Unit Title & Expected Start Date	Theme	Biblical Application	Key Concepts		
1) Rome	The Rise and fall of Rome	Luke 2:41-51, Matthew 22:21	Constantine, Julius Caesar, lasting contributions, political system		
2) Africa	The importance of trade in Ghana and Mali	Acts 8:27	Geographic locations, Ghana, Mali, Trade		
3) Islam	The History of Islam	Genesis 16:1, 17:18-21, 21:8-21	Mohammed, Mecca, climate of the arabian peninsula, origins, and trade routes		
4) Japan	The social class structure	Exodus 20: 1-26	Social customs, buddhism, golden age		
5) China	The development of dynasties	Exodus 20: 1-26	Buddhism (religions), agriculture, trade, reunification of china under the Tang dynasty.		
6) Medieval Europe	European geography and the Crusades	Mark 9:35-37, 1 Peter 2:7	Geography and the crusades		
7) Renaissance	The advancement made in literature. Science, math, reading, anatomy and astronomy	2 Timothy 2:15	Florence, humanism, information dissemination.		
8) Reformation	Martin Luther and the Protestant reformation	Mark 16:15, Acts 2	Martin Luther, weakening of the Catholic Church, indulgences, self government		
9) Scientific Revolution	The scientific method	Mark 12:30, Luke 10:27	Scientific inventions, age of exploration		
10) Enlightenment	Great voyages of discovery, key people, and the Magna Carta	Romans 12:16, 1 Peter 3:8	Voyages of discovery, John Locke, Age of Reason		

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Shubin/ Fuller		Subject: History		Period(s): 1,2,3,4,5	
Unit #: 1	Dates - Starting: 8-Sep	Ending: Oct. 20	Total Instructional Days: 26		
Unit Title: Rome					
Theme: The Rise and Fall of the Roman Empire					
Biblical Application:					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Rules and Procedures	None	None	None		
2) Brief history of Rome		7.1 Students will demonstrate knowledge of the vast expansion of the Roman Empire	Quiz		
3) Causes and effects of the Fall of Rome		7.1 Students will create a storyboard on the causes and effects of the fall of the Roman Empire	Storyboards		
4)					
5)					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Shubin/ Fuller		Subject: History		Period(s): 1,2,4,5		
Unit #: 2	Dates - Starting: 21-Oct	Ending: 29-Oct	Total Instructional Days: 7			
Unit Title: Islam						
Theme: History of Islam and its social structures						
Biblical Application: Genesis 16:1, 17:18-21, 21:8-21						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
1) The foundations of Islam				7.2 Students will identify the origins of Islam	Quiz	
2) The Five Pillars				7.2 Demonstrate understanding of the 5 pillars of Islam	5 Pillars drawing assignment	
3)						
4)						
5)						

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Shubin/ Fuller		Subject: History		Period(s): 1,2,4,5	
Unit #: 5	Dates - Starting: 5-Jan	Ending: 20-Feb	Total Instructional Days: 25		
Unit Title: China					
Theme: Religious and social structures as well as contributiouns to the world					
Biblical Application: Exodus 20:1-26					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) History of China		7.3 Students identify the origin of China	Quiz		
2) Chinese Inventions		7.3 Students will deomnstrate knowledge of important contributions from Chinese Society	Inventions Project		
3)					
4)					
5)					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Shubin/ Fuller		Subject: History		Period(s): 1,2,4,5	
Unit #: 3	Dates - Starting: 10-Nov	Ending: 5-Dec	Total Instructional Days: 12		
Unit Title: Africa					
Theme: Ghana, Mali, and Trade					
Biblical Application: Acts 8:27					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1)Ghana, Mali and Trade		7.4 The students will demonstrate knowledge of Africa, and global cultural diffusion through trade.	Physio. Quiz		
2) Geographic locations in Africa		7.4 Students will be able to locate specific locations in Afica.	Map Quiz		
3)					
4)					
5)					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Shubin/ Fuller		Subject: History		Period(s): 1,2,4,5	
Unit #: 4	Dates - Starting: 8-Dec	Ending: 19-Dec	Total Instructional Days: 10		
Unit Title: Japan					
Theme: Japanese Social Structures					
Biblical Application: Exodus 20:1-26					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Japanese social structure		7.5 Identify Japanese social structures and detail.	Quiz, Group Project		
2) Chinese Influence of the development of Japan		7.5 Students will perform dramatic presentations	Dramatic Presentation		
3)					
4)					
5)					
Key Activities and Methods					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Shubin/ Fuller		Subject: History		Period(s): 1,2,4,5	
Unit #: 6	Dates - Starting: 2-Mar	Ending: 24-Apr	Total Instructional Days: 31		
Unit Title: Medieval Europe					
Theme: European Fedual Society					
Biblical Application: Mark 9:35-37, 1 Peter 2:7					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Feudalism and Black Death		7.6 Identify the origins of feudalism and trace its development into western civilizations.			
2) Chivalry and Knights code of conduct		7.6 Students will learn the origin of knighthood and chivalry.	Coat of Arms		
3)					
4)					
5)					
Key Activities and Methods					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Shubin/ Fuller		Subject: History		Period(s): 1,2,4,5	
Unit #: 7	Dates - Starting: 4-May	Ending: 22-May	Total Instructional Days: 13		
Unit Title: Renaissance					
Theme: Important Renaissance work					
Biblical Application: 2 Timothy 2:15					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Important figures during the renaissance. Understanding humanism, realism, and idealism.	7.8	Identifying different contributions from different people	Individual Report		
2) Europe Geography	7.8	Students will be able to locate specific locations in Europe.	Map Quiz		
3)					
4)					
5)					
Key Activities and Methods					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Shubin/ Fuller		Subject: History		Period(s): 1,2,4,5	
Unit #: 8	Dates - Starting: 4-May	Ending: 14-May	Total Instructional Days: 7		
Unit Title: Reformation					
Theme: Martin Luther and the Protestant Movement					
Biblical Application: Mark 16:15, Acts 2					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) The Protestant Movement		7.9 Students demonstrate knowledge of the Protestant reformation	Reading and Critical thinking-Packet		
2) Martin Luther		7.9 Students identify the significant contributions of Martin Luther to the Protestant Movement			
3)					
4)					
5)					
Key Activities and Methods					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Shubin/ Fuller		Subject: History		Period(s): 1,2,4,5	
Unit #: 9	Dates - Starting: 29-May	Ending: 2-Jun	Total Instructional Days: 7		
Unit Title: Scientific Revolution					
Theme: The Scientific Method					
Biblical Application: Mark 12:30, Luke 10:27					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) The Scientific Method	7.10	Students demonstrate understanding of the scientific method and the steps involved			
2) Scientific Revolution	7.1	The Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	Flow Chart		
3)					
4)					
5)					
Key Activities and Methods					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name:	Shubin/ Fuller	Subject:	History 7	Period(s):	1, 2, 4, 5
-----------------	----------------	----------	-----------	------------	------------

Unit #:	10	Dates - Starting:	3-Jun	Ending:	5-Jun	Total Instructional Days:	2
---------	----	-------------------	-------	---------	-------	---------------------------	---

Unit Title: Enlightenment

Theme: Great voyages of discovery

Biblical Application: Romans 12:16, 1 Peter 3:8

Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs
1) Voyages of discovery, Individuals: John Locke, Age of reason	7.11	The students learn about Enlightenment and its lasting effect on Western Civilization.		
2)				
3)				
4)				
5)				

Key Activities and Methods

**PACING GUIDE**

Subject: History- Shubin/ Fuller

Grade: 7

Total number of standards: \_\_\_\_10

Quarter	Units Taught	Standards Taught	Standards Assessed
1	Romans Islam	7.1 Romans 7.2 Islam	7.1- wk. #6 test 7.2- wk. #8 test
2	China Africa Japan	7.3 China 7.4 Africa 7.5 Japan	7.3- wk. #8 test 7.4- wk. #4 test 7.5- wk. #6 test
3	Europe Renaissance	7.6 Europe 7.8 Renaissance	7.6- wk. #7 test 7.8 wk. #9 test
4	Reformation Scientific Revolution Age of Exploration Enlightenment	7.9 Reformation 7.10 Sci. Rev. 7.11 Exploration/Enlightenment	7.9- wk. #5 test 7.10 and 7.11- wk. #9 test
<b>Omitted Standards and why</b>	7.7 Andean Civilizations	Does not weave into the development of Western Civilization	(However, it will be briefly discussed, but not assessed)

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

## **Mission Statement**

“Our mission is to educate students to know Christ personally, excel academically, think biblically, and positively impact their community for Christ.”

## **Expected Schoolwide Learning Results (ESLRs)**

### **1. Biblical World View**

*Graduates of HCJH are expected to be individuals who . . .*

- a) know how to study the Bible.
- b) recognize that all people are created in the image of the one true God.
- c) acknowledge the Bible as the infallible Word of God.
- d) use God's Word to discern truth.

### **2. Effective Communicators**

*Graduates of HCJH are expected to be effective communicators who . . .*

- a) listen objectively and critically.
- b) understand and follow directions.
- c) write and speak clearly and accurately.
- d) express and support opinions using objective evidence.
- e) utilize various modalities effectively.
- f) can demonstrate a personal relationship with Jesus Christ verbally and in writing.

### **3. Proficient Learners**

*Graduates of HCJH are expected to be proficient learners who . . .*

- a) demonstrate grade appropriate skills in reading, writing, and mathematics.
- b) have effective work habits and study skills.
- c) are self-directed and able to produce cooperatively and independently.
- d) can utilize technology.
- e) have a firm grasp of scripture and are able to apply it to life situations.

### **4. Personal Responsibility**

*Graduates of HCJH are expected to be responsible individuals who . . .*

- a) show patriotism through respect for flag, country, leaders and laws.
- b) demonstrate self-control based on biblical standards.
- c) exhibit respect for others.
- d) accept the consequences and benefits of their actions.
- e) are aware of career opportunities.
- f) practice goal setting with a biblical perspective.
- g) are involved in serving the community.
- h) have a personal relationship with Jesus Christ.
- i) have the tools to share their faith.
- j) demonstrate an urgency to share their faith.

### **5. Problem Solvers**

*Graduates of HCJH are expected to be perceptive thinkers and problem solvers who . . .*

- a) evaluate current topics using a biblical perspective.
- b) use available technology to obtain, access and integrate relevant information.
- c) think analytically and creatively.
- d) are well-informed and open-minded.
- e) apply academic learning to life.

### **6. Well-Rounded**

*Graduates of HCJH are expected to be well-rounded individuals who . . .*

- a) have been exposed to a variety of elective opportunities and experiences.
- b) are challenged beyond academics through a variety of extracurricular activities.
- c) lead lives that are balanced intellectually, spiritually, physically and emotionally.
- d) develop an appreciation for teamwork during school activities.
- e) understand God's involvement in every area of their lives.

**Grade Seven****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 in the years A. D. 500D 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.

**7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.**

- 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).
- Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
- 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.

**7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**

- 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.
- Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
- 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.
- 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.
- 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.
- 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.

**Advanced I****History**

- Demonstrate an understanding of time, continuity, and change and relate a knowledge of the impact of individuals, groups, and institutions that influence the world in which we live.

**Geography**

- Demonstrate an understanding of the world in spatial terms, places and regions, physical and human systems, environment and society, and the uses of geography.

**Political Science**

- Demonstrate an understanding of government and society and the values and principles of democratic citizenship.

**Economics**

- Demonstrate an understanding of macroeconomic and microeconomic concepts from a national and international perspective.

**Process**

- Application of Knowledge and Comprehension Demonstrate the ability to understand and apply what is learned in the social studies classroom.

**Organization, Summarization, and Interpretation of Information**

- Demonstrate the ability to work with information presented in a variety of ways.

**Determination of Cause and Effect**

- Demonstrate the ability to analyze, determine cause and effect, and solve problems based on social science concepts.

**Listening****Vocabulary**

- Demonstrate recognition of the common meanings of spoken words encountered in a variety of subject areas and sources of information.

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

- Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
- Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
- Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
- Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
- Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
- Describe the development of the imperial state and the scholar-official class.

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

- 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.
- Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
- 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.
- Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
- Describe the importance of written and oral traditions in the transmission of African history and culture.

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

- Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
- Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
- 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.
- Trace the development of distinctive forms of Japanese Buddhism.
- 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.
- Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

**7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.**

- 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.
- 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.

**Comprehension**

- Demonstrate the ability to form an initial understanding of and to interpret dictated material.

**Literary**

- Construct meaning with material typically listened to for enjoyment.

**Informational**

- Construct meaning with expository material typically listened to for information.

**Functional**

- Construct meaning with material typically listened to in everyday-life situations.

**Process****Initial Understanding**

- Form an initial understanding of a variety of messages based on explicit information in the messages.

**Interpretation**

- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.

**Analysis**

- Synthesize and evaluate explicit and implicit information in a variety of messages.

**Strategies**

- Recognize and apply listening comprehension strategies to a variety of dictated messages.

- 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.
- Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
- 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).
- 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.
- Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
- 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").
- 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.

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

- 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.
- Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.
- Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
- Describe the artistic and oral traditions and architecture in the three civilizations.
- 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.

**7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.**

- 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).
- 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.
- 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.
- 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).
- 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).

**7.9 Students analyze the historical developments of the Reformation.**

- List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
- Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
- Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
- 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.
- 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).
- 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.
- 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).

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

- Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
- Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
- 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.

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

- Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
- 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.
- 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.
- 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.
- Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

- 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.