FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline
Social Science 7

Date: March 2003
Proposed Grade Level(S): 7
Grading: A - F
Prerequisites: 7th Grade Standing

BRIEF COURSE DESCRIPTION:

The 7th grade middle school social science program emphasizes individual and cooperative learning to develop an understanding of the great empires of the ancient world. Students studying world history and geography during medieval and early modern times will uncover the past, and examine the social, cultural, and technological changes that occurred in Europe, Asia and Africa in the years A.D. 500-1789.

This program reflects the current state standards for 7th grade. The subject areas covered are:

• Expansion and disintegration of the Roman Empire
• Islam in the middle ages
• Sub-Saharan civilizations of Ghana & Mali in medieval Africa
• China in the middle ages
• Medieval Japan
• Medieval Europe
• Diffusion of the Renaissance
• Developments of the Reformation
• Scientific Revolution
• Political & Economic change in Europe (Age of Exploration, Enlightenment, Age of Reason)
• Meso-American and Andean civilizations

GENERAL GOALS/PURPOSES:

Social science reminds us and teaches us about the world we live in and how the past has influenced and contributed to the present. Students will analyze the cause and effect of the rise and decline of civilizations. Students should be able to locate the geographic borders of an empire and trace the origins of that nation’s belief system. We will discuss and explain the importance of ancient trade routes and the transmission of beliefs and innovations over time. As we continue on, we will: describe the growth of cities and specialization of labor; trace achievements in art, literature, science and classical learning; understand new theories and significance of new inventions and the growth of nationalism which led to the advancement of democratic ideas, exploration, and documents such as the Magna Charta and Declaration of Independence.
STUDENT READING COMPONENT:

The purpose of reading in this course is to ensure comprehension of key vocabulary and concepts explained throughout the text and supplemental readings. Methods may include, but are not limited to, guided reading, context vocabulary worksheets, oral reading, independent reading with discussion, and periodic comprehension checks.

STUDENT WRITING COMPONENT:

Students will respond to all written work in complete sentences using correct grammatical structure and spelling (as skills will allow). Students will respond to essay questions in paragraph format and be required to complete one or more written compositions consistent with the California Reading/Language Arts Standards for grade seven. While students are expected to meet these Language Arts standards, they will be evaluated primarily on their accumulated knowledge and presentation of key historical concepts.

STUDENT ORAL COMPONENT:

Students will learn and use skills to research information and present it to the class. Students will present using an individual oral component, team reporting and/or PowerPoint visuals.

DETAILED UNITS OF INSTRUCTION:

The following units are in order of instruction; timelines are flexible to allow for student and teacher initiated projects and/or presentations. Pace of instruction is student driven, but all units will be taught.

**Unit 1: The Fall of Rome (1 week)**  
**Standard 7.1: 1-3**  
Students are briefly reintroduced to the contributions of early Rome. They will discuss new innovations during this period, and also reasons for decline. As a result of traveling through the past, there was transmission of ideas between the cultures of Persia, India and China.  
- **Goals:** Assess the influence of early travelers and map makers.  
- Explain how point of view affects our interpretation of history.  
- Recognize geographic boundaries of the Western Roman Empire and Byzantine Empire.  
- Discuss the importance of provinces in ancient Rome and causes for collapse of the empire.  
- Explain why the Byzantine Empire prospered.

**Unit 2: Islam in the Middle Ages (3 weeks)**  
**Standard 7.2: 1-6**  
Students will evaluate the climate and physical geography of the Arabian Peninsula, which initiated a nomadic and sedentary way of life. Students will learn about the teachings of Muhammad and the significance of the Qur’an. Strong emphasis is placed on Muslim contributions in the areas of science, mathematics, medicine, art and literature.  
- **Goals:** Describe the conditions that led to the growth of trade in the Middle East.  
- Identify Muhammad and explain his teachings.  
- Explain how Islam affects all aspects of life.  
- Trace expansion of territory under the first four caliphs.  
- Analyze the strengths and weaknesses of the Umayyad and Abbasid governments.  
- Assess Cordoba Spain’s position as the cultural leader of the West and Baghdad as the capital of the East.
Unit 3: China in the Middle Ages (3 weeks)
Students will analyze the geographical, political, economic, religious, and the social structure of civilization in China during the middle ages. Describe the influence of traditional Chinese practice as well as introduction of new thoughts such as the influence of Buddhism. Students will discuss the importance of overall trade and the historic influences of new discoveries.

- **Goals:**
  - Identify China’s geography and explain why it was difficult to govern.
  - Appreciate why Buddhism was so appealing and explain reasons for its spread.
  - Evaluate the effects of building the Great Wall.
  - Demonstrate the developments that led to a money economy.
  - Summarize the major accomplishments of the Tang and Song Dynasties.
  - Describe and evaluate Mongol interaction in China and with the West.

Unit 4: Medieval Africa (3 weeks)
Students will analyze the geography of western Africa and importance of Niger River in development in the growth of Ghana and Mali empires. Students will discover the role of trade and influence of Islamic beliefs. Students discuss the importance of written and oral traditions in the transmission of African history and culture.

- **Goals:**
  - Identify what made Ghana the first great trading empire.
  - Evaluate the effects Muslim traders had on Ghana.
  - Summarize what led to Ghana’s downfall and Mali’s rise.
  - Analyze the factor that led to the rise and decline of Songhai.
  - Describe the rural African government religion.
  - Demonstrate how early farmers adapted to their land and environment.

Unit 5: Medieval Japan (2 weeks)
Students will analyze the values, customs, and traditions of ancient Japan and it’s feudal system. The rise of a military class and the distinctive forms of Japanese Buddhism.

- **Goals:**
  - Describe and evaluate the influence of Chinese culture on Japan
  - Characterize literature and drama from this period
  - Evaluate the impact isolation had on this culture
  - Identify the role of the Samurai and other members of the warrior class in this society.
  - Identify and describe cultural achievements and popular art forms

Unit 6: Medieval Europe (2-3 weeks)
Students will follow the spread of Christianity north of Rome and across Western Europe. Analyze the reasons for the rise of feudalism, development of towns, conflict between church and state, and the creation of English legal documents and constitutional practice. Students will study the causes of the Crusades and results that occurred. They will be able to accurately map the spread of the Bubonic Plague, and describe the rise of the Catholic Church in Europe.

- **Goals:**
  - Characterize the political situation in Europe that led to the rise of feudalism and importance of great leaders like William the Conqueror.
  - Describe the role of the church in everyday life.
  - Discuss motivation for going on the crusades.
  - Summarize each of the Crusades and its effectiveness.

Unit 7: The Renaissance (2 weeks)
Students will analyze the origins and accomplishments of early Renaissance ideas. People revived classical learning and found balance between religious and scientific thought and practice. Explorers’ diaries led to the reopening of ancient trade routes that led to the dissemination of information. Society saw advances in the arts, mathematics, science, engineering, anatomy and astronomy.
• **Goals:** Assess the effects of plague, war, and famine on Western Europe.
• Describe the breakdown of feudalism and rise of central governments.
• Describe the conditions that led to the development of the Renaissance.
• Define humanism and show how it affected Western Europe.
• Identify and describe daily life and activities of differing social classes.
• Explain how and where the ideas of the Renaissance spread.

**Unit 8 & 9: Reformation and Scientific Revolution (3 weeks)**  
**Standards 7.9: 1-7 and 7.10: 1-3 consecutively**

Students will explain the causes for the weakening of the Catholic Church and rise of Protestant ideas. Identify and relate how the Counter Reformation revitalized the church and led to the spread of missionary influence. Students will trace the devices of the Scientific Revolution and relate new scientific theories and inventions. Scientific method is introduced and you see growth of democratic ideas.

• **Goals:** Analyze reasons for decline of church power.
• Compare and contrast beliefs and practices of Protestant groups with the Catholic Church.
• Explain the significance of Luther’s reforms and the church’s reaction.
• Assess the impact of the Reformation.
• Identify and describe key features of the Scientific Revolution and use of Scientific Method.

**Unit 10: Age of Exploration (2-3 weeks)**  
**Standard 7.11: 1-3**

Students will chart the location of sea routes and monitor advances in cartography, which led the development of a new European worldview. Students will discuss the transmission of culture, technology and ideas and the resulting social effects on each continent.

• **Goals:** Explain interest and/or reasons for European exploration.
• Discuss key figures of the period and their roles in technology.
• Explain the economic significance of eastern colonies.
• Discuss Columbus’ goals in sailing westward.
• Evaluate the impacts of early contacts with Native Americans.

**Unit 11: The Enlightenment and Age of Reason (2 weeks)**  
**Standard 7.11: 3-6**

Students will identify the change occurring in 17th century Europe in relation to the rise of capitalism, the importance of a market economy and the influences of explorers and mapmakers. Students may trace these same ideas back to Renaissance times and even early Rome and the beginnings of Christianity itself. Explain how enlightened thinkers affected Europe’s government.

• **Goals:** In tracing the origins of Enlightenment, discuss the important philosophers and their reforms.
• Show how early democratic documents incorporated many Enlightenment ideas.
• Explain the agricultural and industrial revolutions and their input on people’s lives.

**Unit 12: Meso-American and Andean Civilization (2-3 weeks)**  
**Standard 7.7: 1-5**

Students will describe the location and geography of Mexico, Central America, and South America and their effects upon Mayan, Aztec and Incan economies. Analyze the relationships of people in each society and between war and religion. Students can trace the rise of each empire and defeat by the Spanish or outside forces. Summarize the Meso-American achievements.

• **Goals:** Explain the methods used to expand and control territories
• Describe the farming techniques in relation to geography
• Describe the importance of ancestor worship in Inca religion and culture.
• Identify the Aztec social classes and economic relationships between them.
• Assess the effectiveness of Mayan agricultural techniques and significant achievements.
• Locate and name the present day countries each had occupied.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, and Social Science

LAB FEE, IF REQUIRED:  None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Seventh grade Social Science Standards. See: www.cde.ca.gov/standards/history/grade7.html

DISTRICT ESLR’S TO BE ADDRESSED:

When students exit this course, they will be:
• Constructive thinkers who use logic, organizational skills and computers to find solutions to questions they may have.
• Efficient communicators who can describe and explain information they have learned in this class to their peers and/or adults.
• Self-directed learners who will be able to use their text, atlas or computer to assist them in their learning outside the classroom setting.
• Quality producers who demonstrate skills they have learned in this course.
• Collaborative workers who can work in diverse groups within their classroom setting.
• Responsible citizens who demonstrate sound judgment, civic pride, and accept the consequences of their actions.