

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Individuals and Societies 7 MYP

Date: February 2016
Proposed Grade Level(s): Grade 7
Grading: A-F and (1-7 MYP)
Prerequisite: 7th Grade Standing

Course Length: One Year
Subject Area/Credits: Social Science
Articulation Units: N/A
Specialized Program: MYP/IB

Intent to Pursue College Prep Status through the UC System: Not applicable

COURSE DESCRIPTION:

Individuals and Societies 7 explores the medieval and early modern eras. Students study the development and changes of complex civilizations. Students identify and explore the similarities and patterns of civilizations. Emphasis is placed on the fact that many civilizations developed concurrently thus impacting each other. All units include an examination of the impact of religion, economics, politics, and social history on the medieval and early modern eras. This course is based on California Content Standards for 7th Grade Social Studies and is the individual and societies grade 7 course for the International Baccalaureate Middle Years Programme.

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/ESSENTIAL QUESTIONS:

Individuals and Societies 7 aims to encourage and enable students to:

- Appreciate human and environmental commonalities and diversity.
- Understand the interactions and interdependence of individuals, societies and the environment.
- Understand how both environmental and human systems operate and evolve.
- Identify and develop concern for the well-being of human communities and the natural environment.
- Act as responsible citizens of local and global communities.
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Essential Questions:

1. What were the major world events of the Middle Ages?
2. How can the start of globalization be traced to the Middle Ages?
3. How are major events in history related?
4. How important is culture within a society?

CCSS READING COMPONENT:

The Common Core State Standards (CCSS) for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The units of instruction created develop critical thinking, close reading skills and awareness of writing structure.

The CCSS explicitly emphasize the examination of key reading concepts like determining central ideas or themes of a text and analyzing the structure of texts.

The learning activities within this course provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and authors' developments of style.

CCSS WRITING COMPONENT:

This course incorporates writing that engages students with written and oral activities specifically geared toward middle school learners. The writing activities within this course will provide students with multiple opportunities to practice and fine-tune the expectations outlined in the writing strand of the CCSS.

CCSS SPEAKING AND LISTENING COMPONENT:

The communication strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21st century. This course will provide students with scaffolded opportunities designed to develop students' ability to speak, listen, and collaborate with others (as they make meaning from, create, and present texts) in a variety of media.

CTE INDUSTRY SECTOR/PATHWAY/STANDARDS:

Not applicable

CCSS LANGUAGE COMPONENT:

This course supports the CCSS for the use of language, conventions, vocabulary acquisition and use. The course ensures that students' grammar and vocabulary use in English are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks that are based on collaborative learning.

DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP).

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers

- Balanced
- Reflective

Unit Title	IB MYP Global Context	Inquiry Questions	Additional Details
What Have the Romans Ever Done for Us?	Orientation in space and time	<ul style="list-style-type: none"> • What are the major achievements of the Romans? • How do Roman achievements influence the world today? • To what extent does today's world reflect the achievements of Rome? 	<ul style="list-style-type: none"> • Lasting impacts of Rome • Power and authority within empires
The Times in Europe Are A-Changin'	Orientation in space and time	<ul style="list-style-type: none"> • How does the rise or collapse of a government affect the surrounding societies over time? • Why is there debate about the Dark Ages? • To what extent are ideas from Rome and the early Middle Ages important to today's world? 	<ul style="list-style-type: none"> • European geography • Power and authority within empires • Connections between religion and society • Development of political order
Heigh-Ho, Heigh Ho, It's Off to the Silk Road I Go!	Globalization and sustainability	<ul style="list-style-type: none"> • What are the consequences of trade across networks? • How are people connected through the exchange of goods and ideas? • To what extent are individuals and societies dependent on trade? 	<ul style="list-style-type: none"> • Geography of Asia • History of the Silk Road • Medieval Chinese societies • Globalization
The Rise and Spread of Islam	Personal and cultural expression	<ul style="list-style-type: none"> • Can you describe the beliefs and philosophy of Islam? • Can you explain the impact that Islam had on other people and their culture? 	<ul style="list-style-type: none"> • Geography of the Middle East • Lasting Achievement of the Arab world

		<ul style="list-style-type: none"> • To what extent does Islam play a role and impact the modern world? 	
A World of Faith: Promoting Religious Tolerance	Personal and cultural expression	<ul style="list-style-type: none"> • What are the five major religions? • How are people's lives affected by their religious beliefs? • To what extent does religion play a role in the modern world? 	<ul style="list-style-type: none"> • Similarities and differences between the 5 major world religions • Understanding different perspectives
Africa, Old and New	Identities and relationships	<ul style="list-style-type: none"> • What affects a culture's change? • How will outside influences change a culture? • Is change of culture always good? Why? 	<ul style="list-style-type: none"> • Geography of Africa • Traditions and culture

TEXTBOOKS AND RESOURCES MATERIALS:

- Burstein, Stanley Mayer, and Richard Shek. *Medieval to Early Modern Times*. Orlando, FL: Holt, Rinehart and Winston, 2006.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading Anchor Standards

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge of Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic; Range of Reading and Level of Text Complexity.

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Anchor Standards

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and audience.

Research to build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

California State History-Social Science Standards

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

1. 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).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. 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.

1. 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. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. 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.
4. 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.
5. 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.
6. 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.

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

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
6. 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.

1. 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.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. 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. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. 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.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. 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.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. 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*.
6. 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.

1. 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.
2. 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.
3. 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.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. 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. 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.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

8. 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").
9. 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.

1. 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.
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. 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.

1. 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).
2. 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.
3. 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.
4. 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).
5. 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.

1. List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).
2. 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).
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. 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.
5. 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).

6. 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.
7. 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.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. 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).
3. 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).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. 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.
3. 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.
4. 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.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
6. 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.

MYP Criteria to be assessed:

Criterion A: Knowing and Understanding

- Use vocabulary in context.
- Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Criterion B: Investigating

- Explain the choice of a research question.

- Follow an action plan to explore a research question.
- Collect and record relevant information consistent with the research question.
- Reflect on the process and results of the investigation.

Criterion C: Communicating

- Communicate information and ideas with clarity.
- Organize information and ideas effectively for the task.
- List sources of information in a way that follows the task instructions.

Criterion D: Thinking Critically

- Identify the main points of ideas, events, visual representation or arguments.
- Use information to justify an opinion.
- Identify and analyze a range of sources/data in terms of origin and purpose.
- Identify different views and their implications.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self directed learners** who will be able to use a variety of instructional tools to arrive at answers, problem solve, effectively use time management to do their projects and homework, and to take responsibility for tracking their grades, communicating them with their parents and recognizing when to study harder and know how to improve their grades.
- **Efficient communicators** who can present ideas to the class, participate in discussions, and use not only opinion but also fact to express themselves.
- **Quality producers** who understand it takes work to do something correctly and can actively take steps to prevent or fix a problem that comes up.
- **Constructive thinkers** who can take what they have learned and apply it to real life by being able to recognize and explain the differences between fact and fiction.
- **Collaborative workers** who can work with other people in groups, divide work equally, monitor each other to stay on task, assist each other when help is needed, and appropriately confront a member when not all work is being shared equally.
- **Responsible citizens** who accept consequences for their actions, can demonstrate understanding of their role in the learning process, understand their role in politics, and can voice their opinion by voting, writing letters to congressmen, and signing a petition to change issues that affect them.

WORKS CITED

- *Individuals and Societies Guide*. N.p.: International Baccalaureate Organization, n.d. PDF.