

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Strategic Social Science 7

Date: August 2016

Proposed Grade Level(s): 7th grade

Grading: A-F

CTE Sector / Pathway: N/A

Course Length: 1 year

Subject Area: Social Science

Credits: N/A

Articulation Units: N/A

Prerequisite(s): Completion of Social Science 6 or Strategic Social Science 6 *and* an iReady Reading level of 5 or below

Intent to Pursue 'A-G' College Prep Status: No

COURSE DESCRIPTION:

This course is designed to cover the 7th grade Social Science standards with an emphasis on boosting students' vocabulary and word knowledge. Students will study world history and geography during medieval and early modern times. They will uncover the past, and examine the social, cultural, and technological changes that occurred in Europe, Asia, and Africa in the years AD 500-1789. Students will study these regions with explicit teaching of academic and content vocabulary linked to medieval and early modern history content.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Students will gain an understanding of the medieval and early modern world through exposure to primary and secondary source information. Students will understand how the people, politics, belief systems, economics, technological innovations, and cultural interactions of the past have influenced our contemporary world. Students will be able to analyze cause and effect and how it relates to the rise and decline of civilizations. Students will be able to locate the geographic borders of an empire and trace the origins of that nation's belief system. Students will be able to explain the importance of ancient trade routes and the transmission of beliefs and innovations over time. Students will be able to describe the growth of cities and specialization of labor; trace the 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 ideals, exploration, and documents such as the Magna Carta and Declaration of Independence.

In addition, students will show accelerated growth in reading fluency and vocabulary acquisition. Students will study historical documents with scaffolding specifically designed to help them achieve greater access to increasingly complex text. Students will gain skills that are essential to the proper study of history and the social sciences and are also transferable across curricula.

COMMON CORE STATE STANDARD READING COMPONENT:

Students will read grade level textbooks as well as primary and secondary source passages with explicit academic and content vocabulary instruction. Content readings will support the California CCSS for Literacy in History/Social Studies.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Students will write claims supported by evidence gathered through individual historical research. Students will analyze the significance of historical persons and events, place them in the proper historical context, and clearly communicate the conclusions they draw.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

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

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Students will develop a deeper understanding of historical concepts through structured dialogue. Students will develop their speaking and listening skills through Socratic Seminars, Structured Academic Controversies, class presentations, and debates.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Orientation (2 weeks)

This unit introduces word learning strategies including dictionary work, word families, using context clues, and use of morphological word parts (prefixes, suffixes, and roots.)

Unit 2: Ancient Rome (3 weeks)

Students are briefly reintroduced to contributions of early Rome. They will discuss new innovations during this period, and also reasons for decline. Students will specifically study the eruption of Mt. Vesuvius and the destruction of Pompeii (*Pliny the Younger: The Eruption of Vesuvius: Letter 6:16* (Parts 1 and 2) and the organization of the Roman army (*Roman Imperial Power: Their Astonishing Fighting Spirit* (Parts 1 and 2).

Unit 3: Islam in the Middle Ages (3 weeks)

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 teaching of Muhammad and the significance of the Qu'ran. Strong emphasis is placed on Muslim contributions in the areas of science, mathematics, medicine, art, and literature.

Unit 4: Medieval Africa (3 weeks)

Students will analyze the geography of Western Africa and the importance of the Niger River in the development of 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. Students will explore the topics of Ancient Mali and Timbuktu through reading *Mansa Musa, An African Builder* (Parts 1 and 2) and *Timbuktu for the Timid* (Parts 1 and 2).

Unit 6: Age of Exploration (2 weeks)

Students will chart the location of sea routes and monitor advances in cartography, which led to 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.

Unit 7: Meso-American and Andean Civilization (3 weeks)

Students will describe the location and geography of Mexico, Central America, and South America and their effects upon Mayan, Aztec, and Incan economies. Students will 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. Students will read *Collapse. Why do Civilizations Fall?* (Parts 1, 2, 3, and 4).

Unit 8: Review (1 week)

Students will work on group and independent projects including research and various writing tasks based on the topics listed above for each unit.

Unit 9: China in the Middle Ages (3 weeks)

Students will analyze the geographical, political, economic, religious, and social structure of civilization in China during the Middle Ages. Students will describe the influence of traditional Chinese practices as well as the 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. Readings will focus on Confucianism, the role of women, the history of papermaking in China, the Opium War, the Great Wall, and Chinese dynasties. This will be done through the following texts: *Chinese Dynasties* (Parts 1 and 2), *A View of Women in Confucian China*, and *Schools in China*.

Unit 10: Medieval Japan (2 weeks)

Students will analyze the values, customs, and traditions of ancient Japan and its feudal system. Students will study the rise of a military class and the distinctive forms of Japanese Buddhism. Students will read *Minamoto Yorimasa, 1106-1180* (Parts 1 and 2) and *Defensive Weapons* (Parts 1 and 2) to aid in their study of samurai warriors and the code of honor.

Unit 11: Medieval Europe (2 weeks)

Students will follow the spread of Christianity north of Rome and across Western Europe. Students will 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 the results that occurred. They will be able to describe the rise of the Catholic Church in Europe. Students will study the Battle of Hastings and the Norman Invasion of England through reading *Invasion of England, 1066* (Parts 1 and 2). Students will look at medieval torture practices through reading *Medieval Torture* (Parts 1 and 2).

Unit 12: Review (1 week)

Students work on group and independent projects including research and various writing tasks based on the topics listed above for each unit.

Unit 13: The Renaissance (2 weeks)

Students will analyze the origins and accomplishments of early Renaissance ideas. Students will explore how people revived classical learning and found balance between religious and scientific thought and practice.

Students will study how explorers' diaries led to the reopening of ancient trade routes that led to the dissemination of information and how society saw advances in the arts, mathematics, sciences, engineering, anatomy, and astronomy. Students will study Leonardo da Vinci and the bubonic plague in detail through reading *Leonardo: The Complete Renaissance Man* (Parts 1 and 2) and *The Black Death, 1348* (Parts 1 and 2).

Unit 14: Scientific Discoveries in the Enlightenment (3 weeks)

Students will explain the causes for the weakening of the Catholic Church and the rise of Protestant ideas. Students will 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. Students will study the introduction of the Scientific Method and the growth of democratic ideas. In depth study of Isaac Newton and the role of women during the time period will be accomplished through reading *Isaac Newton* (Parts 1 and 2) and *Women During the Enlightenment* (Parts 1 and 2).

Unit 15: The Enlightenment and Age of Reason (2 weeks)

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 influence of explorers and mapmakers. Students may trace these same ideas back to the Renaissance and even early Rome and the beginnings of Christianity. Students will be able to explain how enlightenment thinkers affected the governments of Europe.

Unit 16: The Immigrant Experience (2 weeks)

Students will study Japanese and Chinese immigration to California and Irish and Italian immigration to New York. Students will read *Angel Island*, *Paper Sons* and *Coaching Letters*, and *Ethnic Conflict in European Immigration* (Parts 1 and 2).

Unit 17: Review (1 week)

Students work on group and independent projects including research and various writing tasks based on the topics listed above for each unit.

TEXTBOOKS AND RESOURCE MATERIALS:

World History: Medieval to Modern Times by Stanley M. Burstein and Richard Shek. Holt, Rinehart, and Winston (January, 2006)

Word Intelligence: Developing Academic and Content Vocabulary (World Edition) Consortium on Reaching Excellence in Education (2012)

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

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, woodblock 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, warfare, 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 importance of cities 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, 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, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, 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 mapmakers.
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.

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who will be able to use their text, atlas, or computer to assist them in their learning outside the classroom setting.
- **Constructive Thinkers:** who will use logic, organizational skills and computers to find solutions to questions they may have.
- **Effective Communicators:** who will be able to describe and explain information they have learned in a variety of formats.
- **Collaborative Workers:** who will be able to work in diverse groups within their classroom setting.
- **Quality Producers/Performers:** who will demonstrate skills they have learned in this course through presentations, projects, writing and other means.
- **Responsible Citizens** who will demonstrate sound judgment, civic pride, and accept the consequences of their actions.