

**Davison Community Schools**  
**7th Grade World History**

**Course Outline**

The priority standards are addressed in the units below:

- Unit 1: Foundations and Skills
  - Unit 2: Settling the World
  - Unit 3: The Arab World
  - Unit 4: Ancient Greece and Rome
  - Unit 5: India and Sub-Saharan Africa
  - Unit 6: Central Asia and China
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**Priority Standards**

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. Examples may include but are not limited to: a wide range of Document-Based Questions (DBQs) are available to develop case studies appropriate to the era in both AfroEurasia and the Americas.

7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another. Examples may include but are not limited to: the spread of iron; agriculture; and cultural changes associated with permanent settlements. Cultural diffusion involves identifying the innovation, how it is being spread, who the adopters are, and the intended or unintended consequences of the innovation.

7 – W3.1.1 Describe the characteristics that classical civilizations share. Examples may include but are not limited to: institutions, cultural styles, laws, religious beliefs and practices, and systems of thought that influenced neighboring peoples and have endured for several centuries.

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires. Examples may include but are not limited to: Mesopotamian Empires: cuneiform, Code of Hammurabi; the Ten Commandments, the Tang Code; the Roman Justinian Code; Indian Empires: Sanskrit; Nile River Empires: hieroglyphs; Chinese Empire: character writing, belief system of Confucianism, Daoism, Legalism; American Empires: Incan knot language, Mayan codices.

7 – W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam. Examples may include, but are not limited to: comparing major figures, sacred texts, and basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic) among religions; case studies of continuity of local indigenous belief systems or animistic religions; comparisons with religious traditions that developed after 1500 CE such as Protestantism.

7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied. Examples include but are not limited to: using and interpreting maps in historical atlases, creating hand-drawn maps, and using basic GIS.

7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did. Examples may include but are not limited to: areas appropriate for hunter-gatherers or farmers, coastal and/or river towns located for trade, or mountain towns for defense.

7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups. Examples may include but are not limited to: conflict over natural resources, trade routes, or wealth.

7 – P3.1.1 Clearly state an issue as a question of public policy in contemporary or historical context, or as a contemporary/historical comparison. Trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness: