

**BAKERSFIELD CITY SCHOOL DISTRICT**

Education Center – 1300 Baker Street

Bakersfield, California 93305

Curriculum and Standards

**Holt History/Social Science Standards Alignment Grade 7**

Standards		Performance Task	Text Reference
7.1.1	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).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 24-9, 34-5
7.1.2	Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	Conduct a debate between supporters of Diocletian, who want the empire to remain divided, and supporter of Constantine, who want to reunite the empire.	pp. 30-4
7.1.3	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 36-41

7.2.1	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.	Create a map of the Arabian peninsula indicating the major trade routes that passed through Arabia, and label the civilizations the Arabs traded with along each route as well as what items were traded.	pp. 54-8
7.2.2	Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p.61
7.2.3	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 66-71, 61-2
7.2.4	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 80-3
7.2.5	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 82-5
7.2.6	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 94-9

7.3.1	Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 166-7
7.3.2	Describe agricultural, technological, and commercial developments during the Tang and Sung periods	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 170-5
7.3.3	Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 176-9
7.3.4	Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.		pp. 183-4
7.3.5	Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 174-5
7.3.6	Describe the development of the imperial state and the scholar-official class.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 178-9
7.4.1	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.	See <i>Standards of Excellence History/Social Science</i>	pp. 112-5, 130-3, 136-7
7.4.2	Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.	<i>Grades 6-8</i>	pp. 116-121
7.4.3	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 138-145

7.4.4	Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	N/a
7.4.5	Describe the importance of written and oral traditions in the transmission of African history and culture.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 147-153
7.5.1	Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 198-203
7.5.2	Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 202-3
7.5.3	Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i> , <i>daimyo</i> , and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 212-5
7.5.4	Trace the development of distinctive forms of Japanese Buddhism.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 208
7.5.5	Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's <i>Tale of Genji</i> .	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 204-212
7.5.6	Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 212-217
7.6.1	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.	Create a map of Europe identifying the different regions within Europe and the characteristics of each region.	pp. 230-3

7.6.2	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 234-6
7.6.3	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 242-7
7.6.4	Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 260-3
7.6.5	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).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 276-277
7.6.6	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 264-8
7.6.7	Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 279-281

7.6.8	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").	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 269-275
7.6.9	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 283
7.7.1	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 384-8, 390-1, 422-3
7.7.2	Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.	Chart the different classes of Aztec society and list the goods or services provided by each class.	pp. 392-7, 416-8, 427-430
7.7.3	Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 413-5, 425-6
7.7.4	Describe the artistic and oral traditions and architecture in the three civilizations	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 397-401, 419-421, 430-1

7.7.5	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 397-399
7.8.1	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).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 304-5, 314
7.8.2	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 300-3
7.8.3	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 298-300
7.8.4	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).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 312-4
7.8.5	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).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 305-311, 314-7

7.9.1	List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	Imagine television reporters interviewing a member of the Catholic clergy. Construct a one-page list of the questions concerning the issues raised by Protestant reformers as well as answers.	pp. 328-9
7.9.2	Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 329-333
7.9.3	Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.	Create a time line of religious wars ending with the Treaty of Westphalia, including the dates; 1534, 1562, 1572, 1598, 1618, and 1648.	p. 340
7.9.4	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 340-4
7.9.5	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).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 336-7
7.9.6	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 338-9

7.9.7	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).	Write an argumentative speech from various points of views as an observer of the Spanish Inquisition.	pp. 284-5, 334-5
7.10.1	Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 354-7
7.10.2	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).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 358-363
7.10.3	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 364-9
7.11.1	Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 446-453

7.11.2	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 454-458
7.11.3	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 459-463
7.11.4	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 474-7
7.11.5	Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).	Create political cartoons that illustrate the opinion many commoners might have had about monarchs who felt they ruled by divine right.	pp. 478-483
7.11.6	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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 484-7