

School wide Benchmark Assessment Plan

7th Grade History Standards

Test 1 September
Test 2 November

Test 3 January
Test 4 March

Test	Standard	World History & Geography: Medieval & Early Modern Times	# of STAR	World History & Geography: Medieval & Early Modern Times
		Essential History Standards	Items	Kid Friendly Standards
		Late Antiquity & the Middle Ages	14	
1	7.1	<p>Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ul style="list-style-type: none"> ▪ 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. 	1	I can explain the reasons for the expansion and the consequences of the ultimate fall of the Roman Empire.
1	7.2	<p>Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.</p> <ul style="list-style-type: none"> ▪ Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. ▪ 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. ▪ 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. ▪ 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. 	2	I can describe the geographic, political, economic, religious, and social structures of Islam in the Middle Ages.
2	7.4	<p>Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ul style="list-style-type: none"> ▪ 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	I can describe the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

		<ul style="list-style-type: none"> ▪ 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. ▪ Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa. 		
2	7.3	<p>Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ul style="list-style-type: none"> ▪ Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. ▪ Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods. ▪ Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder. ▪ Describe the development of the imperial state and the scholar-official class. 	2	I can describe the geographic, political, economic, religious, and social structures of China in the Middle Ages.
2	7.5	<p>Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ul style="list-style-type: none"> ▪ Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan. ▪ Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign. ▪ 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. ▪ Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society. 	2	I can describe the geographic, political, economic, religious, and social structures of Medieval Japan.
3	7.6	<p>Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs. 	3	I can describe the geographic, political, economic, religious, and social structures of Medieval Europe.

		<ul style="list-style-type: none"> 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. 		
		Renaissance / Reformation (except 7.7)		
3	7.8	<p>Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ul style="list-style-type: none"> Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism. Describe the growth and effects of new ways of disseminating information. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy. 	2	I can explain the beginnings, accomplishments, and diffusion of the Renaissance.
3	7.9	<p>Students analyze the historical developments of the Reformation.</p> <ul style="list-style-type: none"> List the causes for the internal turmoil in and weakening of the Catholic Church. Describe the theological, political, and economic ideas of the major figures during the Reformation. 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. 	3	I can summarize the historical developments of the Reformation.
4	7.10	<p>Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</p> <ul style="list-style-type: none"> Discuss the roots of the Scientific Revolution. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions. 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. 	2	I can summarize the historical developments of the Scientific Revolution and describe its lasting effect on religious, political, and cultural institutions.
4	7.7	<p>Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.</p> <ul style="list-style-type: none"> Study the roles of people in each society, including class 	2	I can compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean cultures.

		<p>structures, family life, war-fare, religious beliefs and practices, and slavery.</p> <ul style="list-style-type: none"> ▪ Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. ▪ Describe the artistic and oral traditions and architecture in the three civilizations. ▪ 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. 		
4	7.11	<p>Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <ul style="list-style-type: none"> ▪ Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. ▪ 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. ▪ Describe how democratic thought and institutions were influenced by Enlightenment thinkers. 	3	I can discuss the political and economic changes that took place during the Age of Exploration, the Enlightenment, and the Age of Reason.