Checklist

Manhattan Beach
Unified School District

CONTENT STANDARDS

GRADE SEVEN

ENGLISH-LANGUAGE ARTS

MATHEMATICS

SCIENCE

HISTORY-SOCIAL SCIENCE

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

GRADE SEVEN

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

	1.1	Identify idioms, analogies, metaphors, and similes in prose and poetry. **(CAHSEE)**
	1.2	Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. **(CAHSEE)**
	1.3	Clarify word meanings through the use of definition, example, restatement, or contrast. **(CAHSEE)**

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials

	2.1	Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
	2.2	Locate information by using a variety of consumer, workplace, and public documents.
	2.3	Analyze text that uses the cause-and-effect organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

	2.4	Identify and trace the development of an author's argument, point of view, or perspective in text.
	2.5	Understand and explain the use of a simple mechanical device by following technical directions.

Expository Critique

	2.6	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

3.0 Literary Response and Analysis

Structural Features of Literature

	3.1	Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

Narrative Analysis of Grade-Level-Appropriate Text

	3.2	Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). **(CAHSEE)**
	3.3	Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
	3.4	Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
	3.5	Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Literary Criticism

	3.6	Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

WRITING

1.0 Writing Strategies

Organization and Focus

	1.1	Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
	1.2	Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. **(CAHSEE)**
	1.3	Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. **(CAHSEE)**

Research and Technology

	1.4	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
	1.5	Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
	1.6	Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

	1.7	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

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ENGLISH-LANGUAGE ARTS CONTENT STANDARDS continued

GRADE SEVEN

WRITING continued

2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

	2.1	Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
	2.2	Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence.
	2.3	Write research reports: a. Pose relevant and tightly drawn questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries). d. Document reference sources by means of footnotes and a bibliography.
	2.4	Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments. **(CAHSEE)**
	2.5	Write summaries of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Sentence Structure

	1.1	Place modifiers properly and use the active voice. **(CAHSEE)**

Grammar

	1.2	Identify and use infinitives and participles and make clear references between pronouns and antecedents. **(CAHSEE)**
	1.3	Identify all parts of speech and types and structure of sentences.
	1.4	Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference). **(CAHSEE)**

Punctuation

	1.5	Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Capitalization

	1.6	Use correct capitalization.

Spelling

	1.7	Spell derivatives correctly by applying the spellings of bases and affixes.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

	1.1	Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
	1.2	Determine the speaker's attitude toward the subject.
	1.3	Respond to persuasive messages with questions, challenges, or affirmations.

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ENGLISH- LANGUAGE ARTS CONTENT STANDARDS continued

GRADE SEVEN

LISTENING AND SPEAKING continued

1.0 Listening and Speaking Strategies continued

Organization and Delivery of Oral Communication

	1.4	Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
	1.5	Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
	1.6	Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications

	1.7	Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
	1.8	Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

2.0 Speaking Applications (Genres and Their Characteristics)

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

	2.1	Deliver narrative presentations: a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).
	2.2	Deliver oral summaries of articles and books: a. Include the main ideas of the event or article and the most significant details. b. Use the student's own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details.
	2.3	Deliver research presentations: a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries). d. Cite reference sources appropriately.
	2.4	Deliver persuasive presentations: a. State a clear position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence.

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MATHEMATICS CONTENT STANDARDS

GRADES SIX AND SEVEN PRE ALGEBRA COURSE 1
GRADES SIX THROUGH EIGHT PRE ALGEBRA COURSE 2

NUMBER SENSE

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:

	1.1	Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation. **(CAHSEE)**
	1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers. **(CAHSEE)**
	1.3	Convert fractions to decimals and percents and use these representations in estimations, computations, and applications. **(CAHSEE)**
	1.4	Differentiate between rational and irrational numbers.
	1.5	Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.
	1.6	Calculate the percentage of increases and decreases of a quantity. **(CAHSEE)**
	1.7	Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest. **(CAHSEE)**

2.0 Students use exponents, powers, and roots and use exponents in working with fractions:

	2.1	Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base. **(CAHSEE)**
	2.2	Add and subtract fractions by using factoring to find common denominators. **(CAHSEE)**
	2.3	Multiply, divide, and simplify rational numbers by using exponent rules.
	2.4	Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.
	2.5	Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers. **(CAHSEE)**

ALGEBRA AND FUNCTIONS

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

	1.1	Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).
	1.2	Use the correct order of operations to evaluate algebraic expressions such as $3(2x\_ +5)^2$.
	1.3	Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.
	1.4	Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.
	1.5	Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:

	2.1	Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.
	2.2	Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

3.0 Students graph and interpret linear and some nonlinear functions:

	3.1	Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.
	3.2	Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).
	3.3	Graph linear functions, noting that the vertical change (change in *y*-value) per unit of horizontal change (change in *x*-value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.
	3.4	Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

4.0 Students solve simple linear equations and inequalities over the rational numbers:

	4.1	Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.
	4.2	Solve multistep problems involving rate, average speed, distance, and time or a direct variation.

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MATHEMATICS CONTENT STANDARDS continued

GRADES SIX AND SEVEN PRE ALGEBRA COURSE 1
GRADES SIX THROUGH EIGHT PRE ALGEBRA COURSE 2

MEASUREMENT AND GEOMETRY

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:

	1.1	Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters). **(CAHSEE)**
	1.2	Construct and read drawings and models made to scale.
	1.3	Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer. **(CAHSEE)**

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:

	2.1	Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.
	2.2	Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.
	2.3	Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.
	2.4	Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or [1 ft ^{2}] = [144 in ^{2}], 1 cubic inch is approximately 16.38 cubic centimeters or [1in ^{3}] = [16.38 cm ^{3}]).

3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

	3.1	Identify and construct basic elements of geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.
	3.2	Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.
	3.3	Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.
	3.4	Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.
	3.5	Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.
	3.6	Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

STATISTICS, DATA ANALYSIS, AND PROBABILITY

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:

	1.1	Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data. **(CAHSEE)**
	1.2	Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level). **(CAHSEE)**
	1.3	Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set. **(CAHSEE)**

MATHEMATICAL REASONING

1.0 Students make decisions about how to approach problems:

	1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns. **(CAHSEE)**
	1.2	Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.
	1.3	Determine when and how to break a problem into simpler parts.

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MATHEMATICS CONTENT STANDARDS continued

GRADES SIX AND SEVEN PRE ALGEBRA COURSE 1
GRADES SIX THROUGH EIGHT PRE ALGEBRA COURSE 2

MATHEMATICAL REASONING continued

2.0 Students use strategies, skills, and concepts in finding solutions:

	2.1	Use estimation to verify the reasonableness of calculated results. **(CAHSEE)**
	2.2	Apply strategies and results from simpler problems to more complex problems.
	2.3	Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques. **(CAHSEE)**
	2.4	Make and test conjectures by using both inductive and deductive reasoning.
	2.5	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
	2.6	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
	2.7	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
	2.8	Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:

	3.1	Evaluate the reasonableness of the solution in the context of the original situation.
	3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
	3.3	Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

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SCIENCE CONTENT STANDARDS

GRADE SEVEN

FOCUS ON LIFE SCIENCE

Cell Biology

1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:

	a.	Students know cells function similarly in all living organisms.
	b.	Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
	c.	Students know the nucleus is the repository for genetic information in plant and animal cells.
	d.	Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
	e.	Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
	f.	Students know that as multicellular organisms develop, their cells differentiate.

Genetics

2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:

	a.	Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
	b.	Students know sexual reproduction produces offspring that inherit half their genes from each parent.
	c.	Students know an inherited trait can be determined by one or more genes.
	d.	Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
	e.	Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

Evolution

3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:

	a.	Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
	b.	Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
	c.	Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
	d.	Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
	e.	Students know that extinction of a species occurs when the environment changes and that the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Science)

4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:

	a.	Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
	b.	Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
	c.	Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
	d.	Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
	e.	Students know fossils provide evidence of how life and environmental conditions have changed.
	f.	Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
	g.	Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

SCIENCE CONTENT STANDARDS continued

GRADE SEVEN

FOCUS ON LIFE SCIENCE continued

Structure and Function in Living Systems

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:

	a.	Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
	b.	Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
	c.	Students know how bones and muscles work together to provide a structural framework for movement.
	d.	Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
	e.	Students know the function of the umbilicus and placenta during pregnancy.
	f.	Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
	g.	Students know how to relate the structures of the eye and ear to their functions.

Physical Principles in Living Systems (Physical Science)

6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:

	a.	Students know visible light is a small band within a very broad electromagnetic spectrum.
	b.	Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
	c.	Students know light travels in straight lines if the medium it travels through does not change.
	d.	Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
	e.	Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
	f.	Students know light can be reflected, refracted, transmitted, and absorbed by matter.
	g.	Students know the angle of reflection of a light beam is equal to the angle of incidence.
	h.	Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
	i.	Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
	j.	Students know that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

	a.	Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
	b.	Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
	c.	Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
	d.	Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
	e.	Communicate the steps and results from an investigation in written reports and oral presentations.

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS

GRADE SEVEN

WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

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.

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS

GRADE SEVEN

WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES continued

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 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, 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 be-came 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).

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS continued

GRADE SEVEN

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 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.

HISTORY-SOCIAL SCIENCE ANALYSIS SKILLS (6-8):

Chronological and Spatial Thinking

	1.	Students explain how major events are related to one another in time.
	2.	Students construct various time lines of key events, people, and periods of the historical era they are studying.
	3.	Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

	1.	Students frame questions that can be answered by historical study and research.
	2.	Students distinguish fact from opinion in historical narratives and stories.
	3.	Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
	4.	Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
	5.	Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

	1.	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
	2.	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
	3.	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
	4.	Students recognize the role of chance, oversight, and error in history.
	5.	Students recognize that interpretations of history are subject to change as new information is uncovered.
	6.	Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.