

## 2021 – 2022, Seventh Grade, Social Studies, Quarter 1

Students begin a second of a two-year survey of world history and geography by studying the **Byzantine Empire** and the **Middle Ages in Western Europe**. This course complies with [T.C.A. § 49-6-1005](#) on inclusion of religion for educational purposes and [T.C.A. § 49-6-1011](#) on embedding primary sources. Compliance with [Federal Mandate 36 U.S. Code § 106](#) and [Freedom Week TCA § 49-6-1014](#) are part of quarter one instruction.

### Tennessee State Standards and Learning Expectations

#### **Byzantine Empire - 400 - 1500s**

**7.12** Identify the continuation of the Eastern Roman Empire as the Byzantine Empire and describe the diffusion of Christianity and the Latin language. (C, G, H, P)

- Compare and contrast the Eastern and Western Roman Empires to explain why the Eastern Roman Empire outlasted the Western Roman Empire.
- Use the Great Schism as evidence of the split between the Eastern and Western Roman Empires.
- Identify the lasting impacts of the Western Roman Empire, including the diffusion of Catholicism and the Latin language.
- Identify the lasting impacts of the Eastern Roman Empire, including the diffusion of Eastern Orthodox Christianity and the Cyrillic alphabet.
- Explain why historians make the distinction between Romans and Byzantines (despite Byzantines seeing themselves as Romans).

**7.14** Analyze the importance of regional geography and the location of Constantinople in maintaining European culture. (C, G, H)

- Analyze how the geographic location of Constantinople helped the Eastern Roman Empire, including trade, cultural diffusion, and military strategy.

**7.13** Explain the importance of Justinian’s political, social, and architectural achievements. (C, G, H, P)

- Organize Justinian’s accomplishments and their impacts into one, coherent narrative or timeline.

#### **Middle Ages in Western Europe - 400 - 1500s**

##### **A: Early Western Europe**

**7.27** Identify and locate geographical features of Europe, including: (G)

- Alps
- Atlantic Ocean
- English Channel
- Mediterranean Sea
- influence of the North Atlantic Drift
- North European Plain
- Ural Mountains
- Explain how the North Atlantic Drift impacts the weather in Western Europe and why.

**7.28** Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.

(C, G, H, P)

- Describe the role of monasteries in education, healthcare, and farming reform, as well as how these services expanded Christianity beyond the Alps.
- Explain the connection between the Catholic Church and medieval universities.

**7.29** Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire. (C, E, G, H, P)

- Create a timeline of Charlemagne's life, and explain how each event was significant to Europe at the time, including:
  - the creation of the Holy Roman Empire
  - the establishment of Christianity as the religion of the Empire
  - his relationship to feudalism

### **B: Feudalism**

**7.30** Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). (C, E, G, H, P)

- Discuss how a mountainous geography led to small, localized governments.
- Explain that manorialism is an economic system, while feudalism is a system of protection.
- Name groups whose invasion affected the development of feudalism, such as the Vikings.
- Make connections between the growth of towns and decline of feudalism.

**7.31** Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France.

(C, E, G, H, P)

- Describe the Norman Invasion, the location of Normandy, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France.

**7.32** Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.

(C, G, H, P)

- Compare the relationships between Pope Gregory VII and Henry IV and Pope Leo III and Charlemagne.
- Use the conflict between Pope Gregory VII and Henry IV to make an argument for the power of medieval popes or kings in Northern Europe.

**7.34** Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard. (C, G, H, P)

- Create an outline of the first three Crusades, including major events, individuals, and outcomes in each including Pope Urban II, Saladin, and Richard the Lionheart.

**7.35** Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe. (C, G, H)

- Assess the positive and negative impacts of the Crusades and determine the effect on Europe, the Middle East, and Jews.
- Explain how the Crusades impacted the growth of trade between Europe and the Middle East.

**C: Growth of the State**

**7.33** Analyze the impact of the *Magna Carta*, including: limiting the power of the monarch, the rule of law, and the right to trial by jury. (G, H, P)

- Evaluate the significance of the *Magna Carta*, common law, *habeas corpus*, *writ*, Parliament and limiting monarchical power, rule of law, and trial by jury and make connections with our U.S. Constitution. [Federal Mandate 36 U.S. Code § 106](#)

**7.38** Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war. (C, G, H, P)

- Show the influence of 13th century legal reform present in our society today.
- Evaluate the significance of the Hundred Years War in creating national identities for France and England.
- Outline Henry V's and Joan of Arc's contributions to the Hundred Years War.

**7.39** Explain the significance of the *Reconquista*, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. (C, G, H, P)

- Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the *Reconquista*, The Inquisition, and the rise of the Spanish and Portuguese kingdoms.

**7.36** Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.

- Trace the spread of the Bubonic Plague from central Asia to China, the Middle East, and then to Europe.
- Analyze a primary source document and cite evidence of how the Black Death affected daily life.
- Review a chart that demonstrates the Bubonic Plague's impact on the world's population.

**7.37** Analyze the importance of the Black Death on the emergence of a modern economy, including: (C, E, H)

- agricultural improvements
- commerce
- growth of banking
- a merchant class
- technological improvements
- towns
- Analyze how the Black Death was a time of terror and led to the development a modern economy for those who survived.

C – culture, E – economic, G – geography, H – history, P – politics, T – Tennessee, TCA – TN Code Annotated (required)

**2021 - 2022, Seventh Grade, Social Studies, Quarter 2**

Students continue the two-year survey of world history and geography by studying the **Ancient China** and **Ancient Japan, Southwest Asia and North Africa**, and **West Africa**. This course complies with [T.C.A. § 49-6-1005](#) on inclusion of religion for educational purposes and [T.C.A. § 49-6-1011](#) on embedding historical primary sources.

**Tennessee State Standards and Learning Expectations**

**East Asia - 400 - 1500s**

**A: China**

**7.01a** Identify and locate the geographical features of East Asia, including: (G)

- Gobi Desert
- Himalayan Mountains
- Pacific Ocean
- Plateau of Tibet
- Yangtze River
- Yellow River
- Create a map to include the major geographic features of East Asia.

**7.02** Describe how the reunification of China prior to the Tang dynasty helped spread Buddhist beliefs. (C, G, H, P)

- Explain how the *Period of Division*, Sui dynasty, and Tang dynasty promoted Buddhism in China.

**7.03** Summarize agricultural, commercial, and technological developments during the Tang and Song Dynasties, and describe the role of Confucianism during the Song. (C, E, G, H, P)

- Explain the impact of agricultural, commercial, and technological developments during the Tang and Song Dynasties, including:
  - introduction of fast-ripening rice
  - irrigation systems
  - A money economy
  - porcelain
  - The Grand Canal
- Describe Confucian influence on the Song government and class structure.

**7.04** Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. (C, G, H, P)

- Synthesize the events that lead to the rise of the Mongol Empire and Genghis Khan into one, coherent narrative.

**7.05** Describe Kublai Khan's conquest of China and explain how he was able to maintain control of the Yuan Empire. (C, G, H, P)

- Use Kublai Khan's conquest of the Song dynasty as evidence to explain the adaptive battle strategies of the Mongols.

**7.06** Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade. (C, E, G, H)

- Locate the Silk Roads on a map and trace the spread of Chinese technology to other parts of Asia, the Islamic World, and Europe including:
  - papermaking
  - woodblock printing
  - the compass
  - gunpowder
- Connect Marco Polo to the Yuan dynasty and infer how his claims would influence Europe.

**7.07** Analyze the achievements of the Ming dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages. (C, E, G, H, P)

- Describe the building projects of the Ming Dynasty, including:
  - rebuilding the Great Wall
  - the Construction of the Forbidden City
  - implementation of the tributary system
  - relocation of the capitol
- Define and defend isolationism.
- Trace Zheng He's sea voyages and explain the reasons for their stated purpose.

### **B: Ancient Japan**

**7.01b** Identify and locate the geographical features of East Asia, including: (G)

- Japan
- Korean Peninsula
- Sea of Japan (East Sea)
- Pacific Ocean
- Create a map featuring the major geographic features of East Asia.

**7.09** Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system. (C, G, H)

- Show how Prince Shotoku influenced Japanese culture.
- Cite evidence to explain the influence of mainland Asia on Japanese culture, including the adoption of Chinese characters, structure of government, and introduction of Buddhism.
- Explain the Taika Reforms and defend an argument claiming it was a success or failure.

**7.08** Describe the origins and central features of Shintoism:

Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami. (C, G, H, P)

- Explain the creation myth of Shintoism.
- Explain the roles of kami, animism, and shrines in Shintoism.
- Compare Japanese Buddhism and Shintoism.

**7.10** Describe how the Heian aristocracy contributed to the development of a Japanese national culture. (C, H, P)

- Describe elements of Japanese culture that developed in the Heian court, such as drama (Noh and Kabuki) and literature such as the *Tale of Genji*.

**7.11** Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society. (C, E, H, P)

- Find connections between regents, such as Prince Shōtoku and the Fujiwara, and the emergence of the first shogun, Minamoto no Yoritomo.
- Analyze the roles of peasants, merchants, artisans, samurai, daimyo, shogun, and emperor in Japanese feudal society.

**Southwest Asia and North Africa - 400 - 1500s**

**7.15** Identify and locate the geographical features of Southwest Asia and North Africa, including: (G)

- Arabian Peninsula
- Arabian Sea
- Black Sea
- Caspian Sea
- Euphrates River
- Mecca
- Mediterranean Sea
- Persian Gulf
- Red Sea

- Tigris River
- Identify the geographic reasoning for Southwest Asia and North Africa also being referred to as the “Middle East.”
- Create a map that labels the major geographic features of the Middle East correctly.

**7.16** Describe the origins and central features of Islam: (C, G, H, P)

- Key Person: Mohammad
- Sacred Texts: The Quran and The Sunnah
- Basic Beliefs: monotheism, Five Pillars
- Identify the central features of Islam, including Mohammad, monotheism, the Quran, the Sunnah, and the Five Pillars of Islam.
- Explain the importance of the city of Mecca and the Kaaba to Muslims.

**7.17** Describe the diffusion of Islam, its culture, and the Arabic language. (C, G)

- Describe the role of Bedouin warriors in the diffusion of Islam.
- Identify early Muslim empires that affected the diffusion of Islam, its culture, and the Arabic language in North Africa and Southwest Asia.
- Explain how the Sunni- Shia split affected the rise and fall of early Muslim empires.

**7.20** Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. (C, E, G, H)

- Analyze the development of trade routes throughout Asia, Africa, and Europe.
- Explain the impact of merchants on the spread of ideas and goods.

**7.19** Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.  
(C, E, G, H, P)

- Draw connections between the rise of the Ottoman Empire and the fall of the Byzantine Empire including the role of Mehmed II the Conqueror and the fall of Constantinople.

**7.18** Summarize the contributions of the region’s scholars in the areas of: (C, G, H)

- geography
- art
- literature
- mathematics
- medicine
- philosophy

- science
- Identify the contributions of Muslim scholars with the concept of zero, Arabic numerals, works of Rumi, calligraphy, medical advancements, geometric mosaics, and the significance of *One Thousand and One Nights* (i.e., *Arabian Nights*)

### West Africa - 400 - 1500s

**7.21** Identify and locate the geographical features of West Africa, including: (G)

- Atlantic Ocean
- Djenné
- Gulf of Guinea
- Niger River
- The Sahara
- Timbuktu
- Create a map labeling the major geographic features of West Africa and the ancient cities of Djenné and Timbuktu.

**7.22** Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. (C, H)

- Explain the difference in spiritual traditions and organized religion.
- Explain the significance of ancestor worship, animism, and the relationship between humans and deities in indigenous African spiritual traditions.

**7.25** Explain the importance of griots in the transmission of West African history and culture. (C, G, H)

- Define the role of a griot and examine the importance of their role in teaching and preserving African history and culture through an oral tradition.

**7.23** Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenné and Timbuktu as centers of trade, culture, and learning. (C, E, G, H, P)

- Analyze the impact of trade cities, such as Djenné and Timbuktu, on culture and learning in West African trading empires.
- Explain how the trading empire of Ghana evolved into Mali and later Songhai and locate the kingdoms on a map.

**7.24** Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. (C, E, G, H, P)

- Define caravan.
- Identify ideas and goods that caravans traded along the Trans-Saharan trade routes, including religion, gold, salt, and enslaved people.



**7.26** Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. (C, E, G, H, P)

- Explain the importance of Mansa Musa and his pilgrimage to Mecca and how he impacted the local economies on his journey.

C – culture, E – economic, G – geography, H – history, P – politics, T – Tennessee, TCA – TN Code Annotated (required)

### 2021 – 2022, Seventh Grade, Social Studies, Quarter 3

Students continue the two-year survey of world history and geography by studying **The Renaissance**, **Reformation Movement**, and **The Scientific Revolution**. This course complies with [T.C.A. § 49-6-1005](#) on inclusion of religion for educational purposes.

#### Tennessee State Standards and Learning Expectations

#### Early Modern Europe - 1400 - 1700s

#### *A: The Renaissance*

**7.40** Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities. (C, E, G, H, P)

- list factors that promoted the Italian Renaissance including:
  - geography and location
  - trade
  - influence of outside cultures
  - city-state governance

**7.41** Identify the importance of Florence, Italy, and the Medici Family in the early stages of the Renaissance. (C, E, G, H)

- Define renaissance.
- Explain how Florence, Italy became a major trading city and its key role in the initial stages of the Renaissance.
- Explain how the Medici family came to power and examples of art they supported as patrons.

**7.42** Explain humanism and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith. (C, H)

- Define humanism.
- Explain the ideas Thomas Aquinas explored in his writings, including his views on the connection between reason and religion.

**7.43** Explain the development of Renaissance art, including the significance of: (C, E, G, H)

- Leonardo da Vinci
- Michelangelo

- William Shakespeare
- the system of patronage
- Outline the advances made in the arts, including:
  - Leonardo da Vinci's most famous works - Last Supper, Mona Lisa, notebooks, and sketches
  - Michelangelo's most famous works - Sistine Chapel, The David
  - one of William Shakespeare's most famous work - *Romeo and Juliet*
- Explain how patronage funded the works of the Renaissance.

### **B: The Reformation**

**7.45** Explain the significant causes of the Protestant Reformation, including: The Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's 95 Theses. (C, H, P)

- Draw connections between the Renaissance and Reformation.
- Define the terms protestant and reformation.
- Explain how the Catholic church's taxation policies, selling of indulgences, and Martin Luther's 95 Theses are considered causes of the Protestant Reformation.

**7.44** Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge. (C, G, H)

- Connect Johannes Gutenberg's printing press and William Tyndale's translation of the Bible to the growth of literacy and knowledge.

**7.46** Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination. (C, H, P)

- Explain and contrast the major ideas of reformers such as Martin Luther, John Calvin, Erasmus, and William Tyndale.

**7.47** Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. (C, G, H, P)

**7.49** Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe. (C, H, P)

- Name members of the Tudor dynasty and compare the political and religious differences between Henry VIII and Mary I on English society.
- Supply examples to justify describing Queen Elizabeth I's reign as the Golden Age of the Tudor dynasty.
- Explain how conflicts between Catholics and Protestants increased the power of political leaders, as in the conflict leading to the defeat of the Spanish Armada.

**7.48** Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent. (C, H)

- Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including:
  - St. Ignatius of Loyola
  - the Jesuits
  - the Council of Trent

***C: The Scientific Revolution***

**7.50** Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). (C, G)

- Create a chart to compare and contrast the solar system theories of the ancient Greeks, Copernicus, and Kepler.

**7.51** Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope. (C, G, H)

- Identify Galileo’s contributions to science including the telescope and microscope and explain his major theories of heliocentrism, relativity, and gravity.
- Cite evidence to argue the significance of the following individuals, both in their lifetimes and now:
  - Nicolaus Copernicus
  - René Descartes
  - Johannes Kepler

**7.52** Explain the significance of the following in regard to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton’s three Laws of Motion. (C, G, H)

- Explain how the ideas of the Scientific Revolution influenced the Enlightenment including the Sir Francis Bacon and the scientific method and Newton’s Three Laws of Motion.

C – culture, E – economic, G – geography, H – history, P – politics, T – Tennessee, TCA- TN Code Annotated (required)

**2021 – 2022, Seventh Grade, Social Studies, Quarter 4**

Students finish the two-year survey of world history and geography with the units of Indigenous Civilizations of the Americas and the Age of Exploration units.

**Tennessee State Standards and Learning Expectations**

**Indigenous Civilizations of the Americas - 400 - 1500s**

**7.53** Identify and locate the geographical features of the Americas, including: (G, T)

- Andes Mountains
  - Appalachian Mountains
  - Atlantic Ocean
  - Caribbean Sea
  - Central Mexican Plateau
  - Great Plains
  - Gulf of Mexico
  - Mississippi River
  - North America
  - Pacific Ocean
  - Rocky Mountains
  - South America
  - Yucatán Peninsula
- Create a map and label the major geographic features of the Western Hemisphere.

**7.54** Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. (C, G, H, T)

**7.55** Describe the existence of diverse networks of North American Indian cultures (within present day United States) including: varied languages, customs, and economic, and political structures. (C, E, G, H, P, T)

- Explain how geography played a role in the culture of North American Indians by comparing the Native people of the Northeast, Southeast, and on the Plains by examining their distinctive styles of clothing, housing, and agriculture.
- Describe the diversity of North American Indian cultures, including languages, customs, and economic and political structures.

**7.56** Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. (C, E, G, H, P)

- Express how agricultural and settlement practices (including chinampas, terrace farming, dikes, and aqueducts) of the Maya, Aztec, and Incan civilizations are the result of geographic and climate conditions.

**7.57** Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar). (C, E, G, H, P)

- Describe the achievements, social structure, and customs of the Maya, Aztec, and Inca cultures including:

- Mayan calendar, Chichen Itza, chocolate, rubber
- Tenochtitlan, floating islands (chinampas)
- road system, Machu Picchu, terrace farming

### **The Age of Exploration - 1400 - 1700s**

**7.58** Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism). (C, E, G, H, P)

- Define mercantilism and explain how it works as an economic policy.
- Define the term the “New World.”
- Identify the European countries that explored the New World and their motivations, including religion, political rivalry, and economic gain.

**7.59** Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: (C, E, G, H, P, T)

- England: Henry Hudson
- France: Jacques Cartier
- Portugal: Vasco da Gama, Bartolomeu Dias
- Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci
- Change a map to include the routes of the major European explorers.
- Define Latin America and identify it on a map.
- Evaluate and chart these same voyages on their success by considering the strengths and weaknesses of each one.

**7.60** Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery. (C, E, G, H, P)

- Define and identify the years of the Age of Discovery.
- Argue the significance of Prince Henry the Navigator, including his influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery.

**7.61** Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. (C, E, G, H, P)

**7.63** Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World. (C, E, G, H, P)

- Change a map to include French, Spanish, English, Portuguese, and Dutch colonies.

- Mark this same map to distinguish which European colonies were Catholic or Protestant.
- Explain the religious upheaval in Europe that encouraged people to go to the Americas, and how these religious groups and how they affected the lands they settled.

**7.62** Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernán Cortés and Francisco Pizarro). (C, E, G, H, P)

- State the impact of smallpox, civil war, and the advanced weaponry of the Spanish Conquistadors (i.e., Hernán Cortés and Francisco Pizarro) on the defeat of the Aztec and Incan Empires.

**7.64** Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent. (C, E, G, H, P)

- Evaluate the positive and negative impact of animals, crops, and diseases exchanged between both the Eastern and Western hemispheres in the Columbian Exchange.

**7.65** Explain how Spanish colonization introduced Christianity, the mission system, and the *encomienda* system to the Americas as well as Bartolomé de la Casas' role in the transition to African slavery. (C, E, G, H, P)

- Explain why Spanish colonization is so much more widespread in the New World than other European countries.
- Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to North and Latin America as well as the role of Bartolomé de la Casas in the transition to African enslavement.

#### **Embedded 7th Grade TN Computer Science Standards:**

CC.1 Interact with peers, experts, and others using a variety of digital tools and devices.

CC.2 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

CC.3 Contribute, individually or as part of a team, to work to identify and solve authentic problems or produce original works using a variety of digital tools and devices.

DC.1 Advocate, demonstrate, and routinely practice safe, legal, and responsible use of information and technology.

DC.2 Exhibit a positive mindset toward using technology that supports collaboration, learning, and productivity.

DC.3 Exhibit leadership for digital citizenship.

ISA.1 Enter, organize, and synthesize information in a variety of platforms.

ISA.2 Identify and use a variety of storage media and demonstrate an understanding of the rationale for using certain mediums for a specific purpose.

ISA.4 Locate information from a variety of sources.

ISA.5 Perform basic searches on databases to locate information.

**C** – culture, **E** – economic, **G** – geography, **H** – history, **P** – politics, **T** – Tennessee, **TCA** - TN Code Annotated (required)