

## Addendum to the 7<sup>th</sup> grade syllabus

Standards that have to do with religion in the 7<sup>th</sup> grade curriculum.

- 7.4 – Describe the expansion of Muslim rule through conquest and the spread of cultural diffusion of Islam and the Arabic language.
- 7.5 – Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity.
- 7.6 – Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence on Muslim’s daily life.
- 7.7 – Analyze the origins and impact of different sects within Islam, Sunnis and Shi’ites.
- 7.14 – Draw evidence from informational texts to 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.
- 7.17 – Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324.
- 7.18 – Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity.
- 7.20 – Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism.
- 7.27 – Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism.
- 7.28 – Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism and the Chinese writing system were adopted.
- 7.34 – Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV.
- 7.37 – Examine 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.
- 7.38 – Analyze the causes, course, and consequences of the European 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.
- 7.39 – Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution, including 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, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law”.
- 7.42 – Outline the decline the Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of the Spanish and Portuguese kingdoms.
- 7.43 – Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.

- 7.46 – Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith.
- 7.47 – Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing.
- 7.50 – Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe.
- 7.51 – Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in medieval and early modern periods.
- 7.52 – Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.
- 7.53 – Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge, and the Church’s reaction to these developments.
- 7.54 – List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England’s break with the Catholic Church.
- 7.55 – Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther, John Calvin, Desiderius Erasmus, and William Tyndale, and their attempts to reconcile what they viewed as God’s word with Church action.
- 7.56 – Engage effectively in collaborative discussions explaining Protestant’s new practices of church self-government and the influence of those practices on the development of democratic practices and the ideas of federalism.
- 7.57 – Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent.
- 7.58 – Identify the voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new worldview.
- 7.59 – Describe the roots of the Scientific Revolution based upon Christian and Muslim influences.
- 7.61 – Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity.
- 7.70 – Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions.
- 7.72 – Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain.

Outside media that may possibly be used are: Discovery Education, BrainPop, Youtube, cmscurriculum, SAS Curriculum Pathways, textbooks, and possibly various other materials that will be screened before viewing.