

Correlation of Social Studies Standards, Grade 7

To support social studies instruction in Tennessee and in response to concerns from the field over the differences between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created a series of correlation documents. These documents show the links between the current (2014) and revised (2019) social studies standards. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this document, teachers should thoroughly review it in its entirety. **The bolded portions of the revised (2019) standards show specific areas of new content.** This delineation within the standards will allow teachers to use a targeted approach when preparing materials and lessons. Teachers should focus on acquiring materials and lessons for the parts of the standard that are bolded as they may need further preparation to teach these topics; materials aligned to the un-bolded portions of the standards may only need refinement. In addition to thoughtful preparation using this document, there are additional components for which educators will need to plan and prepare. Districts (and teachers) should use their own judgment as to how best to use this document when preparing instruction.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
7.01	Identify and locate the geographical features of East Asia, including: • China • Gobi Desert • Himalayan Mountains • Japan • Korean Peninsula • Pacific Ocean • Plateau of Tibet • Sea of Japan (East Sea) • Yangtze River • Yellow River	G	7.19	Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert. (G)
7.02	Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.	C, G, H, P	7.20	Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. (C, G, H, P)
7.03	Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.	C, E, G, H, P	7.22	Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (C, E, H)
			7.21	Analyze the role of kinship and Confucianism in maintaining order and hierarchy. (C, H, P)

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7.04	Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.	C, G, H, P	7.24	Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan. (G, H, P)
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	7.24	Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan. (G, H, P)
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	7.23	Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and gunpowder. (C, E, G, H)
			7.45	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes. (C, E, G, H)
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	7.26	Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall, isolationism, and Zheng He's sea voyages. (C, E, H, P)
7.08	Describe the origins and central features of Shintoism: • Key Person(s): None • Sacred Texts: No sacred text • 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	7.27	Compare the major features of Shinto, Japan's indigenous religion, and Japanese Buddhism. (C, H)
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	7.28	Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (C, G, H)

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7.10	Describe how the Heian aristocracy contributed to the development of a Japanese national culture.	C, H, P	7.29	Trace the emergence of the Japanese nation during the Nara, 710-794, and the Heian periods, 794-1180. (H, P)
			7.30	Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as <i>The Tale of Genji</i> , one of the world's first novels. (C, H)
7.11	Analyze the rise of a military society in the late 12 th century and the role of the shogun and samurai in Japanese society.	C, E, H, P	7.31	Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. (C, H, P)
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	7.01	Analyze the legacy of the Roman Empire. (C, H)
			7.02	Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople. (C, E, G, H, P).
7.13	Explain the importance of Justinian's political, social, and architectural achievements.	C, G, H, P	7.02	Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople. (C, E, G, H, P).
7.14	Analyze the importance of regional geography and the location of Constantinople in maintaining European culture.	C, G, H	7.02	Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople. (C, E, G, H, P).

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7.15	Identify and locate the geographical features of Southwest Asia and North Africa, including: • Arabian Peninsula • Arabian Sea • Black Sea • Caspian Sea • Euphrates River • Mecca • Mediterranean Sea • Persian Gulf • Red Sea • Tigris River	G	7.03	Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, Mediterranean Sea, Black Sea, Caspian Sea, Tigris and Euphrates Rivers, Nile River. (G)
7.16	Describe the origins and central features of Islam: • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars	C, G, H, P	7.05	Trace the origins of Islam and the life and teachings of Muhammad, including Islam's historical connections to Judaism and Christianity. (C, H)
			7.06	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. (C, H, P)
7.17	Describe the diffusion of Islam, its culture, and the Arabic language.	C, G, H	7.04	Describe the expansion of Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language. (C, E, G, H)
7.18	Summarize the contributions of the region's scholars in the areas of: • Art • Geography • Literature • Mathematics • Medicine • Philosophy • Science	C, G, H	7.08	Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (C, G, H)
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	7.11	Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (H, P)
7.20	Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.	C, E, G, H	7.09	Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society. (E, G, H)
7.21	Identify and locate the geographical features of West Africa, including: • Atlantic Ocean • Djenne • Gulf of Guinea • Niger River • The Sahara • Timbuktu	G	NEW	

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7.22	Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities.	C, H	NEW	
7.23	Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.	C, E, G, H, P	7.13	Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P).
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	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. (C, E, G, H, P)
7.25	Explain the importance of griots in the transmission of West African history and culture.	C, G, H	7.15	Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)
7.26	Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.	C, E, G, H, P	7.17	Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)
7.27	Identify and locate geographical features of Europe, including: • Alps • Atlantic Ocean • English Channel • Mediterranean Sea • Influence of the North Atlantic Drift • North European Plain • Ural Mountains	G	7.32	Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift. (G)
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	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. (C, G, H)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
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	7.34	Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)
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	7.33	Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)
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	7.35	Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)
7.32	Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.	C, G, H, P	7.34	Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)
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	7.36	Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H, P)

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7.34	Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I.	C, G, H, P	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. (C, G, H)
7.35	Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.	C, G, H	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. (C, G, H)
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.	C, E, G, H	7.40	Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. (C, E, G, H)
7.37	Analyze the importance of the Black Death on the emergence of a modern economy, including: • Agricultural improvements • Commerce • Growth of banking • A merchant class • Technological improvements • Towns	C, E, H,	7.41	Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)
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	7.49	Gather relevant information from multiple sources about Henry V, Hundreds Year War, and Joan of Arc. (H, G, P)
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	7.42	Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms. (C, G, H)

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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	7.44	Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. (C, E, G, H)
7.41	Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.	C, E, G, H, P	7.44	Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. (C, E, G, H)
7.42	Explain humanism, and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith.	C, H	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." (C, H, P)
			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. (C, H)

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7.43	Explain the development of Renaissance art, including the significance of: • Leonardo da Vinci • Michelangelo • William Shakespeare • Systems of patronage	C, E, G, H	7.48	Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare. (C, G, H)
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	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. (C, H)
			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. (C, H, P)
			7.48	Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare. (C, G, H)
			7.55	Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P)

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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 <i>95 Theses</i> .	C, H, P	7.55	Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action. (C, H, P)
			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. (C, H, P)
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	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. (C, H, P)
			7.55	Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action. (C, H, P)
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	7.54	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. (C, H, P)

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			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. (H, G, P)
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	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. (C, H)
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	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. (H, G, P)
7.50	Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric) , Copernicus (heliocentric), and Kepler (elliptical orbits).	C, G	7.60	Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)

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7.51	Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.	C, G, H	7.60	Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)
7.52	Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton's three Laws of Motion .	C, G, H	7.60	Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)
7.53	Identify and locate the geographical features of the Americas, including: • 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 • Yucatan Peninsula	G, T	NEW	
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	NEW	

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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	NEW	
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	7.64	Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)
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	7.67	Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)
			7.68	Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)
			7.69	Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (C, H)
			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. (C, E, G, H, P)

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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	7.72	Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P)
7.59	Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: • England: Henry Hudson • France: Jacques Cartier • Portugal: Vasco da Gama, Bartolomeu Dias • Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci	C, E, G, H, P, T	7.58	Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H)
			7.73	Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P)
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	7.73	Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P)
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	7.71	Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P)
7.62	Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).	C, E, G, H, P	7.66	Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)

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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	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. (C, G, H)
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 15 th and 16 th centuries, and examine the major economic and social effects on each continent.	C, E, G, H, P	7.74	Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15 th and 16 th centuries and the major economic and social effects on each continent. (C, E, G, H)
7.65	Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa's role in the transition to African slavery.	C, E, G, H, P	NEW	