



Course Title: 7th Grade World History and Geography

Instructor: Cielo Garat

Instructor Availability: Wednesday 3:00-4:00pm

Instructor Contact: cgarat@gomperscharter.org /9258179502/ Room 42

Course Description:

This course will offer students the history of the medieval and early modern periods and provide students with opportunities to study the rise and fall of empires, the impact of religions and languages, and the significant movements of people, ideas, and products. Throughout the year, students will study the geographical, historical, economic, and civic patterns of the world through content-rich examples and cases studies. Students will work individually and in groups to investigate the development and impact of early modern historical patterns.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Course Materials: Materials that will be utilized by the teacher of this course:

- History Blueprint: Sites of Encounter in the Medieval World*, The California History-Social Science Project, University of California, Davis, 2014.
- History Alive! The Medieval World and Beyond*, Palo Alto, Calif. : Teachers' Curriculum Institute, 2005.



- *California Education and Environment Initiative* Lessons, <http://www.californiaeei.org/curriculum>
- Everything You Need to Ace World History in One Big Fat Notebook, by Workman Publishing (Author), Ximena Vengoechea (Author), Editors of Brain Quest (Draft Writer), Workman Publishing, 2016.
- Various Internet Resources

Materials that will be utilized by the student for this course (Access provided but student may wish to use his/her own materials):

- Computer
- Internet Access
- Interactive Notebook (provided by GPA)
- Pens/Pencils/Highlighters
- Colored Pencils
- Sissors
- Glue stick

Course Structure: This course will be a combination of hands-on projects, group work, lecture, investigation, independant work, and interactive written and oral presentations.

Course of Study:

This course will begin with a review of 6th grade content and skills.

1 WEEK - 5 LESSONS

UNIT ONE: THE WORLD IN 300 CE

2 WEEKS - 4 LESSONS

Content Standards	Learning Objectives	Key Assignments
How interconnected were the distant regions of the world in 300 CE?	Understand interconnections of Afro-Eurasia and the Americas in 300 CE caused by trade, environmental changes, and spread of ideas. Locate/ label continents, oceans, world regions. Basic map skills-Latitude, longitude, cardinal and intermediate directions.	<ul style="list-style-type: none">• World geography Quiz• Interconnection 300 CE Quiz

UNIT TWO: ROME AND CHRISTENDOM 300-1200

6 WEEKS- 28 LESSONS

Content Standards	Learning Objectives	Key Assignments
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<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>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).</p> <p>2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>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.</p> <p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>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.</p> <p>2. Describe the spread of</p>	<p>Understand how environment and technological innovations affect the growth and contraction of the Roman Empire, the Byzantine Empire, and Medieval Christendom.</p> <p>Explain the impact human expansion had on the environment.</p> <p>Explain how Rome was a site of encounter.</p> <p>Understand how the Roman Empire gained and maintained power over people and territories.</p> <p>Answer and be able to defend the answer to the question: Did the Roman Empire fall?</p> <p>Explain how the religion of Christianity developed and changed over time.</p> <p>Explain how Christianity spread through the empire and to other cultures.</p> <p>Identify the aspects of feudalism and analyze how it controlled people but weakened state power.</p>	<ul style="list-style-type: none">• Week One of Rome and Christendom Quiz• "Did Rome Fall?" writing and presentation• Feudalism Role Play• QUARTER ONE FINAL• Rome and Christendom Unit Exam
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<p>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.</p> <p>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.</p> <p>4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).</p> <p>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).</p> <p>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.</p>		
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UNIT THREE: SOUTHWESTERN ASIA, 300-1200; WORLD OF ISLAM

4 WEEKS- 17 LESSONS

Standards	Learning Objectives	Key Assignments
<p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1. Identify the physical features</p>	<p>Describe how the environment affected the development and expansion of the Persian Empire, Muslim empires, and cities.</p>	<ul style="list-style-type: none">● Islam Quiz● Site of Encounter Sicily group of assignments● Site of Encounter Cairo group of assignments● Southwestern Asia Unit



<p>and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Explain the impact this expansion had on the environment.</p> <p>Explain how Islam developed over time and how it spread to multiple cultures.</p> <p>List the multiple ways people of different cultures interacted at sites of encounter, such as Baghdad.</p> <p>Describe what was produced by the interaction of Arab, Persian, Greek, Hellenistic, and Indian ideas and technologies at Baghdad (and the Abbasid caliphate).</p> <p>Extrapolate the importance of Norman Sicily as a site of encounter.</p> <p>Analyze whether there was more trade with peace and tolerance or conflict (especially conflict between religious groups).</p> <p>Explain how the Muslim empires and institutions helped different regions of Afroeurasia become more interconnected.</p> <p>Looking at its geographic position and effects of exchanges describe and rank the advantages Cairo had as a trade city.</p>	<p>Assessment</p>
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UNIT FOUR: SOUTH ASIA 300-1200

2 WEEKS- 10 LESSONS

Standards	Learning Objectives	Key Assignments
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<p>Under the Gupta Empire, how did the environment, cultural and religious changes, and technological innovations affect the people of India?</p> <p>How did Indian monks, nuns, merchants, travelers, and empires from what is now modern India and other parts of South Asia spread religious ideas and practices and cultural styles of art and architecture to Central and Southeast Asia?</p> <p>How did the religions of Hinduism and Buddhism change over time?</p>	<p>Under the Gupta Empire, explain the environmental, cultural and religious changes, and technological innovations that affected the people of India.</p> <p>Describe how Hinduism changed over time.</p> <p>Extrapolate how Indian monks, nuns, merchants, travelers and empires from what is now modern India and other parts of South Asia spread religious ideas and practices and cultural styles of art and architecture to Central and Southeast Asia.</p> <p>Describe how Buddhism spread and changed over time.</p>	<ul style="list-style-type: none">• Site of Encounter Calicut group of assignments• South Asia Unit Test
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UNIT FIVE: EAST ASIA 300-1300

3 WEEKS- 13 LESSONS

Standards	Learning Objectives	Key Assignments
<p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.</p> <p>2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.</p>	<p>Explain how the Tang and Song dynasties gained and maintained power over people and territories.</p> <p>Describe the environmental conditions and technological innovations that caused the medieval economic revolution. Analyze the effects of this revolution.</p> <p>Explain why Quanzhou become such an important site of encounter.</p> <p>Understand how Buddhism spread and changed over time.</p>	<ul style="list-style-type: none">• Site of Encounter Quanzhou group of assignments• QUARTER TWO FINAL



	<p>Explain the influence of Chinese culture, ideas, and technologies and Buddhism on Korean and Japanese culture.</p> <p>Analyze the effect samurai customs and values had on the government and society of medieval Japan.</p>	
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UNIT SIX: AMERICAS 300-1450

4 WEEKS- 16 LESSONS

Standards	Learning Objectives	Key Assignments
<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.</p> <p>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.</p> <p>2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p>3. Explain how and where each empire arose.</p> <p>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.</p>	<p>Interpret how the environment affected the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region.</p> <p>Describe how the Mayan civilization gained power over people and territories.</p> <p>Describe how the Aztec Empire gained more power over people and territories.</p> <p>Explain how Mesoamerican religion changed over time.</p> <p>Under the Aztecs, explain why Tenochtitlan a site of encounter.</p> <p>Describe how the Incan Empire gained power over people and territories.</p>	<ul style="list-style-type: none">Comparing and Contrasting Mesoamerican Civilizations Project and Presentation

UNIT SEVEN: WEST AFRICA 900-1600

2 WEEKS- 6 LESSONS



Standards	Learning Objectives	Key Assignments
<p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>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.</p> <p>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.</p> <p>4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.</p> <p>5. Describe the importance of written and oral traditions in the transmission of African history and culture.</p>	<p>Understand how the environment affected the development and expansion of the Ghana and Mali empires and the trade networks that connected them to the rest of Afroeurasia.</p> <p>Explain what made Mali a site of encounter. Describe the effects of the exchanges at Mali.</p> <p>Explain how Arab/North African and West African perspectives differ on West African kingdoms?</p>	<ul style="list-style-type: none">• Site of Encounter Mali group of assignments

UNIT EIGHT: SITES OF ENCOUNTER IN THE MEDIEVAL WORLD 1200-1490

2 WEEKS- 10 LESSONS

Standards	Learning Objectives	Key Assignments
<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.. 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</p>	<p>Explain how the Mongol Empire destroyed states and increased the interconnection of Afroeurasia.</p> <p>Analyze how the increasing interconnection and trade, competition between states (and their people), and technological innovations led to voyages of exploration.</p>	<ul style="list-style-type: none">• Sites of Encounter Research Project and Presentation



spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.	Describe the effects of the exchanges at Majorca. Describe the effects of the exchanges at Calicut.	
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UNIT NINE: GLOBAL CONVERGENCE 1450-1750

3 WEEKS- 16 LESSONS

Standards	Learning Objectives	Key Assignments
<p>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).</p> <p>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.</p> <p>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.</p> <p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.</p> <p>3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p> <p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>5. Trace the historic influence of such discoveries as tea, the manufacture of paper,</p>	<p>Describe the impact human expansions in the voyages of exploration had on the environment, trade networks, and global interconnection.</p> <p>Explain the causes of colonialism and the effects of colonialism on the colonized people.</p> <p>Analyze why Europeans used colonialism to interact with Native Americans and some Southeast Asians.</p> <p>Illustrate how slavery was not always racial.</p> <p>Explain how the gunpowder empires (Ming/Manchu China, Mughal India, Safavid Persia, Ottoman Empire, Russia, Spain, later France and England) extended their power over people and territories.</p>	<ul style="list-style-type: none"> • THIRD QUARTER FINAL • Global Convergence Unit Test



woodblock printing, the compass, and gunpowder.

UNIT TEN: IMPACT OF IDEAS 1500-1750

9 WEEKS- 43 LESSONS

Standards	Learning Objectives	Key Assignments
<p>7.9 Students analyze the historical developments of the Reformation.</p> <p>1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).</p> <p>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)</p> <p>.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).</p> <p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <p>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).</p> <p>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</p>	<p>Describe the causes of the Reformation and how it divided the Christian Church, millions of people, and the European states. Understand how world religions changed and spread during the early modern period.</p> <p>Describe the effects of the Renaissance and the Scientific Revolution.</p> <p>Discuss modern ideas or technologies that came from the inventions or discoveries.</p> <p>Explain how natural rights, the social contract, and other ideas of the Enlightenment were revolutionary.</p>	<ul style="list-style-type: none">● Renaissance One-Act Plays● Enlightenment Research and Role-Play Project and Presentation● QUARTER FOUR FINAL



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).

7.10 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



<p>traditional religious beliefs.</p> <p>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).</p> <p>. 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.</p> <p>5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).</p> <p>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.</p>		
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Course Specific Student Expectations:

- Be prepared for class (Pen, pencil, notebook, homework)
- Be respectful of your classmates, teacher, and GPA staff
- Have academic integrity
- Self-advocate
- Take charge and responsibility for your education and your actions
- Spread JOY!

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an



education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer, who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.



- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
 - Student name: "Sammy Gompers"
 - Teacher name: Ms. Teacher
 - Course name, period: English I, Period 3
 - Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th



- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

