

## SUBSIDIARY COURSE AGREEMENT AND SYLLABUS

Course: 7th Grade World History & Geography  
Subject Teacher: Russell Walker

Course Number: 6521, 6521c  
Email: [rwalker1@sandi.net](mailto:rwalker1@sandi.net)

### DESCRIPTION OF SEMESTER COURSE

---

7th Grade World History and Geography: Medieval to Early Modern Times focuses on the ideas, issues, people, places, and events that span the globe from roughly 700 BCE to the 18th century, with an emphasis on connecting with contemporary global topics. Our overarching question will be to ask how learning about the past can help us shape our present.

#### Course Overview: Compelling Questions

- How did the distant regions of the world become more interconnected through medieval and early modern times?
- What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions?
- How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment?
- Why did many states and empires gain more power over people and territories over the course of medieval and early modern times?
- How did major religions (Judaism, Christianity, Islam, Buddhism, Hinduism, and Sikhism) and cultural systems (Confucianism, the Scientific Revolution, and the Enlightenment) develop and change over time? How did they spread to multiple cultures?

### OBJECTIVES AND METHODS OF STUDY

---

These expectations may be adapted to meet individual needs but must be cleared with the instructor in advance. Use monthly cover sheets to guide which assignments are to be completed each week.

1. Read/listen/watch assigned texts & materials each month
2. Cornell Notes: Guided reading and summary tools to check for comprehension
3. Current Events: Students will research, discuss, and make connections to events taking place today in the places we are studying
4. Monthly Tests: Multiple Choice questions testing factual knowledge of topics studied. Use study guides, Cornell notes, and class activities to prepare
5. Test corrections: Students will identify/explain the correct answers to quiz questions they miss
6. Essays: students will write a few essays on historical topics
7. Group projects, activities, and presentations: Students will collaborate with classmates both in class and out of class.

## RESOURCES

---

- Textbook: World History: Medieval to Early Modern Times. Holt, Rinehart, Winston
  - [PDF Version of Textbook](#)
- Crash Course: World History (Youtube)
- Canvas course: contains monthly Coversheets and all assignments to be completed
- Teacher Website: <https://sites.google.com/sandi.net/mea-walker>
- Powerschool
- Mt. Everest Library and Multimedia Lab
- PALS study group

## MONTHLY TOPICS, CHAPTER CONTENT, AND TECHNOLOGY FOCUS

---

Month & Text Chapters	Critical Concept Content	Common Core Standard(s)
Month 1 Ch. 1, 2	History: Studying the Ancient World and The Fall of Rome  Geography: Roman Empire	7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
Month 2 Ch. 3, 4	History: The Rise and Spread of Islam  Geography: Spread of Islam	7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
Month 3 Ch. 5, 6	History: West African Societies and Empires  Geography: Africa	7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
Month 4 Ch. 7, 8	History: Chinese and Japanese History  Geography: East Asia	7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.  7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

<p><b>Month 5</b> <b>Ch. 9, 10</b></p>	<p>History: European Middle Ages Geography: Western Europe</p>	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p>
<p><b>Month 6</b> <b>Ch. 11, 12</b></p>	<p>History: The Renaissance and Reformation Geography: Western Europe</p>	<p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance. 7.9 Students analyze the historical developments of the Reformation.</p>
<p><b>Month 7</b> <b>Ch. 13</b></p>	<p>History: Scientific Revolution Geography: Western Europe</p>	<p>7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</p>
<p><b>Month 8</b> <b>Ch. 14, 15</b></p>	<p>History: The Early Americas, Aztec, and Inca Geography: Latin America</p>	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p>
<p><b>Month 9</b> <b>Ch. 16</b></p>	<p>History: Age of Exploration Geography: Oceanic Voyages</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><b>Month 10</b> <b>Ch. 17</b></p>	<p>History: The Enlightenment Geography: Global</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>

## **EVALUATION CRITERIA AND METHODS**

---

1. Attendance credit for each month and all assignments will be based on submission of monthly work by due dates listed on assignment agreement.
2. Work submitted after the due date cannot earn full credit. Late work has a maximum score of 80% and cannot be turned in more than 1 month late.
3. Academic grades will be based on the quality and quantity of work submitted on time according to directions and expectations.
4. In keeping with SDUSD procedure #5121 the following grades will be used:

- "A" = Superior achievement.
- "B" = Above average achievement.
- "C" = Satisfactory achievement.
- "D" = Below average achievement.
- "F" = Failure (credit not granted).
- "I" = Incomplete.
- "IP" = In Progress.
- "NC" = No Credit

## **ACADEMIC HONESTY**

---

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Copying work created by an AI-content generator (such as ChatGPT) and turning it in without proper attribution or authorization is a form of academic dishonesty and the student will not receive credit for the work. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your teacher to discuss the issue.

## **STUDENT LEARNER OUTCOMES/LEARNER PROFILE**

---

- Collaborative Communicators
- Emotionally Intelligent Thinkers
- Problem-Solving Innovators
- Socially-Aware Agents of Change
- Critically-Thinking Digital Citizens