

# IMPACT CALIFORNIA SOCIAL STUDIES

GRADE SEVEN: WORLD HISTORY (MEDIEVAL AND EARLY  
MODERN TIMES)

CURRICULUM PACING GUIDE

### Getting Started Tips

- This pacing guide was designed to support teachers and parent educators in the implementation of the “Impact California Social Studies” curriculum from McGraw-Hill.
- Your textbook for this class is called the “Student Textbook.”
- Your workbook for this class is called the “Student Inquiry Journal.”
- This curriculum is available in hard copy or online. The online program includes accessibility options for students, including a read aloud feature for the textbook.
- The website for logging in to the online materials is: <https://my.mheducation.com/login>
- Your username is the first name of the student and their ID number (no spaces and case sensitive). Ex.: Zachary12345
- Your password is Sutterpeak1 (case sensitive).
- A “Benchmark Assessment” is available for each chapter and lesson to check for student understanding and monitoring their progress through the curriculum. Contact your teacher to access a PDF of the assessment if you are not using the online materials. Or, if you are using the online materials, your teacher can post the assessment online.

# LOGGING IN AS A STUDENT

The student experience is designed to be very similar to that of the teacher.

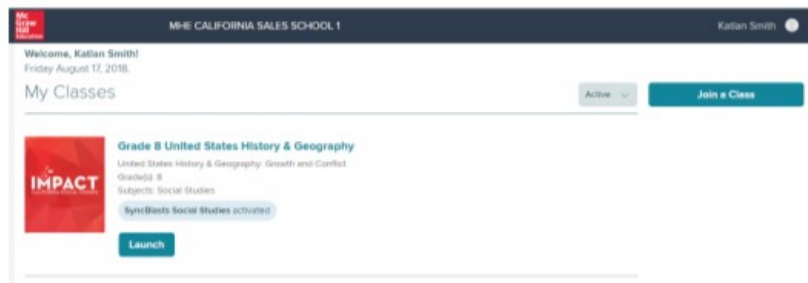
## LOGGING IN

Students will log in with their username and password.

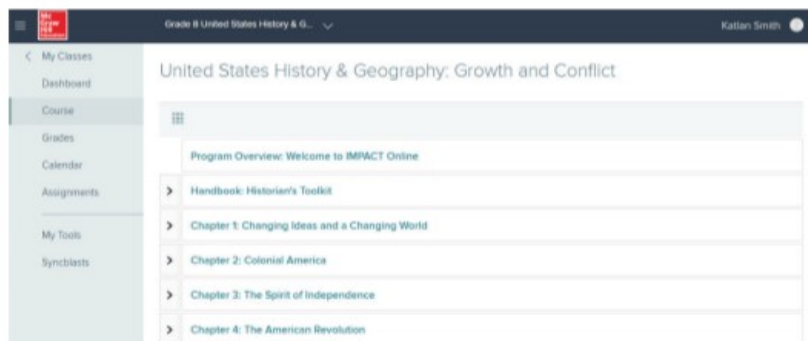


## STUDENT DASHBOARD

Students will see a dashboard with the courses that have been assigned to them. Students may launch the course from the dashboard by clicking on the **Launch** button.



Once within a course, students will see a simpler view of the overall course navigation. Clicking on the title tile launches the course table of contents.



<b>Chapter One: 17 Days</b>		
	<b>Lessons</b>	<b>Chapter Focus</b>
Day 1 <b>Chapter One:</b> Rome and The Rise of Christianity	<input type="checkbox"/> Pages 5-7 in Student Textbook	HSS 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
Days 2-5 <b>Chapter One, Lesson One:</b> Rome’s Decline	<input type="checkbox"/> Pages 8-17 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 6-7 <b>Chapter One, Lesson Two:</b> The Byzantine Empire	<input type="checkbox"/> Pages 18-24 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 8-9 <b>Chapter One, Lesson Three:</b> Early Christianity	<input type="checkbox"/> Pages 25-33 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Three	
Days 10-11 <b>Chapter One, Lesson Four:</b> The Early Church	<input type="checkbox"/> Pages 34-40 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Four	
Days 12-13 <b>Chapter One, Lesson Five:</b> A Christian Europe	<input type="checkbox"/> Pages 41-47 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Five	
Days 14-15 <b>Chapter One Analyzing Sources</b>	<input type="checkbox"/> Pages 48-49 in Student Textbook	
Days 16-17 <b>Chapter One Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 50-52 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

<b>Chapter Two: 24 Days</b>		
	<b>Lessons</b>	<b>Chapter Focus</b>
Day 18 <b>Chapter Two:</b> Medieval Europe	<input type="checkbox"/> Pages 53-55 in Student Textbook	HSS 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
Days 19-22 <b>Chapter Two, Lesson One:</b> The Early Middle Ages	<input type="checkbox"/> Pages 56-67 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 23-25 <b>Chapter Two, Lesson Two:</b> Feudalism and the Rise of Towns	<input type="checkbox"/> Pages 68-77 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 26-29 <b>Chapter Two, Lesson Three:</b> Kingdoms and Crusades	<input type="checkbox"/> Pages 78-90 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Three	
Days 30-31 <b>Chapter Two, Lesson Four:</b> Culture and the Church	<input type="checkbox"/> Pages 91-98 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Four	
Days 32-33 <b>Chapter Two, Lesson Five:</b> The Late Middle Ages	<input type="checkbox"/> Pages 99-106 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Five	
Days 34-35 <b>The World's Literature:</b> The Tragedy of Hamlet	<input type="checkbox"/> Pages 107-109 in Student Textbook	
Days 36-37 <b>Points of View:</b> Did the Bubonic Plague End Feudalism?	<input type="checkbox"/> Pages 110-111 in Student Textbook	
Days 38-39 <b>Chapter Two Analyzing Sources</b>	<input type="checkbox"/> Pages 112-113 in Student Textbook	
Days 40-41 <b>Chapter Two Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 114-116 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

<b>Chapter Three: 14 Days</b>		
	<b>Lessons</b>	<b>Chapter Focus</b>
Day 42 <b>Chapter Three:</b> Islamic Civilization	<input type="checkbox"/> Pages 117-119 in Student Textbook	HSS 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
Days 43-44 <b>Chapter Three, Lesson One:</b> A New Faith	<input type="checkbox"/> Pages 120-126 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 45-47 <b>Chapter Three, Lesson Two:</b> The Spread of Islam	<input type="checkbox"/> Pages 127-134 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 48-49 <b>Chapter Three, Lesson Three:</b> Life in the Islamic World	<input type="checkbox"/> Pages 135-140 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Four	
Days 50-51 <b>The World’s Literature:</b> The Fisherman and the Genie?	<input type="checkbox"/> Pages 141-143 in Student Textbook	
Days 52-53 <b>Chapter Three Analyzing Sources</b>	<input type="checkbox"/> Pages 144-145 in Student Textbook	
Days 54-55 <b>Chapter Three Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 146-148 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

<b>Chapter Four: 11 Days</b>		
	<b>Lessons</b>	<b>Chapter Focus</b>
Day 56 <b>Chapter Four:</b> India in the Middle Ages	<input type="checkbox"/> Pages 149-151 in Student Textbook	HSS 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
Days 57-58 <b>Chapter Four, Lesson One:</b> The Classical Age of India	<input type="checkbox"/> Pages 152-158 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 59-60 <b>Chapter Four, Lesson Two:</b> Hinduism and Buddhism	<input type="checkbox"/> Pages 159-164 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 61-62 <b>Chapter Four, Lesson Three:</b> Islam in India	<input type="checkbox"/> Pages 165-169 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Three	
Days 63-64 <b>Chapter Four Analyzing Sources</b>	<input type="checkbox"/> Pages 170-171	
Days 65-66 <b>Chapter One Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 172-174 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

<b>Chapter Five: 19 Days</b>		
	<b>Lessons</b>	<b>Chapter Focus</b>
Day 67 <b>Chapter Five:</b> Imperial China	<input type="checkbox"/> Pages 175-177 in Student Textbook	HSS 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
Days 68-70 <b>Chapter Five, Lesson One:</b> China Reunites	<input type="checkbox"/> Pages 178-186 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 71-73 <b>Chapter Five, Lesson Two:</b> Chinese Society	<input type="checkbox"/> Pages 187-194 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 74-75 <b>Chapter Five, Lesson Three:</b> The Mongols in China	<input type="checkbox"/> Pages 195-202 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Three	
Days 76-77 <b>Chapter Five, Lesson Four</b> The Ming Dynasty	<input type="checkbox"/> Pages 203-209 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Four	
Days 78-79 <b>The World's Literature:</b> Romance of the Three Kingdoms	<input type="checkbox"/> Pages 210-213 in Student Textbook	
Days 80-81 <b>Points of View:</b> Do Large-Scale Government Projects Help an Economy Grow?	<input type="checkbox"/> Pages 214-215 in Student Textbook	
Days 82-83 <b>Chapter Five Analyzing Sources</b>	<input type="checkbox"/> Pages 216-217 in Student Textbook	
Days 84-85 <b>Chapter Five Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 218-220 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	



<b>Chapter Six: 13 Days</b>		
	<b>Lessons</b>	<b>Chapter Focus</b>
Day 86 <b>Chapter Six:</b> The Civilizations of Korea and Japan	<input type="checkbox"/> Pages 221-223 in Student Textbook	HSS 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
Days 87-89 <b>Chapter Six, Lesson One:</b> Korea: History and Culture	<input type="checkbox"/> Pages 224-230 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 90-91 <b>Chapter Six, Lesson Two:</b> Early Japan	<input type="checkbox"/> Pages 231-236 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 92-94 <b>Chapter Six, Lesson Three:</b> Medieval Japan	<input type="checkbox"/> Pages 237-245 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Three	
Days 95-96 <b>Chapter Six Analyzing Sources</b>	<input type="checkbox"/> Pages 246-247 in Student Textbook	
Days 97-98 <b>Chapter Six Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 248-250 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

<b>Chapter Seven: 16 Days</b>		
	Lessons	Chapter Focus
Day 99 <b>Chapter Seven:</b> The Americas	<input type="checkbox"/> Pages 251-253 in Student Textbook	HSS 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
Days 100-103 <b>Chapter Seven, Lesson One:</b> The First Americans	<input type="checkbox"/> Pages 254-264 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 104-105 <b>Chapter Seven, Lesson Two:</b> Life in the Americas	<input type="checkbox"/> Pages 265-275 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 106-108 <b>The World's Literature:</b> The Coyote and the Bear	<input type="checkbox"/> Pages 276-279	
Days 109-110 <b>Points of View:</b> How Has Globalization Affected Indigenous Peoples?	<input type="checkbox"/> Pages 280-281 in Student Textbook	
Days 111-112 <b>Chapter Seven Analyzing Sources</b>	<input type="checkbox"/> Pages 282-283 in Student Handbook	
Days 113-114 <b>Chapter Seven Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 284-286 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

<b>Chapter Eight: 15 Days</b>		
	Lessons	Chapter Focus
Day 115 <b>Chapter Eight:</b> African Civilizations	<input type="checkbox"/> Pages 287-289 in Student Textbook	HSS 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
Days 116-118 <b>Chapter Eight, Lesson One:</b> The Rise of African Civilizations	<input type="checkbox"/> Pages 290-298 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 119-120 <b>Chapter Eight, Lesson Two:</b> Africa's Governments and Religion	<input type="checkbox"/> Pages 299-305 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 121-123 <b>Chapter Eight, Lesson Three:</b> African Culture and Society	<input type="checkbox"/> Pages 306-313 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Three	
Days 124-125 <b>The World's Literature:</b> Concerning the Hawk and the Owl	<input type="checkbox"/> Pages 314-315 in Student Textbook	
Days 126-127 <b>Chapter Eight Analyzing Sources</b>	<input type="checkbox"/> Pages 316-317 in Student Textbook	
Days 128-129 <b>Chapter Eight Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 318-320 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

<b>Chapter Nine: 16 Days</b>		
	<b>Lessons</b>	<b>Chapter Focus</b>
Day 130 <b>Chapter Nine:</b> World Religions 1300-1750	<input type="checkbox"/> Pages 321-323 in Student Textbook	HSS 7.9 Students analyze the historical developments of the Reformation.
Days 131-134 <b>Chapter Nine, Lesson One:</b> A Reformation in Christianity	<input type="checkbox"/> Pages 324-333 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 135-137 <b>Chapter Nine, Lesson Two:</b> Catholics and Protestants	<input type="checkbox"/> Pages 334-341 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 138-140 <b>Chapter Nine, Lesson Three:</b> Islam and Safavid Persia	<input type="checkbox"/> Pages 342-348 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Three	
Days 141-143 <b>Chapter Nine, Lesson Four</b> Religious Change in South Asia	<input type="checkbox"/> Pages 349-353 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Four	
Days 144-145 <b>Chapter Nine Analyzing Sources</b>	<input type="checkbox"/> Pages 354-355 in Student Textbook	
Days 146-147 <b>Chapter Nine Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 356-358 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

<b>Chapter Ten: 18 Days</b>		
	<b>Lessons</b>	<b>Chapter Focus</b>
Day 148 <b>Chapter Ten:</b> New Ideas 1400-1750	<input type="checkbox"/> Pages 359-361 in Student Textbook	HSS 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
Days 149-150 <b>Chapter Ten, Lesson One:</b> The Renaissance Begins	<input type="checkbox"/> Pages 362-369 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson One	
Days 151-153 <b>Chapter Ten, Lesson Two:</b> New Ideas and Art	<input type="checkbox"/> Pages 370-377 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Two	
Days 154-157 <b>Chapter Ten, Lesson Three:</b> The Scientific Revolution	<input type="checkbox"/> Pages 378-386 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Three	
Days 158-161 <b>Chapter Ten, Lesson Four:</b> The Enlightenment	<input type="checkbox"/> Pages 387-395 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson Four	
Days 162-163 <b>Chapter Ten Analyzing Sources</b>	<input type="checkbox"/> Pages 396-397 in Student Textbook	
Days 164-165 <b>Chapter Ten Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 398-400 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

<b>Chapter Eleven: 15 Days</b>		
	Lessons	Chapter Focus
Day 166 <b>Chapter Eleven:</b> Age of Exploration and Trade	<input type="checkbox"/> Pages 401-403 in Student Textbook	HSS 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).
Days 167-168 <b>Chapter Eleven, Lesson One:</b> The Age of Exploration	<input type="checkbox"/> Pages 404-410 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 169-171 <b>Chapter Eleven, Lesson Two:</b> Spain’s Conquests in the Americas	<input type="checkbox"/> Pages 411-415 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 172-174 <b>Chapter Eleven, Lesson Three:</b> Exploration and Worldwide Trade	<input type="checkbox"/> Pages 416-425 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 175-176 <b>Points of View:</b> Did the Benefits of Trade and Cultural Exchange Outweigh the Costs?	<input type="checkbox"/> Pages 426-427 in Student Textbook	
Days 177-178 <b>Chapter Eleven Analyzing Sources</b>	<input type="checkbox"/> Pages 428-429 in Student Textbook	
Days 179-180 <b>Chapter Eleven Wrap Up and Assessment</b>	<input type="checkbox"/> Pages 430-432 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	