

**Mrs. Williams 7th Grade Social Studies 2019-2020 Syllabus**

This syllabus is yours to keep. Please return **ONLY** page #5 by Friday, August 9, 2019.

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**Powell Middle School:** <https://www.knoxschools.org/powellms>; (865) 938-9008

**Remind:** It is strongly encouraged that parents sign up for Remind. Remind is a way to receive class messages, reminders, and updates texted to your phone. You may also receive email notifications by also using the following link. [rmd.at/kf8ea8](https://remind.com/rmd.at/kf8ea8)

\*Text the code @kf8ea8 to the number 81010. If you're having trouble with 81010, try texting to (925) 968-4210.

**Course Description**

***World History and Geography: The Middle Ages to the Exploration of the Americas Course Description:*** Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, Southwest Asia, and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography.

**Modules of Study**

Students will analyze the geographic, political, economic, social, cultural, and religious structures of the following:

- East Asia 400-1500s
- Byzantine Empire 400-1500s
- Southwest Asia & North Africa 400-1500s
- West Africa 400-1500s
- Middle Ages in Western Europe 400-1500s
- Early Modern Europe 1400-1700s
- Indigenous Civilizations of the Americas 400-1500s
- The Age of Exploration 1400-1700s

**Course Curriculum, Resources, & Materials**

- A class supplies/materials list is provided below. All students must have required supplies by **Friday, August 9, 2019**. Class Notebooks will be set up this day, and not having materials will put the student behind from the beginning.
- Textbook: *World History & Geography: The Middle Ages to the 1700s* (McGraw-Hill)
- Misc.: A list of videos/films that may be shown this school year in the class is provided. Every video/film on this list may not be shown. If the video/film is listed, it may be shown in entirety or an isolated clip of it may be shown for visual purposes only. The list in this syllabus serves as the notification these films may be viewed. Texts that correlate to the material will also be added.
- Websites for Knox County and Tennessee: <http://socialstudies.knoxschools.org> & <http://tennessee.gov/education/ci/ss/>

<b><u>REQUIRED Supplies for Each Student</u></b>	<b><u>Suggested &amp; Helpful Classroom Supplies/Donations</u></b>	
Notebook Paper: wide-ruled, loose-leaf ( <b>NO</b> spiral bound paper) Pencils: wooden: <b>NOT ANY</b> Mechanical with loose lead 2 ½" or 3" Three-Ring Binder (not less than 2 ½") 14 Tabbed Sheet Dividers (can already be pre-numbered ones) Plastic Folder: with 3 prongs & 2 pockets--any color Colored Pencils Red, Blue, & Green Pens: non-bleed-through Internet Access for Assignments	Kleenex Clorox Wipes Hand Sanitizer Paper Towels Cap Erasers Extra Notebook Paper: wide-ruled, loose-leaf ( <b>NO</b> spiral bound paper) Pencil Pouch (for student to keep up with pencils, pens, & colored pencils)	Highlighters Washable Markers Dry Erase Markers Colored Pencils Glue Sticks Binder Clips--prefer medium size

## Classroom Expectations, Rules, Policies, & Procedures

### Class Expectations

1. Be Ready.
  2. Be Responsible.
  3. Be Respectful.
- As your child's teacher, I have high expectations for each student. Each student should become a self-motivated learner, setting and reaching goals for himself/herself. It is necessary for each student to put forth his/her best effort each day, while exhibiting respectfulness and self-discipline. This will promote and foster a positive and productive environment in which all students can reach their highest potential.
  - All classroom policies and procedures will be taught to each student within the first few days of school. These will be gone over in detail with students. It is expected that all students will know and be consistently following classroom rules, policies, and procedures by no later than the 2nd week of school.
  - NO cell phones or other electronics are allowed to be in use once the student enters the building, and not until the student leaves the building.

### Parental Involvement

**\*7th grade is the beginning of a student's 7-12 secondary education.** This is the grade in which students will be learning to be more structured and disciplined in organization, due dates, work ethic and quality, behavior, and cooperation. The work content gets more difficult, the expectations are higher, and the responsibilities are greater. It is a hard year for some students, however they will eventually learn how to maneuver through the rigors of the grade level.

- A calendar of current units, tests, assignments, and grades will be maintained in the student's homework folder and agenda.
- It is the student's responsibility to share his/her homework folder, agenda, and calendars with the parent.
- The student's PMS agenda must be signed each weekend to be aware of the student's academic learning. This will be checked each Monday for compliance.
- Parents also need to ask for the student's homework folder. This is where a student's work for 7th Social Studies/World History should be kept when transporting from school to home and back to school. This is how you as a parent can know what is going on in class by seeing assignments, homework, test dates, activities, and teacher comments for each unit module.
- Each unit will have a calendar in the homework folder that is required to be signed by a parent at the beginning of each unit. This will be checked for compliance.
- Your child **will** have homework. He/she may not have it everyday, and it should not be an overwhelming amount, but if your child claims that he/she **never** has homework, I would contact the teacher to make sure of this.
- Parents are the key to making homework a positive experience for their children. Therefore, I ask that parents make homework a priority, provide the necessary supplies and a quiet work environment, set a daily homework time, provide praise and support, not let a child avoid homework, and contact me if you notice a problem.

### Grades

Daily work, homework, and quizzes will count 50%, and tests and projects will count 40%. You will receive progress reports every 4½ weeks. You can also check your child's progress on Aspen. Also, at the end of each semester 10% of students' grades will be based on either a Midterm/Benchmark test and/or a final cumulative Benchmark test. The percentage in Aspen will be adjusted to reflect this 10%. In addition, at the end of the school year, Tennessee state testing scores will be part of each student's 2nd semester grade.

### Grading Scale

100-93	A (Excellent)
92-85	B (Good)
84-75	C (Average)
74-70	D (Passing)
69 & below	F (Failing)

### Attendance

Attendance at school is vitally important to your child's learning. Please make sure your child is at school unless he/she is sick. Excessive and habitual absences will affect your child's grade due to the simple fact of missing instructional content knowledge.

### Late Work

Meeting due dates is a vital part of the class, thus no late work will be taken. Assignments are expected to be turned in on time. A student who does not have his/her work is not prepared for the day's agenda or discussion of the topics. Assignments turned in late will not be given credit, with the exception being for an excused absence on the day the assignment is due. Assignments that students have multiple weeks to do will not be granted an extension of time. Examples are projects, presentations, and reading assignments.

### **Makeup work**

Daily assignments are listed on the whiteboard in the classroom each day and on the student's unit calendar &/or agenda. Each student is required to use their unit calendar and/or agenda daily. All absence work should be placed in the appropriate class tray and labeled *Absent*. Although students have 3 days to make up work per district policy, it is **highly recommended** that the work is made up ASAP in order to not fall behind. Once the unit is finished, the relevance of the assignment has lost its value. If your child is going to be absent more than 3 days, you should request to pick up work in the office or contact the teacher. It is **highly recommended** the student asks for makeup work ASAP.

### **Skills**

Students will apply the following skills to create and address questions that will guide inquiry and critical thinking. These practices will be regularly applied throughout the year. Students will progress through the inquiry cycle by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness.

1. Collect data and information from a variety of primary and secondary sources, including:
  - Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)
  - Graphic representations (e.g., maps, timelines, charts, photographs, artwork)
  - Artifacts
  - Media and technology sources
2. Critically examine a primary or secondary source in order to:
  - Extract and paraphrase significant ideas and relevant information
  - Distinguish the difference between fact and opinion
  - Draw inferences and conclusions
  - Recognize author's purpose, point of view, and bias
  - Assess the strengths and limitations of arguments
3. Synthesize data from multiple sources in order to:
  - Recognize differences among multiple accounts
  - Establish validity by comparing and contrasting multiple sources
  - Frame appropriate questions for further investigation
4. Construct and communicate arguments citing supporting evidence to:
  - Demonstrate and defend an understanding of ideas
  - Compare and contrast viewpoints
  - Illustrate cause and effect
  - Predict likely outcomes
  - Devise new outcomes or solutions
5. Develop historical awareness by:
  - Recognizing how and why historical accounts change over time
  - Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
  - Evaluating how unique circumstances of time and place create context and contribute to action and reaction
  - Identifying patterns of continuity and change over time, making connections to the present
6. Develop a geographic awareness by:
  - Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)
  - Determining the use of diverse types of maps based on their origin, structure, context, and validity
  - Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships
  - Analyzing interaction between humans and the physical environment
  - Examining how geographic regions and perceptions of regions are fluid across time and space

### **Board Policy I-430, 431**

*“Issued 7/95, Revised 6/08: The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following:*

1. *Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;*
2. *The emphasis on religious themes in the arts, literature and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs;*

3. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate; and

4. The use of religious symbols that are part of a religious holiday are permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. These holidays include Christmas, Easter, Passover, Hanukkah, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween.

- The curriculum taught in this class includes, but is not limited to, the historical study of multiple religions and their effects on world culture, politics, and everyday life. As stated in the State of Tennessee Curriculum, and in the Modules of Study above, students will analyze the geographic, political, economic, social, and religious structures of the civilizations studied. Some religious texts will be studied as they pertain to historical events."

### **Plagiarism**

According to *Harbrace Handbook, 15th Edition*: "Plagiarism is defined as presenting someone else's ideas, research, or opinion as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to the following:

- copying verbatim all or part of another's written work,
- using phrases, figures, or illustrations without citing the source,
- paraphrasing ideas, conclusions, or research without citing the source, and
- using all or part of a literary plot, poem, or film without attributing the work to its creator."

\*A good rule to remember is: **"If it was not in the student's head before reading it, viewing it, or hearing about it, it must be sourced."**

### **Consequences of Plagiarism**

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a teacher-specified time period and accepting a grade letter drop or taking a zero on the assignment. If the student chooses the redo and does not turn in the redone assignment within the teacher-specified time period, the grade will stand as a zero.

### **Cheating or Copying**

There is a distinct difference between helping another student with an assignment and giving the student the answers. Any student caught cheating, whether it be copying the answers from another student's paper or allowing another student to copy his/her paper, will receive a zero on the assignment, an entry into the Powell Middle discipline log, and a phone call home to the parent by the student. This applies to classwork, homework, assignments, and tests.

### **Videos/Films/Excerpts**

Genghis Khan

Camelot

Roots (isolated clips only)

The Story of all of Us – Mankind from The History Channel

A Knight's Tale

The Clinton 12

Shakespeare Clips (BBC)

The Last Samurai (isolated clips only)

Africa's Great Civilizations (PBS)

El Cid

Kingdom of Heaven (isolated clips only)

The Lion in Winter (clips only)

The Pearl

The Princess Bride

Ben-Hur (original)

The History Channel Videos

PBS History Videos and Clips

The Scarlet Pimpernel

A Tale of Two Cities

Last of the Mohicans

The Prince and the Pauper

\*Notification of any other titles to be viewed will be sent home via agenda or homework folder.

\*\*\*\*Please return this sheet only (page 5) by: Friday, August 9, 2019.\*\*\*\*

\*\*\*\*All classroom supplies and materials are also due by: Friday, August 9, 2019.\*\*\*\*

Child's Name: \_\_\_\_\_

You may contact me if you have a question or concern. The best way to communicate with me is by email at [darla.williams@knoxschools.org](mailto:darla.williams@knoxschools.org) or through Remind. I check my email in the morning and afternoon during the school day. You may also call the school at 938-9008, and I will return your call as soon as possible. I try to respond to all emails and calls by 4:00 p.m. However, depending on the day's schedule, it may be the next day before I can get back to you.

Please list below the best/preferred ways to contact you. Also, please sign the bottom of this page so I know you have read and received a copy of this syllabus. Together we will work hard to make this year at Powell Middle a success! Thank you and I look forward to a great school year!

Preferred Method of Contact (phone or email)

- 1.
- 2.

Please List any Student Allergies

Foods:

Environmental:

Medicines:

Animals:

Insects:

Other:

Please List any Student Medical Conditions:

Does your child have a cell phone that he/she brings to school? \_\_\_yes \_\_\_no

Does your child have access to the Internet for research and assignments? \_\_\_yes \_\_\_no

*(There is free access at school in the mornings and afternoons, and at public libraries).*

Anything else I as a teacher should be made aware of:

Parent/Guardian Printed Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_