

World History and Geography: The Middle Ages to the Exploration of the Americas

7th Grade 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, and 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. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.

7th Grade Strands

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Module One

Byzantine Empire: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of the civilization of the Byzantine Empire.

Module Two

East Asia: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of China and Japan.

Module Three

Southwest Asia and North Africa: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of Southwest Asia and North Africa

Module Four

West Africa: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of West Africa.

Module Five

Middle Ages in Western Europe: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of Europe during the Middle Ages.

Module Six

Early Modern Europe 1400-1700s CE

Overview: Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.

Module Seven

Indigenous Civilizations of the Americas: 400-1500s

Overview: Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas.

Module Eight

The Age of Exploration: 1400-1700s CE

Overview: Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.

Board Policy I-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:

- 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;
- 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; and
- 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 nonbelief in compositions, art forms, music, speech, and debate.

The curriculum taught in this class includes, but it 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.

Supplementary Materials:

- The Knox County School System subscribes to DiscoveryEducation.com for which teachers use videos to support learning objectives.
- The Knox County Schools Social Studies Department also provides teachers with the *Nystrom Mapping World History Atlas and Activity Map Program* to assist in teaching students mapping skills.
- *World History Shorts* by Kristina Swann are provided by KCS as a means of condensing basic concepts of some historical events.
- Powell Middle School also subscribes to BrainPop to support the curriculum.
- To follow Knox County <http://socialstudies.knoxschools.org> and Tennessee Goals and Objectives <http://tennessee.gov/education/ci/ss/> Select Grade 7.
- If you have any questions or concerns about any supplementary materials, please contact your child's social studies teacher.

Materials Needed: Colored pencils, #2 pencils, ink pens, a 1” ring binder or 3-prong folder, wide-rule paper. More materials will be announced later as needed for special projects.

Grades:

- Daily work, quizzes, and homework will count 50% (formative assessments) and tests and projects will count 40% (summative assessments). You will receive progress reports every 4 ½ weeks. You can also check your child’s progress on Aspen. Also, 10% of the students 1st semester grade will be based on a Mid-term/Benchmark test and 15% of the students 2nd semester grade will be based on a cumulative Benchmark test.

Grading Scale:

100-93	A
92-85	B
84-75	C
74-70	D
69 & below	U

Makeup work:

Absences:

- Daily assignments are listed on the white board in my room each day. Each student is required to copy the assignment into the agenda book each day before they leave class. All absent work will be placed in the class folder that is located on the closet door. Students have 10 days to make up work. If your child is absent more than three days, you may request to pick up work in the office.

Late Work:

- Assignments are expected to be turned in on time. A student who does not have his/her work is not as prepared for discussion of the topic. Assignments turned in late may not receive full credit.

Parental Involvement:

- A calendar of current units and tests as well as student grades and record of assignment completion will be maintained on <http://powellms.knoxschools.org/> under the parent login, which will be available in a few weeks.
- Parents need to **sign** the agenda daily to be aware of academic learning.

General Expectations:

- Attendance at school is very important to your child’s learning. Please make sure your child is at school unless he/she is sick.

Videos:

- Over the years, the social studies department has gathered films to enhance students’ learning expectations in world history. I am providing a list of the videos that **MAY** be shown this school year. Each video has been previewed by our department and is appropriate for seventh-grade students. Every video on this list will not be shown. If the video is listed, it may be shown in entirety or an excerpt of the video may be shown.

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:
 - 1. Copying verbatim all or part of another’s written work;
 - 2. Using phrases, figures, or illustrations without citing the source;
 - 3. Paraphrasing ideas, conclusions, or research without citing the source;
 - 4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

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 specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.

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 off another student’s paper or allowing another student to copy his/her paper, will receive a zero on the assignment, and a referral will be sent home for a parent to sign and return to the teacher.

If you do not approve of a specific resource listed in the syllabus, please make a request to me in writing and an alternative assignment will be provided. The request should include your name, the child’s name, the specific activity in which you do not want your child to participate, and the nature of your objection.

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. **Parents should check their child’s agenda notebook daily to see completed work, homework, and teacher comments.** Your child will have some homework. He/she may not have it every day, 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 clarify this!

Contact Information

You may contact me anytime you have a question or concern. The best way to communicate with me is by email. My email address is mary.edwards@knoxschools.org. I check my email several times during the 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 5:00pm. However, depending on our schedule of meetings, it may be the next day before I can get back to you.

Social Studies Syllabus – Mrs. Edwards

Child's Name: _____

*****Please return this page no later than Friday, August 9, 2019*****

Please sign the bottom of this page so I know you have received a copy of the syllabus, video list and give permission for your child to view the videos, and are aware there are copies of both on Aspen. Also, if you would like, please list below the best/preferred ways to contact you.

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!

Mrs. Edwards

Preferred Method of Contact

- 1.
- 2.

Parent Signature _____