Honors Class Syllabus

COURSE DESCRIPTION:

Seventh grade students will explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe. Students will also study the period from the fifteenth to the eighteenth century, including the Islamic world, Africa, China, and Japan, but with a heavier emphasis on western civilization in Europe during the Renaissance and Reformation. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout these continents during medieval times. They will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn about the resulting spread of Enlightenment philosophies and the examination of new concepts of reasoning toward religion, government, and science that continue to influence our world today. Students will analyze geography's influence on the development of these civilizations as they continue their study of world history and geography. Seventh grade students will end the year by examining the Meso-American and Andean civilizations, and the age of European explorations. Appropriate informational texts and primary sources will be used in order to deepen the understanding of how these civilizations influence the modern world.

INSTRUCTION & PACING:

Module 1 - The Fall of the Roman Empire 3%
Module 2 - China 11%
Module 3 - Japan 6%
Module 4 - The Islamic World 13%
Module 5 - Africa 8%
Module 6 - Middle Ages in Western Europe 15%
Module 7 - The Renaissance and Reformation 22%
Module 8 - The Enlightenment and Scientific Revolution 6%
Module 9 - The Age of Exploration 16%

Tennessee 7th Grade Social Studies Curriculum
http://www.tennessee.gov/education/standards/social_studies/SS_Seventh_Grade.pdf

Knox County 7th Grade Social Studies Curriculum
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 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.

Primary Documents and Supporting Texts that are religion-aligned selections listed on the State of Tennessee Curriculum include the following:

* Excerpts from ‘The Analects’, Confucius
* Excerpts from ‘The Hadith’, Muhammad
* Excerpts from Eusebius of Caesarea, “Ecclesiastical History”, describes Constantine
* Excerpts from *Summa Theologica*, Thomas Aquinas
* Excerpts from “Ninety-Five Theses”, Martin Luther
* Excerpts from “In Praise of Folly”, Erasmus
* Excerpts from Textbook

RESOURCES:


Students will use a classroom set of textbooks and will be provided with an access code to view the digital textbook and content online.

Students will view videos, video segments, and access websites that support the Knox County Social Studies 7th grade curriculum. Electronic Media will be obtained from Knox County approved subscription providers (i.e. – Brainpop, Discovery Education, History.com)

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

MATERIALS:

One 1-1/2 - 2” Binder
Set of 5-tab dividers
Notebook paper
Black fine point pen for labeling maps (Pilot - Precise V5 is best)
Colored Pencils
Handheld Pencil Sharpener
Pencils/Pens/Highlighters
Glue Sticks
ASSESSMENT:

Grades consist of summative and formative assessments. Summative grades include module tests, projects, & major writing assignments. Formative assessments include daily work, quizzes, & bellwork.

<table>
<thead>
<tr>
<th>1st Semester:</th>
<th>50% Summative</th>
<th>2nd Semester:</th>
<th>60% Summative</th>
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</thead>
<tbody>
<tr>
<td>40% Formative</td>
<td></td>
<td>40% Formative</td>
<td></td>
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<tr>
<td>10% Midterm</td>
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Participation and active engagement in learning play a major role in each student’s success. Keeping track of assignments, quizzes, tests, etc. in the KMS Agenda Book is an excellent organizational tool to foster student success!

Knox County Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B</td>
<td>85-92</td>
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<tr>
<td>C</td>
<td>75-84</td>
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<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
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ASPEN CLASS PAGES:

Class assignments, announcements, and general class information will be posted to the class web page. This page is accessible through Aspen. I encourage you and your child to check the class page regularly.

CLASSROOM EXPECTATIONS:

1. Disrespect is not tolerated at any time.
2. Be on time and be prepared to learn.
3. Follow teacher’s first request.
4. Cheating is not tolerated.
5. Be accountable and honest. Take responsibility for YOUR actions.

MAKE-UP WORK:

Policies are standard with Knox County (one day for each day missed) and place responsibility with the student to get his or her make-up work. There is a “Make-Up Work” notebook in the classroom clearly labeled. Students must find the day(s) absent, sign their name, copy the assignment, and pick up any handouts or materials given out that day.

INCOMPLETE/LATE/LOST ASSIGNMENTS:

Late assignments are accepted, but 10 points will be deducted for each day the assignment is past due. **ALL WORK MUST BE COMPLETED AND TURNED IN BY THE END OF EACH 4 ½ WEEK GRADING PERIOD.**
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/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.

TEACHER CONTACT:

If you need to contact me, please utilize my school email account: kelly.mynatt@knoxschools.org. If you need to contact the school, the number is 865-539-7732.
State of Tennessee Curriculum – Religion Based Standards
7th Grade World History

7.2 Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople.

7.21 Analyze the role of kinship and Confucianism in maintaining order and hierarchy.

7.25 Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism).

7.27 Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism.

7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted.

7.4 Describe the expansion of Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language.

7.5 Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity.

7.6 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.

7.7 Analyze the origins and impact of different sects within Islam, Sunnis and Shi’ites.

7.8 Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.9 Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society.

7.10 Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period.

7.11 Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent.

7.12 Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire.

7.13 Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning.

7.14 Draw evidence from informational texts to 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.

7.15 Examine the importance of written and oral traditions in the transmission of African history and culture.

7.16 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
7.17 Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324.

7.18 Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity.

7.34 Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV.

7.37 Examine the spread of 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.

7.38 Analyze the causes, course, and consequences of the European 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.

7.39 Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.”

7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms.

7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.

7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith.

7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing.

7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods.

7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.

7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church’s reaction to these developments.

7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England’s break with the Catholic Church.

7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action.

7.56 Engage effectively in collaborative discussions explaining Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent.

7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences.

7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity.

7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu.

7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery.

7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions.

7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain.