



# The Social Sciences World History & Geography: Middle Ages to Exploration of America Syllabus 2017-2018



## Course Outcome

**Course Description:** 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.

## Course Goals with Hyperlinks to State and Knox County Sites:

1. To **gather knowledge** about people, places, and the environment from the past and present to anticipate the future
2. To **develop skills** necessary to process and utilize information (thinking, organizing, reading, writing, etc.)
3. To **formulate personal perspectives/attitudes** about the world and your participation as an active, social participant
4. To **unlock inner creativity** and find your path to success
5. To follow Goals and Objectives of Knox County <http://www.knoxschools.org/Domain/1013> and Tennessee [https://www.tn.gov/assets/entities/education/attachments/std\\_ss\\_gr\\_7.pdf](https://www.tn.gov/assets/entities/education/attachments/std_ss_gr_7.pdf).

## Instruction Topics, Competencies and Skills Covered with General Pacing (in Percent's) for 9 Modules:

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|--|---|
| 1: China, 400 A.D./C.E. – 1500s ~11%         | 6: Middle Ages in Western Europe, 400 A.D./C.E. -1500s ~15% |
| 2: Japan, 400 A.D./C.E. – 1500s ~6%          | 7: The Renaissance and Reformation ~22%                     |
| 3: Islamic World, 400 A.D./C.E. – 1500s ~13% | 8: The Enlightenment and Scientific Revolution ~6%          |
| 4: Africa, 400 A.D./C.E. – 1500s ~8%         | 9: The Age of Exploration ~16%                              |
| 5: The Fall of the Roman Empire 3%           |   |

**Process Standards:** Acquiring Information, Analysis of Data and Problem Solving, Communication, Historical Awareness Using PBL (problem and project based learning) students will be able to apply basic and advanced skills in situations relating to everyday life.

## Resources

**Textbook:** (Spielvogel, Jackson J.) *Discovering Our Past: A History of the World-Modern Times* (2014) Columbus, OH: McGraw-Hill Education

- o 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 on the included Pacing Guide, 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.

## Assessment: Academic Expectations/Skills/Competencies

- o **Grading Policy: KCS Grading Scale:** 100-93 A 92-85 84-75 C 74-70 D 69-0 F

**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 0 on the assignment. Parents should be involved in making the decision.

**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 non-belief in compositions, art forms, music, speech, and debate.

**Scope of Study- Students will:**

- explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe.
- 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.
- compare and contrast the history and geography of civilizations that were developing concurrently throughout these continents during medieval times.
- examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.
- 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.
- analyze geography’s influence on the development of these civilizations as they continue their study of world history and geography.
- 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.

**Materials Needed:** Folder or binder, notebook paper, pencil, folder, colored pencils, glue stick, and scissors

**Grades:** All grades will follow the KCS Grading Policy. Grades are based on the total point system. Students can earn points from daily work, homework, quizzes, projects, module tests, and benchmark exams.

**Make-Up Work:** It is the students’ responsibility to seek out their missing assignments. There is an absent bin with dated folders containing work from that day. Students will have 3-5 days to complete make-up work depending on the length of the assignment.

**Contact:** 8:00-3:30 Monday-Friday

594-1300 or [lesley.dalton@knoxschools.org](mailto:lesley.dalton@knoxschools.org)

**Syllabus Signature Sheet**

Students: Please read the course syllabus and share it with your parents. You and your parent/guardian should sign this sheet, and return it by Friday, August 18, 2017.

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I have read the policies and expectations for 7<sup>th</sup> Grade Social Studies and understand them. If I choose not to meet these expectations, I am willing to accept the consequences.

Student Printed Name:

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Parent/Guardian Printed Name:

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Student Signature:

\_\_\_\_\_

Parent/Guardian Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

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Parent/Guardian: If you have an email address you would like the teacher to use to communicate with you about your child's progress, please include it here:

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