



7th Social Studies
Teacher: Joshua Brink
Joshua.brink@knoxschools.org
(865) 594-1300

COURSE OUTCOME:

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 [Standards link](#)

Instruction Topics, Competencies and Skills Covered for 8 Modules:

- 1: E. Asia, 400 A.D./C.E. – 1500s
- 2: Byzantine Empire, 400 A.D./C.E. – 1500s
- 3: SW Asia/N. Africa, 400 A.D./C.E. – 1500s
- 4: W. Africa, 400 A.D./C.E. – 1500s
- 5: Middle Ages in Western Europe, 400 A.D./C.E. -1500s
- 6: Early Modern Europe 1400-1700s
- 7: Indigenous Civilizations of Americas: 400 A.D.-1500s
- 8: The Age of Exploration 1400-1700s CE

Materials Needed

- expo markers
- pens/pencils
- One package of copy paper
- Headphones/earbuds (on general list)
- Tissue paper

Resources

Textbook: (Spielvogel, J) World History & Geography: The Middle Ages to the 1700s, Tennessee edition 2020

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.

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" that describes Constantine
Excerpts from Summa Theologica, Thomas Aquinas
Excerpts from "Ninety-Five Theses", Martin Luther
Excerpts from "In Praise of Folly", Erasmus, and
Excerpts from both textbooks listed on syllabus

Compliance with Instructional Materials Policy & Procedure I-211:

I utilize a variety of video and media source excerpts from *National Geographic*, *Planet Earth*, History Channel, PBS and BBC, History Teachers Videos Channel (youtube for educators), *Horrible Histories*, *Mankind: The Story of All of Us*, www.npr.org, www.newsela.com, <http://www.tngeographicalliance.org/seventh-grade-lesson-plans.html>, opened.com, among others.

Alternative for objectionable material:

If you do not approve of a specific topic and or any of the supporting texts listed above, please make your request to me in writing and an alternative assignment will be provided. The request should include your name, your student's name, the specific activity/materials in which you do not want your student to participate or to which you do not want him/her exposed, and the nature of your objection.

ASSESSMENT:

Expectations/Skills/Competencies

- 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.



Grading Policy: KCS Grading Scale: 100-90 A 89-80 B 79-70 C 69-60 D

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, chapter tests, and unit tests.

Explanation of Assignments & Projects (*expectations/timeline/due dates, etc*)

All assignments will have reasonable explicit due dates that will be **communicated either verbally or on Canvas**. If there are any questions regarding the assignment or its due date, please email teacher.

Make-Up Work Policy/Late Work Policy

It is the students' responsibility to seek out their missing assignments. There is an absent bin with dated folders containing work from that day, plus students will often be able to find the day's work on Canvas. Late work will be accepted as long as the work is based on the module we are in. When we move to a new module, late assignments from the previous module will no longer be accepted.

Grade Posting Policy – Teacher Commitment to Post Grades online at least once per week.

For example:

One way in which I am able to communicate with the student and parent is through Parent Portal. In order to give timely feedback, I will update grades at least once per week.

Device Use/Misuse:

Improper use of any computer or the network is prohibited. This includes the following:

- Use of racist, profane, or obscene language or materials
- Using the network for financial gain, political or commercial activity
- Attempting to or harming equipment, materials or data
- Attempting to or sending anonymous messages of any kind
- Using the network to access inappropriate material
- Knowingly placing a computer virus on a computer or the network
- Using the network to provide addresses or other personal information that others may use inappropriately
- Accessing of information resources, files, and documents of another user without permission
- Vandalism, any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system, or any of the agencies or other networks to which the district has access is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district guidelines and, possibly, as



criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.

○ Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited. Forgery or attempted forgery of documents or currency is prohibited. Deliberate attempts to create, copy or modify official documents or currency using district technology resources may be viewed as a violation of district guidelines and, possibly, as criminal activity under applicable state and federal laws.

Failure to comply with these standards may result in temporary or permanent removal of user access to KCS Virtual Instruction.

Students:

○ **Attendance Policy**

Parents/guardians have the legal responsibility to ensure that their child is fully participating in virtual and in-person school by monitoring their progress and time spent on daily course work. When a student is unable to participate in daily instruction, parent notes/doctor notes should be submitted. All virtual students are held to the same attendance policies/guidelines as students who are in traditional schools. See Knox County Board of Education Attendance Policy (J-120) regarding absence documentation.

○ **Classroom Policy/Procedures**

○ **Honor Code**

Teacher

○ **Communication Strategy:** Email is the best way to reach me.

Joshua.Brink@knoxschools.org

How will I communicate with my students?

§ I will post grades to Parent Portal (Aspen) at least once per week.
§ I will post announcements, assignments, and resources to Canvas each week.
§ I will use Microsoft Teams for virtual class meetings.
§ I will communicate course expectations in this syllabus.

How will I communicate with my families?

§ I will email parents using the email address listed in Parent Portal.
§ I will post grades to Parent Portal at least once per week.
§ I will post announcements, assignments, and resources to Canvas each week.
§ I will communicate course expectations in this syllabus.



Intervention Strategy (*tutoring, extra help, resources*):

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.

Cheating is defined as representing any other person’s work or work from any source as your own.

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 re-doing 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.

Per Tennessee State Board of Education Policy, the following MUST be posted on each syllabus:

**Board Policy 1-431
Issues 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.



Holston Middle School Syllabus/Parent Communication Guidelines

- Additionally, if a course features religion within the curriculum and instructional materials, this information must be included within the syllabus, and the syllabus must be publically posted. Within the syllabus, teachers must include specific religion-aligned selections that will be used throughout the year or semester.

All syllabi must be posted in Canvas by August 12, 2022.



Please tear off and return to the teacher.

I have read this syllabus and understand the requirements and regulations.

Student Signature _____

Parent Signature _____

Mr. Brink: I want you to know this about my child. _____
