

# 7<sup>TH</sup> GRADE HONORS SOCIAL STUDIES SYLLABUS

Ms. Lynch

## 7th Grade

### 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

##### East Asia: 400-1500s CE

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

#### Module Two

##### Byzantine Empire: 400-1500s CE

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

### **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.

A copy of the individual standards is on my ASPEN page.

## Activities/Project

We will complete various projects throughout the year to deepen the understanding of our subject.

### Expectations

I expect every student to come into my classroom prepared and ready to learn. I expect them to respect me, others, school property and themselves. I expect every student to write their name on all work. Failure to do this may result in the work being discarded.

### Make Up Work:

- ✓ Makeup work will be accepted in correlation to the absence/make-up work policy explained in the student agenda.
- ✓ Upon the student's return to class, it is his/her responsibility to check the class binder located on the bookshelf for any worksheets and additional assignments. This should be done in homeroom on the morning you return. Work assigned before your absence, must be turned in the **day** of your return.
- ✓ Late work will be accepted with penalty, up to 10 days late. After 10 days, according to Knox County policy, late work is not accepted and the student may receive a zero.

### Extra Credit:

Daily bell ringer will be used as extra credit once each nine (9) weeks. Total points available will be 100 and it will count as a formative grade. This extra credit will be for students who are NOT missing any work. Bell ringers can **only** be made up if the student has an **excused** absence.

## Grades

**Grading Scale: 100-93 A 92-85 B 84-77 C 76-70 D 69-0 F**

All Knox County Middle Schools are on Semester Periods. Parents will continue to receive written/formal progress reports every 4 ½ weeks. In addition, you will continue to be able to check your student's progress through parent portal on the KCS website. Therefore, students will receive two "Official" Semester Grades.

### Assignment Values:

Formative grades are used to guide instruction and are 50% of the grade.

Summative grades are for mastery of objective taught and are 40% of the grade.

Benchmark and/or mid-term tests will count as 10% of the grade. A mid-term test will be administered in December. Prior to state testing in the spring, a benchmark or similar comprehensive test will be administered.

These are labeled in the grade book as FRM, SUM, and BMK.

### Selected Videos:

The following is a list of DVD's and VHS videos that may be viewed during the school year.

- *In Search of History: The Aztec Empire*
- *Comparative Government*
- *The Renaissance, Goldhil Video, NR*
- \* *Medieval Europe and the Crusades ,Teaching for Thinking, age 9 and up*
- \* *Medieval Times in China and Beyond, Teaching for Thinking, age 9 and up*
- \* *Explorers of the World, Christopher Columbus, Schlessinger Media, Grades 5-8*
- \* *Explorers of the World, A history of Exploration, Schlessinger Media, Grades 5-8*

- \* *Medieval Life Video Quiz, Discovery School, NR*
- \* *Mayans and Aztecs, Kultur Video, NR*
- \* *Explorers of the World, The Vikings, Schlessinger Media, Grades 5-8*
- \* *Times Medieval, Discovery Channel, Grades 5-8*
- \* *Explorers of the World, Marco Polo, Schlessinger Media, Grades 5-8*
- \* *The Story of Civilization, The Viking Age, Kultur Video, NR*
- \* *History alive for Students, SVE Video, NR*
- \* *Feudalism, Lords, and Vassals, Sunburst Visual Media, Grades 5-10*
- \* *The Middle Ages, Goldhil Video, NR*
- \* *Religions of the World/Our World Faiths*
- \* *Western Europe Video Quiz: Parts I and 2*
- \* *Planet Earth*
- \* *America Rock*
- \* *A World of Money*
- \* *Too Much Money*
- \* *Discovery Education*
- \* *The History Channel*
- \* *Quack videos on literary devices and essay writing*
- \* *BBC Horrible Histories*

## **PLAGARISM**

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.

### **Contact Information:**

Thank you for allowing me to have your child in my class. I am very excited about the 2017-2018 school year at Powell Middle School. As always, if you have any questions or concerns, please feel free to contact me at anytime. The easiest and fastest way to get in touch with me is to email me at [lisa.lynn@knoxschools.org](mailto:lisa.lynn@knoxschools.org). I try to respond to all e-mails by 5:00 p.m. However, depending on our schedule of meetings, it may be the next day before you receive my response. You are still welcome to call the front office at 938-9008 and leave a message.

### **Aspen**

This will be updated weekly. Parents and students are encouraged to check for grades and missing assignments every week.