

7th Grade Social Studies

(World History Medieval and Early Modern Times)

Instructor Mr. Oliver

Phone (760) 357-3711 Ext. 238

Office Room 10

E-mail doliver@calexicomissionschool.org

Office Hours 6th Period

Introduction:

Dear Students and Parents,

Please allow me to take a moment to welcome you to Middle School for an exciting and eventful seventh grade year. My name is Mr. Oliver and I will be your child's Social Studies teacher. As we begin this new year, I am looking forward to working with your child with great expectations! Please read through the attached information packet and notices. If you have any questions, please don't hesitate to ask!

Description:

In this class, Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Instructional Material:

Supplies: Students are required to bring a binder, textbook, composition book, pen and/or pencil, notebook paper, markers and/or colored pencils every day. The student's binder will hold all warm-ups, packets, and tests. Textbook: *World History: Discovering Our Past: A History of the World by McGraw-Hill*

Instructional Structure of Class:

When entering the class students are expected to immediately participate with a bell ringer question on the board. The bell ringer questions are collected at the end of each week and recorded for a grade. Students need to be prepared to take notes, complete chapter readings, and turn in various written assignments.

Progress Monitoring:

All grades will be determined on a semester basis. Progress report grades are posted every 6 weeks

A+	98-100	B+	87-89	C+	77-79	D	65-69
A	93-97	B	83-86	C	73-76		
A	90-92	B-	80-82	C-	70-72	F	64.5 and below

Final Examination 20% Quarterly assessment

Tests – 30% Chapter tests will be used to evaluate the student's cognitive knowledge of the course information reviewed.

In-Class Assignments 20% Worksheets, video reviews, and chapter vocabulary review.

Quizzes 20% Worksheets, video reviews, and chapter vocabulary review.

Homework and Class Participation 10% Daily lesson support questions.

Grades will be posted on a weekly basis in the classroom and on Ren-Web for viewing. There are no extra credit assignments. I expect the assigned work to be completed on the posted due dates.

Homework/ Make-up Work Policy:

Most assignments will have class time to complete; otherwise it *must* be completed as homework. Projects will be completed in the technology room. Work will be accepted up to five days after its due date. I will deduct one letter grade from the assignment for every day work is turned in late. I follow the school regulations regarding makeup work. If you are absent you are given the number of days to make up the missed work equal to the number of days you were absent. If you are absent the day of a test or quiz, be prepared to take the test or quiz the first day you return. If you are absent on the day of a group presentation, the group will present to the best of their ability and an alternative assignment may be required from the absent member. When you return to school from your absence please refer to the binder marked "Work that you Missed" at the front of room before or after class.

Support and Intervention: Class lectures, computer lab, handouts, worksheets, and videos will enable students to complete assigned work.

Curriculum Guide: What follows is a rough guide for our year of 7th grade social studies. The amount of time each class requires to master the material will vary; therefore, this timeline is only a rough estimate. I reserve the right to alter, add to, subtract from, and/or reorder any and all information based on my students' needs.

Month	Unit	Standards
August	Geography/Skills of a Historian Major assignment(s): Music map, personal timeline, room map	Geographic and historical literacy
September	Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. Major assignment(s): Fall of Rome simulation	7.1
October	Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages. Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa. Major assignment(s): Life of Muhammad timeline, 3 empires of Africa map	7.2 7.4
November	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. Major assignment(s): Confucianism, Buddhism, Daoism comparison T-shirts Interpretation of Chinese proverbs	7.3
December	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. Major assignment(s): Islands of Japan Map, Lady Murasaki journal, Taika reforms letter	7.5
January	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. Major assignment(s): Frames poster (feudalism, castles, knights, Black plague, etc.)	7.6
February	Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	7.8

	Major assignment(s): PowerPoint presentation/research project	
March	Students analyze the historical developments of the Reformation. Major assignment(s): Research Project: Compare/contrast (Martin Luther, Erasmus, Calvin, Tyndale)	7.9
April	Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations. Major assignment(s): Inventions project, Research project on Meso-American achievements (mathematics, astronomy, agriculture)	7.10 7.7
May	Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason). Major assignment(s): Research project: Our Declaration of Independence and the Magna Carta, and English Bill of Rights	7.11

Classroom Norms:

Respect Yourself!

Respect Your Classmates!

Respect Your Teacher!

Discipline Procedures: These are set upon a set of consequences that will take place in order to correct and reinforce future positive behavior.

1. Warning
2. Student Conference
3. Call home/Detention
4. Referral



*****RETURN TOMORROW SIGNED BY PARENT*****

Parent and Student Responsibility:

I acknowledge receipt of the Health Syllabus hand out and verify my child and I have reviewed it.

Signature (student)

Signature (parent or guardian)

