**SYLLABUS 2015-2016**

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| Teacher | Miss Melanie Carlin |
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| Phone | (818) 784-6228 |
| Conference Hours | 1:45-2:30 p.m.  3:30-4:00 p.m.  \*\*Please email in advance to schedule a meeting. |

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| Course Name | 7th Grade Social Studies - World History 500-1789 |
| Textbooks | Holt World History Experiencing World History and Geography  Publisher: HOLT MCDOUGAL  ISBN-10: 0547485808  ISBN-13/EAN: 978-0547485805 |
| Required Materials | * Textbook * 1" ring binder   + Loose leaf paper or 1 spiral lined notebook to be kept in binder for note taking/class work   + 5 binder tabs     - Notes, Homework, Classwork, Assessments, Extra * Pen or Pencil * Highlighter of any color |
| Course Description:   * Each lesson has content standard(s) and the school-wide adopted ESLR’s listed at the beginning of the lesson. * 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. * Students will also be participating in National History Day! More information will be provided later in the quarter. | |

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| **ESLRs Addressed** | | | | |
| 1a 1b 1c | 2a 2b 2c | 3a 3b 3c | 4a 4b 4c | 5a 5b 5c |
| 1 a,b and c |  | 3 a,band c | 4 a,b and c | 5 a,b and c |

**Content Standards**

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| **The following is the California Department of Education Content Standards of this Course.** |
| 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.  7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.  7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.  7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.  7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.  7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.  7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.  7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.  7.9 Students analyze the historical developments of the Reformation.  7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.  7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason). |

**Common Core Standards**

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| **The following is the Common Core Standards** |
| *Key Details:*  [CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  Cite specific textual evidence to support analysis of primary and secondary sources.  [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  [CCSS.ELA-LITERACY.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/)  Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  *Craft and Structure:*  [CCSS.ELA-LITERACY.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/)  Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  [CCSS.ELA-LITERACY.RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/)  Describe how a text presents information (e.g., sequentially, comparatively, causally).  [CCSS.ELA-LITERACY.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/)  Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).  *Integration of Knowledge and Ideas:*  [CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)  Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  [CCSS.ELA-LITERACY.RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/)  Distinguish among fact, opinion, and reasoned judgment in a text.  [CCSS.ELA-LITERACY.RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/)  Analyze the relationship between a primary and secondary source on the same topic. |

**Syllabus Content**

**Semi-quarter syllabus includes the textbook chapters, additional resources and other relevant information to be used. Students and parents will be notified of any schedule changes.**

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| **Semi-Quarter 1** | |
| Week 1  8/17-8/21 | Introduction  **Chapter 1: Uncovering the past**  Section 1: Studying history |
| Week 2  8/24-8/29 | **Chapter 1: Uncovering the past**  Section 2: Studying Geography  Review for Chapter 1 assessment |
| Week 3  8/31-9/4 | **Unit 6:Islamic and African Civilizations**  **Chapter 12:The Islamic World**  Section 1: The Roots of Islam  Section 2: Islamic Beliefs and Practices |
| Week 4  9/8-9/11 | Section 3: Islamic Empires  Section 4: Cultural Achievements  Chapter 12 Review  *Monday 9/7, Labor Day, No School!* |
| Week 5  9/14-9/19 | Chapter 12 Test/quiz  **Chapter 13: Early African Civilizations**  Section 1: Geography and Early Africa |

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| **Semi-Quarter 2** | |
| Week 1  9/22-9/25 | Section 2: The Empire of Ghana  Section 3: Later Empires |
| Week 2  9/28-10/2 | Section 4: Historical and Artistic Traditions  Chapter 13 Review  Chapter 13 Test |
| Week 3  10/5-10/9 | **Unit 7: Empires of Asia and the Americas**  **Chapter 14: China**  Section 1: China Reunifies  Section 2: Tang and Song Achievements |
| Week 4  10/12-10/15 | Section 3: Confucianism and Government  Section 4: The Yuan and Ming Dynasties  *10/12: Columbus Day, No School!* |
| Week 5  10/19-10/23 | Chapter 14 Review  Chapter 14 Test  *10/23: Parent Teacher Conferences, No School!* |

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| **Semi-Quarter 3** | |
| *History Month! Date to be confirmed* | |
| Week 1  10/26-10/29 | **Chapter 15: Japan**  Section 1: Geography and Early Japan  Section 3: Art and Culture in Heian |
| Week 2  11/2-11/6 | Section 3: Growth of a Military Society |
| Week 3  11/9-11/13 | Chapter 15 review  Chapter 15 Test  *11/11: Veterans Day, No School!* |
| Week 4  11/16-11/20 | **Chapter 16: The Early Americas**  Section 1: The Maya  Section 2: The Aztecs  *11/16: PD Day, No School!* |
| Week 5  11/23-11/25 | Section 3: The Incas  *Thanksgiving break! Half Day on 11/25 and no school 11/26-11/27!* |

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| **Semi-Quarter 4** | |
| Week 1  11/30-12/4 | Chapter 16 Review  Chapter 16 Test |
| Week 2  12/7-11/11 | **Unit 8: Renewal in Europe**  **Chapter 17: The Early Middle Ages**  Section 1: Geography of Europe  Section 2: Europe after the fall of Rome |
| Week 3  12/14-12/18 | Section 3: Feudalism and Manor Life  Section 4: Feudal societies  Catch up, review and finals week  *12/17: Half Day!* |
| Week 4  12/22-12/23 | Make-ups and communion |
| Week 5  12/4-1/11 | *Winter Break! Merry Christmas and Happy New Year!* |

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| **Semi-Quarter 5** | |
| Week 1  1/11-1/15 | **Chapter 18: The Later Middle Ages**  Section 1: Popes and Kings  Section 2: The Crusades  Section 3: Christianity and Medieval Society |
| Week 2  1/18-1/22 | Section 4: Political and Social Change  Section 5: Challenges to Church Authority  Chapter 18 Review  Chapter 18 Quiz  *Monday 1/18 No School! MLK Day* |
| Week 3  1/25-1/29 | **Chapter 19: The Renaissance and Reformation**  Section 1: The Italian Renaissance |
| Week 4  2/1-2/5 | Section 2: The Renaissance beyond Italy  *Thursday 2/4 No School! St. Vartanank Day!*  *Friday 2/5 No School! Staff PD* |
| Week 5  2/8-2/12 | Section 3: The Reformation of Christianity |

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| **Semi-Quarter 6** | |
| Week 1  2/15-2/19 | Chapter 19 Review  Chapter 19 Test  *Monday 2/15 No School! President's Day* |
| Week 2  2/22-2/26 | **Unit 9:The Early Modern World**  **Chapter 20: Science and Exploration**  Section 1:The scientific revolution |
| Week 3  2/29-3/4 | Section 2: Great Voyages of Discovery  *Friday 3/4 Parent Teacher Conferences* |
| Week 4  3/7-3/11 | Section 3: New Systems of Trade |
| Week 5  3/14-3/18 | Chapter 20 Review  Chapter 20 Test |

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| **Semi-Quarter 7** | |
| Week 1  3/21-3/25 | *SPRING BREAK WEEK - NO SCHOOL!* |
| Week 2  3/28-4/1 | **Chapter 21: Enlightenment and Revolution**  Section 1: Idea of Enlightenment  *Monday 3/28 No School!* |
| Week 3  4/4-4/8 | Section 2: New views on Government |
| Week 4  4/11-4/15 | Section 3: The age of Revolution |
| Week 5  4/18-4/22 | Chapter 21 Review  Chapter 21 Test |

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| **Semi-Quarter 8** | |
| Week 1  4/25-4/29 | **Unit 10: The Modern World**  **Chapter 22: Revolutions and Nations**  *Monday 4/25 Armenian Genocide Commemoration Day, No School!* |
| Week 2  5/2-5/6 | Section 1: The Spread of Revolutionary Ideas  Section 2: The Industrial Revolution |
| Week 3  5/9-5/13 | Section 2: continued  Section 3: Nationalism and Colonial Empires |
| Week 4  5/16-5/20 | Chapter 21 Review  Chapter 21 Quiz/Test |
| Week 5  5/23-5/27 | Review for finals |

**Finals week**

*Monday, May 30 Memorial Day, No School!*

Wednesday, June 1 - Final Exams Day-1, Grades 6 -12 – Half day

Thursday, June 2 - Final Exams Day-2, Grades 6 -12 – Half day

Friday, June 3 - Final Exams Day-3, Grades 6 -12 – Half day

**Classroom Rules**

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| **This section includes rules set by the teacher and the consequences of violating these rules. The classroom rules are in addition to the school Rules and Regulations.** |
| ***Classroom Rules:***   1. Perseverance – Students turn in completed assignments and homework on time! 2. Respect – Students must respect themselves, their peers, and adults. Verbal or nonverbal disrespect will not be tolerated. We treat others how we want to be treated. 3. Integrity – Students will be honest. Cheating, lying, and stealing are not permitted. We do the right thing and make good choices. 4. Discipline – Students are expected to follow directions and do their work. Goofing around and causing distractions in the classroom is not acceptable. We understand there is a time for fun and time for focus. 5. Excellence – Students will always give their best effort and strive for improvement. We never settle for less than we are capable of achieving.   ***Consequences:***   1. Verbal warning 2. Meeting with student 3. ‘Action Plan’ 4. Parent contact/meeting |

**Assessment Method**

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| **This section includes rules set by the school administration** | |
| Test/Quiz Policy  Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.  Test/Quiz Make-Up  Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.  Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.  If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".  Cheating  Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work. | |
|  | **% of Grade** |
| Assessments | 40% |
| Participation and Attendance | 20% |
| Homework | 20% |
| Projects/class work | 20% |

\*there will be chances throughout the year for students to earn extra credit, assignments will be posted\*

**Department Rubrics**

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| **This section includes rules set by the school administration** |
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