**SYLLABUS 2015-2016**

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| Teacher | Miss Melanie Carlin |
| E-mail | mcarlin@ferrahian.com |
| 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 GeographyPublisher: HOLT MCDOUGALISBN-10: 0547485808ISBN-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
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| 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 18/17-8/21 | Introduction**Chapter 1: Uncovering the past**Section 1: Studying history |
| Week 28/24-8/29 | **Chapter 1: Uncovering the past**Section 2: Studying GeographyReview for Chapter 1 assessment |
| Week 38/31-9/4 | **Unit 6:Islamic and African Civilizations****Chapter 12:The Islamic World** Section 1: The Roots of IslamSection 2: Islamic Beliefs and Practices |
| Week 49/8-9/11 | Section 3: Islamic EmpiresSection 4: Cultural AchievementsChapter 12 Review*Monday 9/7, Labor Day, No School!* |
| Week 59/14-9/19 | Chapter 12 Test/quiz**Chapter 13: Early African Civilizations**Section 1: Geography and Early Africa |

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| **Semi-Quarter 2** |
| Week 19/22-9/25 | Section 2: The Empire of GhanaSection 3: Later Empires |
| Week 29/28-10/2 | Section 4: Historical and Artistic TraditionsChapter 13 ReviewChapter 13 Test |
| Week 310/5-10/9 | **Unit 7: Empires of Asia and the Americas****Chapter 14: China**Section 1: China ReunifiesSection 2: Tang and Song Achievements |
| Week 410/12-10/15 | Section 3: Confucianism and GovernmentSection 4: The Yuan and Ming Dynasties*10/12: Columbus Day, No School!* |
| Week 510/19-10/23 | Chapter 14 ReviewChapter 14 Test*10/23: Parent Teacher Conferences, No School!* |

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| **Semi-Quarter 3** |
| *History Month! Date to be confirmed* |
| Week 110/26-10/29 | **Chapter 15: Japan**Section 1: Geography and Early JapanSection 3: Art and Culture in Heian |
| Week 211/2-11/6 | Section 3: Growth of a Military Society |
| Week 311/9-11/13 | Chapter 15 reviewChapter 15 Test*11/11: Veterans Day, No School!* |
| Week 411/16-11/20 | **Chapter 16: The Early Americas**Section 1: The MayaSection 2: The Aztecs*11/16: PD Day, No School!* |
| Week 511/23-11/25 | 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 111/30-12/4 | Chapter 16 ReviewChapter 16 Test |
| Week 212/7-11/11 | **Unit 8: Renewal in Europe****Chapter 17: The Early Middle Ages**Section 1: Geography of EuropeSection 2: Europe after the fall of Rome |
| Week 312/14-12/18 | Section 3: Feudalism and Manor LifeSection 4: Feudal societiesCatch up, review and finals week*12/17: Half Day!* |
| Week 412/22-12/23 | Make-ups and communion |
| Week 512/4-1/11 | *Winter Break! Merry Christmas and Happy New Year!* |

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| **Semi-Quarter 5** |
| Week 11/11-1/15 | **Chapter 18: The Later Middle Ages**Section 1: Popes and KingsSection 2: The CrusadesSection 3: Christianity and Medieval Society |
| Week 21/18-1/22 | Section 4: Political and Social ChangeSection 5: Challenges to Church AuthorityChapter 18 ReviewChapter 18 Quiz*Monday 1/18 No School! MLK Day* |
| Week 31/25-1/29 | **Chapter 19: The Renaissance and Reformation**Section 1: The Italian Renaissance |
| Week 42/1-2/5 | Section 2: The Renaissance beyond Italy*Thursday 2/4 No School! St. Vartanank Day!**Friday 2/5 No School! Staff PD* |
| Week 52/8-2/12 | Section 3: The Reformation of Christianity |

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| **Semi-Quarter 6** |
| Week 12/15-2/19 | Chapter 19 ReviewChapter 19 Test*Monday 2/15 No School! President's Day* |
| Week 22/22-2/26 | **Unit 9:The Early Modern World****Chapter 20: Science and Exploration**Section 1:The scientific revolution |
| Week 32/29-3/4 | Section 2: Great Voyages of Discovery*Friday 3/4 Parent Teacher Conferences* |
| Week 43/7-3/11 | Section 3: New Systems of Trade |
| Week 53/14-3/18 | Chapter 20 ReviewChapter 20 Test |

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| **Semi-Quarter 7** |
| Week 13/21-3/25 | *SPRING BREAK WEEK - NO SCHOOL!* |
| Week 23/28-4/1 | **Chapter 21: Enlightenment and Revolution**Section 1: Idea of Enlightenment*Monday 3/28 No School!* |
| Week 34/4-4/8 | Section 2: New views on Government |
| Week 44/11-4/15 | Section 3: The age of Revolution |
| Week 54/18-4/22 | Chapter 21 ReviewChapter 21 Test |

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| **Semi-Quarter 8** |
| Week 14/25-4/29 | **Unit 10: The Modern World****Chapter 22: Revolutions and Nations***Monday 4/25 Armenian Genocide Commemoration Day, No School!* |
| Week 25/2-5/6 | Section 1: The Spread of Revolutionary IdeasSection 2: The Industrial Revolution |
| Week 35/9-5/13 | Section 2: continuedSection 3: Nationalism and Colonial Empires |
| Week 45/16-5/20 | Chapter 21 ReviewChapter 21 Quiz/Test |
| Week 55/23-5/27 | 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
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**Assessment Method**

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| **This section includes rules set by the school administration** |
| Test/Quiz PolicyStudents 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-UpStudents 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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