

Waverly Community Schools

7th Grade History Syllabus

Instructor: **Mr. Sicilia**

School Year: **2009-2010**

Course Number: MA5 <i>Program of Studies MS</i>	Course Title: 7th Grade history Prerequisites: 6 th grade social studies	Grade Level(s): 7 th Prep Time: 8:50 – 9: 44 am	Credits: 0 Contact info: ssicilia@waverlyk12.net
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Course Description:

Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop and understanding of Ancient World History, Eras 1-3, of the Eastern Hemisphere. Contemporary civics/government and economic content is integrated throughout the year.

Priority Grade Level Content Expectations:

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influence the rise of the earliest human communities, the migration and the spread of people throughout the world, and the causes and consequences of the growth of agriculture.

Describe and differentiate defining characteristics of early civilizations and pastoral societies, where they emerged, and how they spread.

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.

Study relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

Describe the cultural groups and diversity among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

Describe the physical process that shapes the earth surface which, along with plants and animals, are the basis for both sustaining and modifying the ecosystem. Identify and analyze the patterns and characteristics of the major ecosystems on earth.

Explain that human activities may be seen on earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of a large cultural mosaic, and engage in the cultural diffusion of ideas and products among groups.

features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

Explain that the physical environment is modified by human activities, which are influenced by the way in which human societies value and use earth's natural resources, and by earth's physical

Content Expectations Continued.

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the students and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

Analyze how people identify, organize, and accomplish the purpose of government.

Explain that governments are structured to serve the people. Describe the major activities of government including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of the government in a market economy.

Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a provider of goods and services within a national economy. Analyze reasons for individual and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparison of benefits and costs or specialization and the resulting trade for consumers, producers, and governments.

Link to GLCE's: <http://web.waverly.k12.mi.us>

Curriculum Map/Schedule of Topics-Units:

Trimester I 9/8-11/27 Progress Report 10/3

Unit 1 – Geography of the Eastern Hemisphere

Unit 2 – Africa: People, Places, and Issues

Unit 3 – West Asia: People, Places, and Issues

Trimester II 11/28-3/6 Progress Report 1/23

Unit 4 – East Asia: People, Places and Issues

Unit 5 – Europe & Russia: People, Places and Issues

Unit 6 – Era I: The Beginning of Human Society: Beginnings to 4000 B.C.E.

Trimester III 3/6-6/11 Progress Report 5/1

Unit 7 – Era II: Early Civilizations and the Emergence of Pastoral Peoples: 4000 – 1000 B.C.E.

Unit 8 – Era III: Classical Tradition and Major Empires: 1000 B.C.E. – 300 C.E.

Academic Vocabulary

eras, periods, calendar system, contemporary, secular, artifacts, primary sources, secondary sources, quantitative data, radio-carbon dating, perspective, BC/AD/BCE/CE, cultural institutions, and continuity.

technology, GPS, GIS, topographic maps, spatial patterns, thematic maps, geographic inquiry, and cartography.

seismic events, ecosystems, climate, atmosphere, biosphere, lithosphere, hydrosphere, population density, spatial patterns, proximity, arid, hydro-electric power, Congo Basin, Sahel, river basin, watershed, and drought.

cultural diffusion, indigenous, multi-lingual, and fish factories.

nation-state, society, jurisdiction, migration, quotas, human rights, UN, NATO, OPEC, EU, AU, and G-8.

circular flow model, gross domestic product, gross national product, global supply chain, most favored

trade agreements, sanctions, tariffs, public service, incentives, profits, job placement, and micro-entrepreneurs.

inquiry methods, action plan, and public policy.

Paleolithic, Neolithic, Yangtze River, Indus River Valley, Tigris River, Euphrates River, Nile River, and social institutions.

pictographs, cultural diffusion, pastoralism, steppes, division of labor, and sustainable agriculture.

city-state, civilization, empire, Greek democracy, slavery, legal codes, and belief systems.

Technology Integration

Basic Operations and Concepts: Keyboarding, using files, identifying software, searching the internet, word processing

- **Internet Research for Reports and Projects**

Social, Ethical, and Human Issues: discuss acceptable and unacceptable uses of technology, safety precautions while on-line, identify technology resources that improve the ability to communicate, be productive and help achieve personal goals

- **WebQuest: Before Civilizations**

Technology Productivity Tools: how to use menu options, how to insert various objects in presentations, documents, etc., collaborate with others with a variety of technology tools

- **World Religions Slideshow Presentations**

Technology Communications Tools: use basic telecommunication tools, use a variety of media and how to use it

- **WebQuest: Before Civilizations**

Technology Research Tools: use Web search engines, existing data bases, use appropriate technology tools

- **Country Factsheets**

Technology Problem-Solving and Decision-Making Tools: use technology resources to access information and communicating

- **Internet Research for Reports and Projects**

District & Supplemental Materials & Resources

Mr. Sicilia's History 7 Blog: <http://siciliahistory7.edublogs.org/>

History 7 Webpage: <http://siciliahistory7.wikispaces.com/>

CultureGrams: <http://online.culturegrams.com/world/index.php>

Holt Eastern Hemisphere Resources:

http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=AADCB3AD825915495722FD5193398761&display_mode=preview

Sheppard's Software Geography Games: <http://www.sheppardsoftware.com/Geography.htm>

Mr. Sicilia's History 7 Wikispace Page: <http://siciliahistory7.wikispaces.com/>

Map Jigsaw Puzzle Games: <http://www.jigzone.com/gallery/872502ADCE.2FD57E2>

Hokanson's World Geography Page: (Information may be outdated in some areas)

<http://homepage.mac.com/nhokanson/Sites/socialstudies/geography/activities.html>

Study Island Online Curriculum

Study Island: <http://www.studyisland.com/>

Differentiation & Intervention Strategies For ALL Learners(ELL, Spec. Ed., At-Risk)

Flexible Grouping/Cooperative Learning

Modified assignments

Graphic Organizers

Read Aloud

Variety of Activities to Achieve the Same Objective

Peer Tutoring

After School Help

Collaboration with Special Education Teachers

Online Website and Blog of Class activities and Content

Assessment Plan- Summative & Formative

Common Assessment Questions

Quizzes and Tests

Projects

Oral and Visual Presentations

Behavioral Expectations & Consequences

Attendance: It is expected that students will be present in class every day unless a note is provided to the office (for more information on the school attendance policy see the student/parent handbook).

Tardy Policy: Students must be to class and in their assigned seat on time or will be considered tardy (for more information on the school tardy policy see the student/parent handbook)

Homework: It is essential to complete all homework assignments to achieve success in this class. However, one missed homework assignment will be allowed in the grade book with no penalty.

Multiple missed homework assignments may result in lunch or after school detentions (students will be warned before receiving their first detention)

Classroom Behavior:

1. Students will write down the daily agenda and homework during the first few minutes of class. This will count toward their binder organization grade.
2. Students who disrupt break classroom rules or procedures will be given verbal warnings first, then be talked to individually (if possible).
3. Students who continue to disrupt class may be sent to timeout and a parent will be contacted
4. Ongoing issues may result in a conference with student, parent, teacher, and administrator to resolve problem.

Group Work: Students will be working in groups often. It is essential that we treat each other with respect and patience so that we all achieve our goals in class.

Grading Policy and Procedures

Grades will be calculated based on total points (total points divided by points possible). Tests and projects are generally worth more points than other assignments.

100%-90% A

89%-80% B

70%-79% C

60%-69% D

59% or below F

Students and parents have access to each students most up to date individual grade information on PowerSchool. <https://ps.waverly.k12.mi.us/public/>

Materials Suggested

Notebooks

Pencils

Folder

3-Ring Binder (*very important, if you are unable to obtain one please contact Mr. Sicilia privately*)

Dividers (optional)

Instructor Contact Information

Email: ssicilia@waverlyk12.net

Phone: 321-7240

Prep Time: **8:50-9:44 am**, please contact me above to set up a meeting

Calendar of Activities: <http://web.waverly.k12.mi.us/Calendars.htm>

PowerSchool: <https://ps.waverly.k12.mi.us/public/>