

Course Syllabus: 7th Grade World History and Geography

Teacher: Mr. Gomez

Room 18

2nd Period Prep

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Mr. Gomez's School Website

Link:

<https://www.fresnou.org/schools/scandinavian/history/Pages/Gomez.aspx>

Textbook: McGraw Hill: World History & Geography
History Digital Textbook

<https://my.mheducation.com/login?logout=true>

Microsoft Office 365 Digital Classroom (Teams) & Apps

<https://www.office.com/?auth=2&home=1>

Course Description

Students in grade seven study the social, cultural, and technological achievements and changes that occurred in the Europe, Asia, Africa, and the Americas in the years CE 100 – BCE 1789. They examine the growing economic interaction among the civilizations of Ghana, Mali and the Arab World as well as China & Japan that include war, ideas, religious beliefs, and technologies. They learn about the growth of Enlightenment philosophy and religious freedom in Europe and examine the concepts of reason and authority, the natural rights of human beings and the divine right of kings, and Science Revolution. Finally, students will assess the political forces let loose by rise of democratic ideas from the Enlightenment philosophy. They will learn about the colonization of the Mesoamerican civilizations of the Aztec and the Inca by Europeans that brought genocidal devastation to the native people of North and South America.

World History Content Standards

- 7.1 Study the early strengths and lasting contributions of Rome (e.g., rights under Roman law; architecture, engineering, preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire).
- 7.2.2 Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity
- 7.3:1,5 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
- 7.4:1-2 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
- 7.5:2-3 Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.
- 7.6:1,3,6,7 Study the geography of the Europe, including its location, topography, waterways, and their relationship to ways of life in Medieval Europe. Understand the development of feudalism, and how feudal relationships provided the foundation of political order. Discuss the causes and course of the religious Crusades. Describe the impact of the bubonic plague in Europe.
- 7.7:2,5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery
- 7.8:2,5 Detail advances during the Renaissance made in literature, the arts, science, mathematics, engineering, and the understanding of human anatomy and astronomy (e.g., by Leonardo da Vinci, Michelangelo, Johann Gutenberg). Explain the importance of Florence in the early stages of the Renaissance with emphasis on the cities' importance in the spread of Renaissance ideas.

- 7.9:1,2 Describe the theological ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale). List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
- 7.10:2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer).
- 7.11:1,5 Know the great voyages of discovery, the locations of the routes, and the development of a new European worldview. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

Academic Standards

Key Ideas and Details:

- 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- 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:

- 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.
- 6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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:

- 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Students will be expected to use the digital applications, Microsoft Teams (virtual classroom), Microsoft Office 365 applications including WORD, and the digital History curriculum-textbook called "Impact," and the online learning tool called Nearpod.

Student Behavior Plan

Classroom Expectation: Scan Big 6

1. Follow all the staff directions when given.
2. Be on time and prepared.
3. Keep hands, feet, and objects to yourself.
4. Always use appropriate voice levels and language.

5. Solve problems peacefully.
6. Respect all rights, health, and property.

School Expectations: The Warrior Way

We are Kind, Positive, and Lifelong Learners.
We are accountable and we never give up.
We are Warriors!

The teacher will use the following supports to foster positive student behavior: Positive re-direction, positive teacher-student chat, classroom seat change, teacher-student discussion, and student discussion with support staff. This may include Friday after school detention (30 Minutes), Parent Conference, or Discipline Referral to the principal.

Grading

Students will be asked to participate in whole-class instruction, partnered work, cooperative groups, and independent work. Students will be asked to complete assessments that may include class presentations, essays,

tests, quizzes. Students will receive a daily will grade that will be posted every four weeks based on reading, writing, speaking, and listening. Students are expected to complete all their assignments. All late work is accepted. Incomplete work will be reassigned. Students may be asked to re-take an assessment of a different version to prevent cheating. Grades will be determined using the following scale:

<u>Grade Scale</u>	<u>Materials</u>
A = 90-100%	Pencils, Pens, Erasers
B = 80-89%	Binder, Paper, Dividers
C = 70-79%	Agenda
D = 60-69%	
F = 0-59%	

Fresno Unified School District Goals

- Improve academic performance at challenging levels.
- Expand student level and real-world learning experiences.
- Increase student engagement in their school and community.

Effect of Absence on Grade

- If a student’s absence is excused under Education Code 48205, he/she shall be allowed to complete any missed assignment or test that be reasonably given, as determined by the teacher of that class. The student shall be given full credit for the assignment or test if he/she satisfactorily completes the assignment or test within a reasonable period. (Education Code 48205)
- Excused Absences – Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law and Board policy and specified in administration regulations. (Education Code 48205)

Accommodations: Please inform the teacher of any accommodations your daughter/son may have. This may include medicine they are taking and/or learning accommodations. Please make sure your daughter/son wears any prescription eyeglasses they may need every day.

Tardy Policy:

Professional behavior includes punctuality (arriving to class on time). Students who are late to class must have a tardy pass; students who do not have a pass will be asked to obtain one from a campus administrator. Students who demonstrate a pattern of tardiness will be assigned class detention to make up for lost instructional time. An excessive number of tardies will be addressed through the Scandinavian Restorative Discipline Policy.

Parent – Student – Teacher Agreement Letter

Parent/Guardian Printed _____ Parent/Guardian Signature _____ Date _____

Student name and ID Number Printed _____ Student Signature _____ Class Period 1 3 4 5 6 _____ Date _____