

7th Grade World History Syllabus

Mrs. Colangelo

2018-2019



Welcome to the new school year...I am so excited to explore history with you! Read this syllabus carefully. The last page needs to be signed by both student and parent by Friday, August 17th– this is worth ten points!

Class Expectations

- 1. Be here.** Come to school everyday, and be in class on time. You will be marked tardy if you are not in your seat when the bell rings. Focus on the class activities.
- 2. Be responsible.** Bring all of your supplies, including your student planner and your History Folder. Turn in assignments by the deadline. If you are absent, check the Absent File for what you missed. Try to solve your problems on your own and if you can't, please ask for help!
- 3. Be respectful.** Treat all teachers, staff, guests, and your peers the way you would like to be treated. Speak in a kind manner. Profanity, vulgarity, rude comments, and bullying will not be tolerated whatsoever. Keep the classroom and materials clean.
- 4. Be awesome.** Think for yourself! Share your ideas and ask questions. Perfection is not expected, but your best effort is. Try, and then try harder!

Parent & Teacher Communication

...is key to your student's success! The best way to contact me is via email. For important class information, visit my teacher website. Here you will find class assignments, helpful links, a class calendar, music, and much more. Also, both parents and students are encouraged to follow our class on Instagram for weekly reminders and class updates.



Email	acolangelo@cnusd.k12.ca.us
School Phone	(951) 736-3206
Web Site	https://norcoint.cnusd.k12.ca.us/cms/One.aspx?portalId=221092&pageId=1862035 OR visit the school website at https://norcoint.cnusd.k12.ca.us and find me under "Staff Directory"
Instagram	Follow me at history.colangelo or visit www.instagram.com/history.colangelo



Class Format

This class will combine lecture, discussions, active in-class activities, student research, debates, group and/or individual projects & presentations. In addition, we will frequently use songs to introduce and review key information– each class period begins with a history music video...get ready to sing!

Class Materials List

- | | |
|---|-------------------------------|
| *3-prong folder (FOUR for the whole year) | *Plastic page tabs (durable) |
| *Pencils with extra erasers | *Colored pencils |
| *Highlighters and pens (blue or black ink only) | *College-ruled notebook paper |

Grading

- Test and quizzes are worth 50% of the final grade, while classwork, homework, and projects make up the other 50%. See my website for detailed information about test re-takes.
- Assignments will receive one of three scores: **Full Credit** (the work is complete and accurate- 100%), **Partial Credit** (the work is partially complete and partially accurate– typically 50%), or **Incomplete/No Credit** (the work is not complete or it is clear that no effort was put into the assignment– 0%).
- Students will be ZAPped for up to two weeks until assignments are completed.
- Assignments may be turned in up to two weeks late. If completed accurately, they will earn a 70%. Otherwise, students receive a '0' for the assignment. After two weeks, students may attend Saturday School in order to make up the missing assignment. If the work is then done correctly and the assignment has been submitted to me, students will earn 75% on the missing assignment.

Parent Connect

Parents are encouraged to use Parent Connect, our online software which allows you to view your student's grades at all times. You will be able to see scores for individual assignments and overall class grades. I typically update grades once a week, if not more frequently. Create a shortcut on your phone for easy access! If you would like your log-in information for Parent Connect, please call the office.



Absences

Students are responsible for making up all work-including class activities- that is missed due to an absence. Assignments can be found on my website, on my Instagram page, as well as in the classroom Absent File. Because we add all chapter assignments to our History Folders at the start of each unit, it is likely that your student will already have the work in his/her HF. Assignments must be made up per NIS's policy: one day for each day missed. If an assignment was due on a day a student was absent, it is due immediately upon their return. If a test is missed due to an absence, it will be taken on the day a student returns to school.

*It is your responsibility to seek out and to turn in any missed work– I will not search for it.

History Folders

All tests, assignments, notes, and activities will be kept in your student's History Folder (HF). This is a great way to stay organized and keep track of assignments without losing them. Grades will be stamped on each assignment to show completion.

*Students are required to have their HF every day.

Consequences for students that do not bring their HF's are:

1st Offense: Warning

3rd Offense: After-school detention

2nd offense: Lunch detention

4th Offense: Saturday School

Student Planners

The school planners are used to help students become better organized and as a means of parent/teacher communication. In the planners, students are required to write what we did in class for that day, and any homework assignments. Therefore, something should be written in each box, every single day. If an assignment is circled, this means the assignment was not turned in. If students do not have their planners, they will receive a citation. Planners will be checked daily in your student's Success or Avid class.

Cell Phone Use

The school's cell phone policy will be enforced in the classroom. All phones should be turned off and stowed during class. If it is out or on– it is gone (sent to the office). Please see student planner for further information.

Cheating/Plagiarism

Intentionally or unintentionally using someone else's information, ideas, or words without permission and/or without providing proper credit is not tolerated and will result in a grade of zero with no opportunity to make up that grade. *This includes sharing answers on homework and classwork.

Behavior

Being respectful– to the teacher, to peers, and to the classroom- cultivates an environment that promotes learning. Students are expected to follow campus and classroom rules at all times. If a student misbehaves in class and/or does not appropriately follow the rules, the consequences are:

-Strike One: Verbal warning

-Strike Two: Student is assigned a Behavior Reflection, which needs to be signed by a parent and turned in two school days later. This will be noted in the student planner.

-Strike Three: After-school detention. This will be noted in the student planner.

Welcome to 7th grade World History!

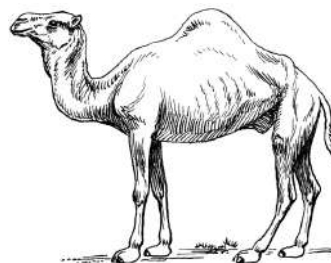
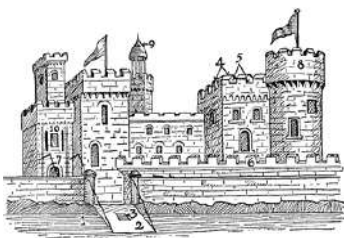
This year we will be continuing to build upon concepts begun in 6th grade. Historical studies usually focus on five main parts, **G**eography, **R**eligion, **A**chievements, **P**olitics, **E**conomics, and **S**ocial structure, or “**GRAPES**.” Below is a brief synopsis of what was covered in 6th grade and what will be covered in 7th grade. Both grades are listed so you can see what was covered prior to entering intermediate school. This will help make connections between the two years, and explain the focus on the Medieval period in our classes.

6th Grade- Early modern man starts sixth grade curriculum, followed by studies centered on the civilizations of Egypt, Kush, Mesopotamia, the Hebrews, Greece, India, China, and Rome. Students have already been introduced to lands in Europe, Arabia, Asia, and the Americas. In sixth grade, students have been taught Judaism, Christianity, Hinduism, Polytheism, Monotheism, and Buddhism. Monarchies, democracy, dictatorships, and the birth of republican governments have also been explored. Irrigation techniques, farming, architecture, and weaponry have been taught as well.

7th Grade- We continue these studies in 7th grade, revisiting some concepts and locations, while teaching about new civilizations and concepts not taught in 6th grade. These include, Rome, Arabia, Africa, China, Japan, Europe, and the Americas. The religious components of these civilizations are Christianity, Islam, Animism, Shintoism, Buddhism, Confucianism, and Polytheism. Achievements ranging from, math and medicine, the printing press and the compass, all the way through exploration and gun powder are all explored this year. Political thought and theory such as democracy, dictatorships, the Enlightenment, and the birth of our nation are covered as well.

As you can see, we have the opportunity to show your child the world! This is an exciting time, and we look forward to covering all material required by the State of California this year. Please refer to the main standards listed in the following pages for a better understanding of where your child has been (6th grade) in the area of History, and where your child will travel to this year!

The complete 7th grade standards are located in the front of your child’s textbook (pgs. H18-H23) and both 6th and 7th grade state standards can be accessed at the California Department of Education’s website: <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>



California State Standards 7th Grade

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.

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).



***Dear parents/guardians,**

Please read the World History syllabus and course explanation carefully, and then sign & detach this paper. This signed page is worth 10 points & is due by Friday, August 17th.

Participation Agreement:

By signing below, you agree to the following:

- *That you have read and understand the information provided in this course syllabus.
- *To participate fully and to the best of your ability in the classroom and on assigned work.
- *To be respectful of the building, classroom, instructor and other students.
- *To communicate promptly and appropriately any issues, concerns, questions, or needs for additional assistance.
- *To abide by Norco Intermediate's technology use guidelines, campus rules, and all of Mrs. Colangelo's classroom rules and procedures.

I have reviewed the course explanation for 7th grade World History and understand the expectations of this class.

Student's Signature (please sign)

Print Name

Parent's Signature

Print Name

***Dear parents/guardians,**

Please read the World History syllabus and course explanation carefully, and then sign & detach this paper. This signed page is worth 10 points & is due by Friday, August 17th.

Participation Agreement:

By signing below, you agree to the following:

- *That you have read and understand the information provided in this course syllabus.
- *To participate fully and to the best of your ability in the classroom and on assigned work.
- *To be respectful of the building, classroom, instructor and other students.
- *To communicate promptly and appropriately any issues, concerns, questions, or needs for additional assistance.
- *To abide by Norco Intermediate's technology use guidelines, campus rules, and all of Mrs. Colangelo's classroom rules and procedures.

I have reviewed the course explanation for 7th grade World History and understand the expectations of this class.

Student's Signature (please sign)

Print Name

Parent's Signature

Print Name