



World History and Geography: Medieval and Early Modern Times 7th Grade

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humanitiesforwisdom.org

“There is nothing new in the world except the history you do not know”

[Harry S. Truman, 33 United States President]

Class Description:

History opens the students to the past record of human experience. It reveals the accommodations, conflicts, struggles that individuals and societies have made. When people confront problems, and recording the consequences that have followed the various choices by individuals and society, are stories that need to be studied. In order to study the present day students must know the past. By studying choices and decisions of the past, students can confront today’s problems and choices with a deeper awareness of the alternatives before them and the likely consequences of each.

“First we need to look at what these words mean. A “site of encounter” is a place (site) where people from different cultures meet and mix together. [Have students record that definition in their notes.] In the time period we’re studying, “different cultures” means groups of people that came from different places, or groups that had different languages, customs, or religions. There were thousands of different cultures in the medieval world. At sites of encounter, people do 2 things: 1) they exchange trade products, technologies, and ideas, and 2) by combining their knowledge, they create new products, technologies, and ideas and spread those to their home cultures. Sites of encounter are important because they are places where new ideas are born and shared.”²

Most important, how will we maintain a democratic society here and a just world elsewhere? As modern day Maya date keepers believe, we are entrusted to take on the *Burden of Time*. The struggle, privilege, and honor to remember people who came before us that made a path to the future for us. These historical truths help us understand the here and now. In October/November for example, *Dia*

¹ Social Sciences

UCLA, B.A. Geography-Environmental Studies, A.A. Communications Studies
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² Sites of Encounter Lesson #1: Sicily

de Los Muertos and *Calavera* are examples of cultural windows to our past that we can understand better with historical inquiry. Further, openness and the search for other truths depends on the ability of citizens to know current issues that affect them, react to those political events, participate appropriately, and then confidently make decisions for change[civic engagement]. Only if we teach students to critically think can they make good decisions and be able to search for a truth via educational institutions and understand our common history's consequences.

Areas of inquiry:

Roman Empire & Christianity	North Africa	The Mongol Empire	Renaissance & Reformation
Empire at its Hieght	West Africa	The Ming Dynasty	Italian Renaissance
Christianity	East, Central, & Southern Africa	Japanese Civilization	Northern Renaissance
Decline & Fall	Mesoamerica	Early Japan	The Reformation
The Byzantine Empire	Olmec & Zapotec	Japanese Art & Culture	Age of Science & Exploration
The Early Empire	Maya	Japanese Feudalism	The Scientific Revolution
The Later Empire	Aztec	Korea, India, & Southwest Asia	The Age of Exploration
The Islamic World	South & North America	Korea's Early History	European Empires
The Roots of Islam	Peruvian Cultures	South & Southeast History	Enlightenment
Muslim Empires	North American Cultures	Feudalism and Middle Ages	The Age of Reason
Islamic Cultural Legacy	Dynasties of China	Feudalism Develops	Two Revolutions
North and West Africa	China Golden Age Prosperity	Political & Social Change	

Developing Citizenship Skills

It is critical that students become active participants in civic discourse and public service. TCI's Citizenship Toolkit offers flexible, easy-to-use resources that will help your students practice the skills and develop the confidence that they need to become engaged and informed citizens.

It includes handouts for the following:

- Gathering, Analyzing, and Assessing Information
- Researching and Communicating Positions
- Understanding and Respecting Diverse Points of View
- Influencing Policy by Engaging with Public Officials
- Working Cooperatively to Take Action in the Community

source: TCI

Classroom Rules

1. At all times people will respect each other.
2. Tardies are marked when you are not in your chosen seat, or talking, and being disruptive inappropriately at the beginning of class.

3. Participation points are given each day when present and working.
4. Come prepared to class with syllabus, pencils, paper, assigned reading, homework, etc.
5. Caught cheating an E grade will be given for that assignment.
6. When class is missed it is the student's responsibility to request for work.

Class Grade policy:

- 60% Assessments: Tests, Quizzes, Essays, Projects[interactive notebook], Performance Assessments, Processing Assignments, notebook with interactions, socratic seminar, google classroom
- 25% Classwork: Notes, Agendas, Guided Readings, Geography, Projects, drafts, Review study Guides, Students News, notes of historical documentaries.
- 5% Homework: Reading, Notes, Homework as Reading, maps, unfinished classwork, annotations, Interactions{Outputs}, google classroom.
- 10% Scholarship academic study or achievement; learning at a high level
 - Curiosity as evidenced by: asking questions that reflect completed reading assignments seeking out and sharing readings, links, events related to the history we study listening to classmates and connecting, questioning, or reflecting on what they say
 - Empathy as evidenced by: assignments that examine issues from a variety of perspectives identifying one's own underlying implicit or explicit biases use of inclusive language and respectful dialogue
 - Listening to classmates and connecting, questioning, or reflecting on what they say teaching other students learned ideas and thinking structures
 - Honesty as evidenced by: original assignments with credit given to sources and collaborators, whether in history or other subjects
 - Presence as evidenced by: Working on assigned history tasks, If finished with assigned tasks, furthering study of history by reading ahead or other sources listening to classmates and connecting, questioning, or reflecting on what they say
 - Perseverance as evidenced by: starting tasks or assignments when they are assigned asking for help, after having tried problem-solving strategies completing assignments use different interactions

Student Responsibilities

1. Students will be on time to class.
2. Students will treat themselves, fellow students, and all adults on campus with respect.
3. Students will have all necessary material ready at the beginning of class.
4. Students will follow school rules.
5. Students will have handouts marked with this symbol means keep at all times:



6 Students will try their best, and be curious about new things and ideas. Each and every student has the inalienable right to learn and work in a comfortable, safe, and trusting classroom. All behavior must be supportive of an appropriate learning-teaching environment. NO student has the authority to infringe upon the rights of another person at any time.

Classroom Rules [Social Contract]

1. At all times people will respect each other.
2. Tardies are marked when you are not in your chosen seat, or talking, and being disruptive inappropriately at the beginning of class.
3. Participation points are given each day when present and working.
4. Come prepared to class with syllabus, pencils, paper, assigned reading, homework, etc.
5. Caught cheating an F grade will be given for that assignment.[Academic Dishonesty]
6. When class is missed it is the student's responsibility to request for work.

Discipline Policy

Any infringement upon the rights of another students [breaking social contract] may result in the following and not always in this order based on California law and Board policies:

1. Warning, student-teacher conference the student writes an apology and is forgiven; behavior journals, Saturday School
2. 30 minutes detention and a parent contact; 3. Parent contact and possible one hour detention;
4. Referral for parent conference or SST.
5. Suspension

Any further disruption will result in further disciplinary action to be handled by the Administration office. Gratuitous profanity and major disruptions will be immediately referred to Student Support. All disruptions will affect his/her citizenship grade.

AVID Write Path: History/Social Science interactive Teaching and Learning

This is adapted from the AVID college readiness program. Students create a chapter notebook for the assigned chapters, projects, and personal interactions with the course content. These are interactive, used all the time, and a complete example of the efforts and work the student has put forth to master the course information.

1. Students will need a notebook spiral or 3 ring with lined paper all course long.
2. Highlighters, scissors, glue, pencils, pens of all types can help. We tend to provide these from the resource teacher but any supplies from home is great.
3. They should have a ruler.
4. Some type of access to online and at least a gmail account is necessary.
5. Students will be asked to discuss the interactions and participate in pairs, groups, whole-class, as well as presentations to the class.
6. Think about their own history and where they are meta-cognitively each day as a lifelong learner.

Late Work

Students with excused absences will have ample opportunity to complete their missed assignments. Students who wish to finish incomplete or missing assignments may do so for partial credit. Long term projects will have due dates known well in advance, and are to be turned in on that date. Any late projects will result in 5% off the project grade for every day late.

Extra Credit

Extra credit can consist of optional assignments or challenges given by the teacher, or they may be student-initiated projects or family field trips to museum exhibits, or other related event. Please see our class page* on the HFW website for project ideas, and talk with the teacher for assignment approval. Extra credit is in addition to regular classwork. It will not replace missing or incomplete work.

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Extra Credit

Extra credit can consist of optional assignments or challenges given by the teacher, or they may be student-initiated projects or family field trips to museum exhibits, or other related event. It will not or should not replace missing or incomplete work. Please do not get behind.

Late Work & coupons

Students with excused absences will have ample opportunity to complete their missed assignments. Even if they are sick or suspended on a due date the work is still considered late. Further only late work coupons can be used 7 days after the due date. Students who wish to finish incomplete or missing assignments may do so for partial credit. There must be drastic events that are reasonable to justify individual treatment. Long term projects will have due dates known well in advance, and are to be turned in on that date. Any late projects will result in 5%-10% minimum off the project grade, and can add up for every day late. Please no late work especially after 7 days. Coupons will be discussed for classes. Students should really only use 2 per grading period. If more are being used than they are not managing time at home and class.

Agendas

Students will use the agenda everyday. On Fridays those are checked. A special write up is to be entered into the agenda everyday. Each day of the week has a different topic. Points are given for completion and initialed by parents/guardians. This is really easy points.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Homework	daily	daily	daily	daily	daily
Classwork	optional	optional	optional	optional	optional
Write-up	Muddiest point	Exit Card	Annotation	choice	choice

Memorandum of Understanding 2018-2019

I have read these guidelines and understand that my child must follow these rules/social contract/policies/California Laws in class & on the Sierra Vista Junior High School campus. Also I will help to ensure that I will instruct my child to follow these rules, course description, memorandum of understanding, and that if he/she does not follow the rules they may be subject to possible consequences from the California Education Code §48900.

Parent/Guardian's Signature _____

Print First & Last name _____

Date _____

E-mail _____ please, have student setup email or give the address you gave the school.

Home Phone(_____) _____ - _____

Work Phone(_____) _____ - _____

I have read these guidelines with my parent/guardian and understand that as a student I am responsible for my actions according to this class document on the Sierra JHS campus. I shall follow these rules and memorandum of understanding, and that if I do not follow the rules I know that I may be subject to possible consequences under the California Education code §48900 and other legal statutes.

Student's Signature _____

Print First & Last name _____

Student ID# _____ Period _____

Date _____

E-mail _____

Any comments or feedback please write below and on the back: