



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

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“There is nothing new in the world except the history you do not know”  
 [Harry S. Truman, 33rd 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.”<sup>2</sup>

Further, Liberal arts  
 Liberal arts: originally the ...

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, Día de Los Muertos and Calavera are examples of cultural windows to our past that we can understand better with historical inquiry. Further, openness

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<sup>2</sup> Sites of Encounter Lesson #1: Sicily, Copyright © 2014, The Regents of the University of California,

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	

Guided questions for inquiry:

These will be the questions that we will focus on during the course and they will not be the only questions we ask. When we work on the standards based content you will begin to see what we mean by becoming a Historian. Again always ask for help.

Class Grade Policy:

<b>20%</b>	<b>50%</b>	<b>20%</b>	<b>10%</b>
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20% <b>Assessments:</b> Tests, Quizzes, exit cards, Performance/summative/ culminating Assessments, surveys <b>Rubrics 0-4</b>	<b>50% Standards Based:</b> Essays, Projects, Processing Assignments, notebook with <i>interactions</i> , socratic seminar, Adapting Sequencing Strategies, etc. <b>Rubrics 0-4</b>	20% <b>Foundation Work:</b> Historiography, Guided Readings, Research, Documentaries, Geography, timelines, waybacks, Project drafts, Review Guides, Khan Academy, Brain pop, Nearpod, Prezi Station Rotations, etc. Reading, Notes, Homework as Reading, maps, unfinished classwork, annotations <b>Feedback given on this work with Single score Rubric 0-1</b>	10% <b>Scholarship</b> academic study or achievement; learning at a high level-see rubric below <b>Rubric 0-4</b> <b>Curiosity, Empathy, Honesty, Presence, Perseverance</b>	
<b>Curiosity</b> 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	<b>Empathy</b> 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, digital citizenship	<b>Honesty</b> as evidenced by: original assignments with credit given to sources and collaborators, whether in history or other subjects	<b>Presence</b> 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	
<b>Scholarship rubric</b>				
	<b>I constantly [4]</b>	<b>I often [3]</b>	<b>I sometimes [2]</b>	<b>I rarely [1]</b>
<b>Class participation</b> I am a thoughtful, inquisitive member of the classroom community	Listen to all contributions, contribute positively, collaborate actively, ask questions that help myself and others	Listen to all contributions, contribute positively, collaborate actively, ask questions that help myself and others	Listen to all contributions, contribute positively, collaborate actively, ask questions that help myself and others	Listen to all contributions, contribute positively, collaborate actively, ask questions that help myself and others

	I constantly [4]	I often [3]	I sometimes [2]	I rarely [1]
<b>Appropriate conduct</b> my behaviors allow me and others to learn constantly	Use appropriate volume and tone, respect all people space and properly, allow all others to participate think and learn, demonstrate positive relationships and citizenship	Use appropriate volume and tone, respect all people space and properly, allow all others to participate think and learn, demonstrate positive relationships and citizenship	Use appropriate volume and tone, respect all people space and properly, allow all others to participate think and learn, demonstrate positive relationships and citizenship	Use appropriate volume and tone, respect all people space and properly, allow all others to participate think and learn, demonstrate positive relationships and citizenship
<b>Time maximization</b> my time and energy are spent on learning	Come to class on time and with all required materials, start my work immediately and without reminders, use given time for work and learning, complete assignments and submit them on time	Come to class on time and with all required materials, start my work immediately and without reminders, use given time for work and learning, complete assignments and submit them on time	Come to class on time and with all required materials, start my work immediately and without reminders, use given time for work and learning, complete assignments and submit them on time	Come to class on time and with all required materials, start my work immediately and without reminders, use given time for work and learning, complete assignments and submit them on time

We will have rubrics that the class will learn and use throughout the year for your grades. Examples of soft skills<sup>3</sup>: working collaboratively with peers, time management, project planning and implementation, making good decisions, completing responsibilities meeting deadlines, negotiating conflict, consistent attendance and punctuality, taking pride in one's work problem-solving, thinking creatively perseverance or grit, advocacy asking questions, completing paperwork, making good decisions, listening to directions, showing respect towards adults and peers, etc.<sup>4</sup>

#### 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
<b>Homework</b>	daily	daily	daily	daily	daily
<b>Classwork</b>	optional	optional	optional	optional	optional
<b>Write-up</b>	Muddiest point	Exit Card	Annotation	choice	choice

AVID Write Path: History/Social Science interactive Teaching and Learning skills will be used for interactions to deepen student comprehension.

<sup>3</sup> Schneider, Jack, Joe Feldman, and Dan French. "The Best of Both Worlds." The Phi Delta Kappan 98, no. 3 (2016): 60-67. Accessed July 21, 2020. [www.jstor.org/stable/24893580](http://www.jstor.org/stable/24893580)

<sup>4</sup> Cicmanec, Karen Mauck. Journal of Educational Measurement 38, no. 2 (2001): 188-90. Accessed July 21, 2020. [www.jstor.org/stable/1435262](http://www.jstor.org/stable/1435262)

## 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 only 7 days after due date


## Developing Citizenship Skills

- 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

## 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.
7. 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. This should include wearing masks for safety.

# Face Coverings & PPE



### Masks reduce airborne transmission

Infectious aerosol particles can be released during breathing and speaking by asymptomatic infected individuals. No masking maximizes exposure, whereas universal masking results in the least exposure.

Particle size ( $\mu\text{m}$ )

100 10 1 0.1

Infected, asymptomatic

Healthy

Maximum exposure


Minimum exposure

GRAPHIC: V. ALTOUNIAN/SCIENCE

Resource: Kimberly Prather, University of California-San Diego  
K. A. Prather et al., Science 10.1126/science.abc6197 (2020) <https://science.sciencemag.org/content/368/6498/1422>

## 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. [Safe schools Act & Ed. Codes, 234, 234.1, 234.4 231.5, Ed Codes 51950, 51100, 49980[f], 32283.5]
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. 
7. 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 E grade will be given for that assignment. [Academic Dishonesty]
6. When class is missed it is the student's responsibility to request for work. Using email is best or google classroom.

#### 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.



Memorandum of Understanding 2022-2023

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 Middle 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 Middle school 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: