

7th Grade World Civilization Course Syllabus

Teacher Contact Information

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Course Description

Course content includes:

Historical Thinking and Skills
Early Civilizations
Feudalism and transitions
First Global Age
Spatial thinking and skills
Human Systems
Civic participation and skills
Roles and systems of Governments
Economic decision-making and skills
Scarcity
Markets

Course Pre-Requisite(s)

Completion of 6th grade Social Studies

Student Learning Objectives/Outcomes

Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

Objective: The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

Standards can be found at: [Grade 7 Social Studies Standards](#)

<http://education.ohio.gov>

Required Textbooks and Materials

Information for World Civilization comes from many primary sources and outside workbooks. This is due to no current 7th grade World Civilization textbook that covers all the current standards.

Classroom Materials

Each day students will need a three ring binder that is divided into five sections. Along with their writing utensil, students will be able to complete the daily lessons and activities.

Activities and Assignments

The following is a tentative guideline of the activities and assignments for each quarter. This is subject to change

First Quarter

While researching the legacy of the Greeks and Romans, students will create a brochure that would encourage people to travel to ancient Rome or Greece. We will also take part in a Greek simulation where students will become a member of Greek city-state and learn about Greek heritage. We will end the quarter with an M&M feudal role-play where students will learn the economics of feudalism with using M&Ms.

Second Quarter

The second quarter will begin with students taking part in a Silk Road trade simulation where the students will learn to barter and trade based on the needs of different cultures. The Class will put Martin Luther on trial for crimes against the Church. Finally the students will create an art portfolio based on the different types of art seen during the Renaissance.

Third Quarter

Using the GRAPES model students will explore the West African Nations of Mali and Gahanna. Student will learn the value of salt on the creation of African kingdoms. The class use hands on activities with actual historical artifacts to understand the work of historians and archeologist. Students will also read journals from the Christian and Muslim crusaders about their battles and how viewing the same war from different perspectives can be different.

Fourth Quarter

In this quarter students will explore the impact of geography on settlement in Greece and how the ancient Greek government compares to that of the United States. The student will also take part in a blogging activity where they will travel to the past with four every day items from the future and they will blog how those items impacted their travels. We will end the year with an exploration of the many stories of people who may have been to America before Christopher Columbus and Columbus's impact through the Columbian exchange had on the world. Our final project will be putting Christopher Columbus on trial on whether or not he should be a respected person in history.

Assignments are weighted as follows:

Class grades are based on total number of points earned divided by total number of possible points. Percentages are based on the grading system adopted by the Huron Board of Education, please see handbook.

Academic Policies

Projects:

The use of in class projects will teach our students to work with others, look at information differently, and build confidence in their presentation skills. Here is a list of projects that the students will participate in. Real like Greek simulation, Feudalism Role Play, Artifact box, advertisements, book reports, AP creation, and a Senate Simulation

Journals:

Being able to write historically is critical in studying history in order to have a full complete understanding of a topic. For the journal, students will write a one-paragraph reaction to our class assignments during the week. They can either be hand written or typed. Students can write letters, dialogues, or informational type journals. They will be graded on whether the student correctly reflected on the material.

Activities:

Students will engage on a weekly basis in class on activities that vary from a Greek simulation to a silent barter trade game. These activities will bring to life history in the classroom.

Technology:

Ipads, Senteo's, and a Smart board will be used on a daily basis. This will allow the students to read, see, and react to first hand accounts of historical events.

Classroom Policies

History is not only what I teach, but it is also a passion. I live history in all aspects of my life. While I do not expect my students to have the same drive and passion about history as I do, I do expect that by the end of the year, students have a healthy respect for the events that have shaped their lives. Students need to be open minded and ready to explore history in a unique way that will test their abilities and potentially change the way they look at past events.
