

# WESTERN SIERRA COLLEGIATE ACADEMY



## 7<sup>th</sup> Grade World History

Mr. Dayton

2013-2014

### Welcome to 7<sup>th</sup> Grade World History

I hope you are looking forward to an exciting and challenging year. For the content of this course, we will be following the California State Standards as we study World History from 500-1789. This includes learning about the following civilizations: Roman/Byzantine Empires, Islam, Africa, Japan, China, Mesoamerica/Andean Civilizations, and Early Modern Europe. Students will also begin to analyze primary and secondary source documents and use evidence from those documents to develop and support opinions. Our reading guide through the year will be Prentice Hall's Medieval and Early Times.



#### Teacher Communication

An important part of a student's education is the effectiveness of communication between parents, students, and teachers. If you need to visit me for any reason, you may communicate with me in a number of ways

**Email:** [ldayton@rocklinacademy.org](mailto:ldayton@rocklinacademy.org) - If you send me a quick note, I will generally be able to respond within 24 hours.

**Phone:** 916-778-4544 - You may call and leave a message and I will get back to you as soon as possible.

#### Technology

Please feel free to visit my website for additional support. Go to:

[Sites.google.com/site/mrdayton1](http://Sites.google.com/site/mrdayton1)

# Expectations

## Be Responsible –

- ★ You are being taught to respond to life and its issues and problems – not to react to it!

## Be Resourceful

- ★ You will be taught to find and use resources that will point you to solutions.

## Be Respectful!

- ★ You are expected to demonstrate self-respect toward yourself, others, and property. Students are taught that selfishness and self-respect are opposite attributes.
  - a. Do Your Personal Best
  - b. No Put Downs
  - c. The teacher has the right to teach, and the students have the right to learn



## Academic Integrity

**WESTERN SIERRA** expects all students to abide by ethical academic standards. Academic dishonesty—including plagiarism, cheating, or copying the work of another student will not be tolerated. Please refer to the school handbook.



**“If you want to go fast, go alone.  
If you want to go far, go  
together.”**

**-Anonymos**



## More Grading Policy

**Assessments** - There are primarily two types of assessment, formative and summative.

- **Formative Assessments** - Formative assessments inform the learner, the teacher, and as needed the parent, of the student's progress toward the learning target or essential standard.
- **Summative Assessments** - Summative assessments are given at the end of a unit of study and are used to sum up what a student has learned. Students will receive a letter grade. Examples of summative assessments include but aren't limited to:
  - End of unit assessment
  - End of unit opinion papers
  - Student planned projects

### Re-take Policy

- It is expected that students who score lower than 80% will re-take the assessment. It is my responsibility to re-teach and work with the student until the student is ready for the re-take. Students scoring 80% or higher may re-take an assessment, but will need to take the initiative to meet with me.

**EXTRA CREDIT** – Because of the re-take policy, extra credit is not allowed



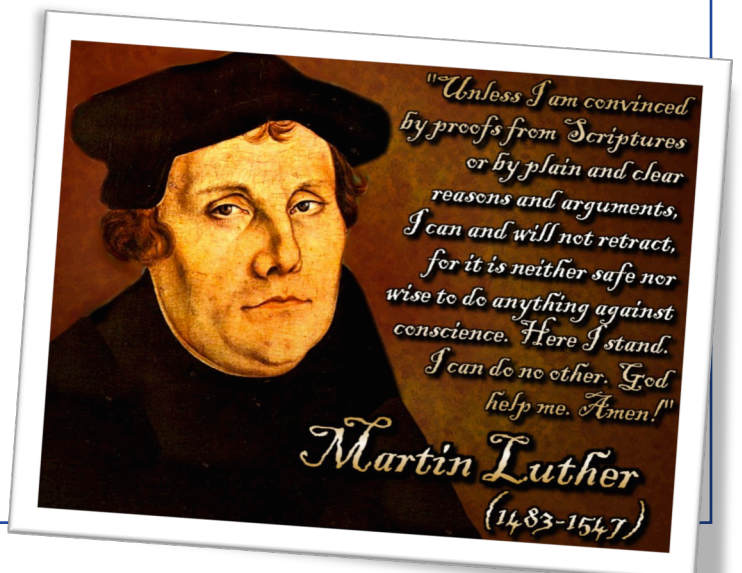
## Grading Policy

Progress reports and Semester Report Cards will be broken up into three sections, each independent of one another.

**1. Academic Mastery** - This grade summarizes the student's work toward specific learning targets/essential standards for a given unit of study. It will be shown as an A, B, C, or I. An "NC" (No Credit) may be given if a student has not taken half of the assessments.

**2. Academic Work Habits** – Teaching students to develop good work habits is an important life skill that can affect college and future employment. Academic Work Habits can include things like (but is not limited to) being on time to class, handing in work on time, being respectful, following technology guidelines, and not participating in anything related to plagiarism – it does not involve academics. This grade will be seen as an E (Excellent), S (Satisfactory), or N (needs Improvement)

**3. Citizenship** – Students are expected to be respectful and show behavior that is conducive/supportive of the learning environment in the classroom. This grade will be reflected as an E – almost always meets or exceeds behavior expectations S – Usually meets expectations with few reminders N – Often fails to meet expectations with reminders.



# General Policies

## Come to Class Prepared!

- Please bring all necessary materials: pencils, pens, binder, paper, composition notebook, text-book, and any assignment(s) that are in progress and/or assignment(s) due.

## Technology

Use of technology is permitted within my classes. Technology use is defined as a tablet/iPad, a laptop, e-reader, and/or a smart phone to support student learning. Before students use technology, they need to understand the following:

- A student needs to ask for permission to use the device and explain how it will be used
- Technology may be used only to assist in homework or assigned projects
- Students are responsible for their own device, and should keep it properly stored when not in use.

## Homework

The purpose of homework is for preparation, practice, extension, and integration of subject matter. Homework is not graded, but feedback is given to assist in student learning



## Assignments

If a printed copy of an assignment is required, students should *always* anticipate unexpected technical difficulty. Plan ahead: print your work out well in advance. NO work will be accepted via flash drive, disk, USB, or E-mail unless otherwise noted.

## Bathroom

To maximize use of classroom time, students should use the bathroom before class or during breaks.

## Food & Drinks

Food, snacks, drinks, and gum are not allowed in class unless approved by the teacher. Students may have a bottle of water.

## Materials Needed

- Pencil pouch
- 2 whiteboard markers
- 2-3 colored pens
- Hand-held pencil sharpener
- 3-5 colored pencils
- 1-2 Highlighters
- One 1.5 inch binder
- College rule lined paper
- 1 composition notebook

# **Year Long Plan for 7<sup>th</sup> Grade World History**

## **Monthly Schedule & State Content Standards**

### **August/September 2012: Roman/Byzantine Empire + Summative Assessments in September**

- ★ 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

### **September/October 2012: Islam + Summative Assessment in October & Africa – Ghana, Mali Summative Assessments in October**

- ★ 7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.
- ★ 7.4 Students compare and contrast the geographic, political, economic, religious, and social structures of sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

### **November/December 2012: Mesoamerica & Andean Civilizations + Summative Assessments in December**

- ★ 7.6 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.

### **January 2012: China/Japan + Summative Assessments in January**

- ★ 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages and of Medieval Japan.

### **February 2013: Medieval Europe + Summative Assessments in February**

- ★ 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

### **March 2013: Reformation + Summative Assessments in March**

- ★ 7.9 Students analyze the historical developments of the Reformation.

### **March/April 2013: Renaissance + Summative Assessments in April**

- ★ 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

### **April/May 2011: Early Modern Europe (May include any combination of the Age of Exploration, Enlightenment, Scientific Revolution & Age of Reason – Summative Assessments in May)**

- ★ 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and social structures
- ★ 7.11 Students analyze political and economic changes in the sixteenth, seventeenth, and eighteenth centuries (Age of Exploration, the Enlightenment, and the Age of Reason).

### **Final Assessment will be administered in May**

**Special Note** – The schedule listed above is an approximation of the schedule we will follow. Student mastery will dictate the needed adjustments if necessary.

## **Common Core State Standards**

This year World History 7 will begin implementing Common Core Standards. Basically, these standards or skill sets are intended to help students develop and improve their ability to think analytically and critically. The following standards will be addressed throughout the year in each unit of study.

### **Language Arts RI 7.3**

- Analyze the interactions between individuals, events, and ideas in a text

### **Language Arts RH 6-8.7**

- Integrate visual information (charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### **Language Arts RI 7.2**

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

### **Language Arts RI 7.8**

- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

## Signature Page

I have read and understand everything described in the 7<sup>th</sup> Grade World History Syllabus. I understand the requirements necessary to be successful in 7<sup>th</sup> Grade World History.

Parent/Guardian (Please Print): \_\_\_\_\_

Parent/Guardian (Please Sign & Date): \_\_\_\_\_

Student (Please Print): \_\_\_\_\_

Student (Please Sign & Date): \_\_\_\_\_

### **Parent/Guardian**

How would you like to be contacted?

How would you like to be addressed?

**Preferred email:**

**Home Phone:**

**Cell Phone:**

**Any additional information that would be helpful:**







