

MACOPIN SCHOOL  
SOCIAL STUDIES – GRADE 7

SYLLABUS

I. COURSE TITLE:

World History and Geography, 500-1750

II. TEXTBOOK:

Across the Centuries. Beverly J. Armento, Gary B. Nash, Christopher L. Salter, and Karen B. Wilson.  
Boston: Houghton Mifflin Company, 1998.

III. COURSE DESCRIPTION:

This course explores world civilizations and geography from the fall of the Roman Empire to the Enlightenment. It continues the chronological and sequential pattern introduced in Grade 6 and prepares students for the study of world history and geography in Grade 9. In particular, students explore the rise and expansion of Islam, the dichotomy in Christianity between Rome and Constantinople, the rise of empires in Africa, Asia, Mesoamerica, and the Renaissance, Reformation, and Enlightenment. Students will learn how geographic features and characteristics influence human interaction and adaptation to the particular environment. Map and globe skills are emphasized, and research skills will be reinforced. Reading, writing, and critical-thinking skills will be stressed throughout the course.

IV. COURSE OBJECTIVES:

- A. Throughout the course, students should develop and extend the following skills related to acquiring information: reading skills, study skills, and references and information-- search skills.
- B. Throughout the course, students should develop the following skills related to organizing and using information: thinking skills, decision-making skills, and metacognitive skills.
- C. Throughout the course, students should develop and extend the following skills related to interpersonal relationships and social participation: personal skills, group interaction skills, and social and political participation skills.
- D. Throughout the course, students should apply the five fundamental themes of geography: location, place, relationships within places, humans, and regions.
- E. Throughout the course, the following general themes in world history are emphasized:
  1. To understand the development and changing character of human societies
  2. To understand the economic and technological development of human societies in the quest to sustain and improve life.
  3. To appreciate and be aware of people's development and representation of their understandings of themselves, their moral and religious imperatives, and place in the universe--the general quest for meaning--as they confront the great questions of human existence and give such meanings cultural expression.
  4. To be able to understand and describe the development of political theories and organization, variously expressed in people's quest for effective order, power, and for just and humane relationships.

V. OVERVIEW OF MATERIAL LAST COVERED IN 6TH GRADE WORLD HISTORY:

- A. Chapter 1: A Changing World View and Chapter 2: Empires of the Ancient World
- B. Chapter 3: The Roots of Islam
- C. Chapter 4: The Empire of Islam
- D. Chapter 5: West Africa
- E. Chapter 6: Central and Southern Africa
- F. Chapter 7: Three Empires
- G. Chapter 8: China

- H. Chapter 9: Japan
- I. Chapter 10: Feudal Europe and Japan
- J. Chapter 11: Europe: Rule, Religion, and Conflict
- K. Chapter 12: The Renaissance
- L. Chapter 13: Reformation and the Scientific Revolution
- M. Chapter 14: The Age of Exploration; Chapter 17: European Rule and Expansion; and Chapter 18: The Enlightenment
- N. Chapter 15: Early American Civilizations and Chapter 16: Two American Empires

#### VI. COURSE CONTENT OUTLINE:

- A. Information Acquisition Skills
- B. Organizing and Using Information
- C. Interpersonal Relations and Social Participation Skills
- D. Knowledge of the Five Fundamental Themes of Geography and Their Significance
- E. General Themes in World History
- F. Major Habits of Mind
- G. Unit 1: Links to the Ancient World (Chapters 1 and 2)
- H. Unit 2: The Growth of Islam (Chapters 3 and 4)
- I. Unit 3: Sub-Saharan Africa (Chapters 5 and 6)
- J. Unit 4: Asian Civilizations (Chapters 7, 8, and 9)
- K. Unit 5: Medieval Societies (Chapters 10 and 11)
- L. Unit 6: Europe, 1300-1600 (Chapters 12, 13, and 14)
- M. Unit 7: Civilizations of the Americas (Chapters 15 and 16)
- N. Unit 8: Europe, 1600-1789 (Chapters 17 and 18)

#### VII. STUDENT ACTIVITIES:

Students should be involved in a variety of hands-on and active learning activities. In addition, skills in time management, methods of studying efficiently and effectively, and the improvement of reading, writing, thinking, and group participation skills need to be reinforced and extended. Cooperative learning strategies, role playing, simulations, debates, panel discussions, short reports and research papers, guided study activities, problem solving, and field trips should all be used appropriately to maximize the students' academic, social, and emotional development.

#### VIII. EVALUATION OF STUDENT LEARNING:

- A. High standards and expectations for student performance and success are a prerequisite in preparing today's students for the world in which they will live and work in the 21st century. Students are to be encouraged to manage their study time wisely and to devote sufficient time to their studies. Homework should be assigned on a regular basis and clearly reflect course objectives and skills. Critical thinking, process writing activities, and civic participation skills should be stressed throughout the year. Teachers are encouraged to hold their students accountable for their progress and to follow appropriate guidelines when problems arise, including contacting parents to discuss resolution of problems. In calculating a student's grade, teachers should follow the guidelines listed below:
- B. Grade Development
  - 1. Homework, daily assignments, class work, participation in class discussions, note-taking, group work, and class preparation - 30%
  - 2. Quizzes, graded short writing assignments - 30%
  - 3. Tests and essays - 40%