



## **World History Syllabus 2017-2018 (7<sup>th</sup> Grade)**

**Froebel Bilingual School  
Mr. Daniel Cortes, Teacher**

**Office Hour by Appointment Only**

---

**STUDENTS – Please keep this syllabus in your notebook; we will be referring to it during the course**

### **I. Course Description**

This course is designed to provide students with knowledge, skills, and values essential to understand world history. Divided into three major themes — civilization, global connections, and religion — this course targets global systems and processes, sources of conflict and cooperation, and major movements influencing the modern world. While civilizations vary significantly throughout history, it is important to apply parallel studies by comparing the geographic forces, economies, political systems, cultural achievements, technological advancements, and social relations evident in civilizations representing diverse geographic locations and a range of eras. The evolution of early civilizations to the Middle Ages leads to a more concentrated focus on the events and phenomena occurring in Europe, which cause global expansion into other parts of the world. Europe's connections with Asia, Africa, the Americas, and Middle East and the resulting political, economic, ideological, and scientific transformations are demonstrated at this stage of the course. A final element of the course introduces students to a comparative study of world religions by highlighting core beliefs and key practices of six major religions.

### **II. General Objectives**

Improve skills in historical research and geographical analysis by:

1. Identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history
2. Using maps, globes, artifacts, and pictures, to analyze the physical and cultural landscapes of the world and interpret the past
3. Identifying major geographic features important to the study of world history
4. Identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms
5. Analyzing trends in human migration and cultural interaction

### **III. Skills**

The student will improve skills in historical research and geographical study through primary and secondary source analysis, using maps, globes, artifacts and pictures, identifying major geographic features, identifying and comparing political boundaries, analyzing trends in human migration and cultural interaction, and analyzing the impact of economic forces on human history to 1500 AD. These skills will serve to increase student awareness of common connections between all humans' past and present. Students who complete the course objectives should be more prepared to contribute positively to the world around them and to think critically about solutions to the problems of our day.

#### **IV. Materials**

WORLD HISTORY Holt, Rinehart, Winston — Student Edition

Notebook, writing utensils, loose leaf paper, 1 1/2 inch 3-ring binder, 5-tab dividers

#### **V. Class Procedures & Discipline Policy**

Procedures and policies concerning late assignments and make-up work:

Unexcused late work (including homework as well as major assignments) will not be accepted in this class.

In the case of an excused absence, the student must turn in assignments within two days of the absence and, also within the two-day period, must make up tests that were administered during the absence. (The student should make arrangements with the teacher.) If an assignment was given before the absence, the student is expected to send the work or turn it in on the day of his or her return to school with a written excuse.

If the student does not have access to a computer or typewriter at home, the parent should notify the teacher at the beginning of the school year so there is time to explore possible options.

The teacher will not excuse work that is late due to printer problems (no ink cartridge, etc.). The student must also bring, on or before the assignment due date, a parent note which describes the nature/circumstances of the problem.

When major technology problems occur unexpectedly (a computer crash, for example), the student may handwrite the composition neatly in black ink on paper. The student must submit a parent note of explanation along with the handwritten work. In the case of a major technology problem the evening before the due date for an assignment or project, the student may be granted a brief extension. The student must bring a parent note of explanation on or before the date the assignment is due.

#### **Discipline Policies:**

The teacher will try to work with each student in areas that need improvement. If problems persist, the teacher will notify the student's parent(s). If misbehavior continues, the teacher will submit a referral to the social worker/administration for action. Students who create severe disturbances in class will be removed immediately. Further, the teacher will support all school policies outlined in

the Student Handbook and will follow the Discipline Plan required by school administration. Classroom rules include:

- Be on time. (The teacher will follow school policy.) If you are late for any reason, you must furnish a late pass from the school office, even if you have a pass from another teacher.
- Bring appropriate materials.
- Have completed homework in class. (Students will not be able to return to their lockers during class.)
- Follow procedures for unexcused absences. (See student handbook.)
- Limit requests for restroom visits to extreme emergencies.
- Refrain from speaking out in class and calling out responses. You must raise your hand.
- Leave gum and candy out of the classroom.
- Refrain from leaving seat without permission.
- Refrain from socializing and behaving in a disruptive manner.
- Cell phones are prohibited.
- Sit up during class. (It helps concentration.)
- Read and abide by rules and procedures outlined in the student regulation.
- Respect others' right to learn.

### **Behavior**

1. First and foremost, you will critique the work *not the person*.
2. Treat the room, your classmates, yourself, various works, and me with respect.
3. Bring all materials to class
4. Keep evidence of all your work. This includes e-mails
5. You may not consume food and beverages in my class.

## **IV. Course Outline**

### **FIRST QUARTER (August - October)**

#### **A. Introduction to World History**

1. Reading like a Historian

#### **B. Unit 1: Early Human Societies**

3. Chapter 1: Uncovering the Past
4. Chapter 2: The Stone Ages and Early Cultures

#### **TEST I**

#### **C. Unit 2: Civilization in Mesopotamia and Egypt**

- I. Chapter 3: Mesopotamia and the Fertile Crescent
2. Chapter 4: Ancient Egypt and Kush

TEST 2

D. Unit 3: Civilization in India and China

I. Chapter 5: Ancient India

**SECOND QUARTER (October - December)**

2. Chapter 6: Ancient China

E. Unit 4: Foundation of Western Ideas

I. Chapter 7: The Hebrews and Judaism

2. Chapter 8: Ancient Greece

TEST 3: FINAL TEST

**THIRD QUARTER (January - March)**

3. Chapter 9: The Greek World

F. Unit 5: The Roman World

1. Chapter 10: The Roman Republic

2. Chapter 11: The Roman Empire and Christianity

TEST I

G. Unit 6: Islamic and African Civilizations

1. Chapter 12: The Islamic World

2. Chapter 13: Early African Civilizations

TEST 2

**FOURTH QUARTER (March - May)**

H. Unit 7: Empires of Asia and the Americas

I. Chapter 14: China

2. Chapter 15: Japan

3. Chapter 16: The Early Civilizations of the Americas

TEST 3

I. Unit 8: Renewal in Europe

1. Chapter 17: Feudal Societies

2. Chapter 18: The Later Middle Ages

3. Chapter 19: The Renaissance and the Reformation of Christianity

4. Chapter 20: Science and Exploration

FINAL TEST

**\*Subject to change**

**IV. Semester Evaluation**

Instrument	Points	Weight
TESTS (3) x 100 pts. ea. =	300 pts.	30 %
WRITING ASIGNMENTS =	200 pts.	20%
PROJECT (I) x 100 pts. =	100 pts.	15 %
PORTFOLIO =	100 pts.	15%
QUIZZES (4) x 25 pts. ea.	100 pts.	10 %
DAILY WORK (Homework's, behavior, notebook)	100 pts.	10%
SEMESTER TOTAL PTS. = 900 pts.	100%	