

RIVERSIDE MIDDLE SCHOOL
7TH GRADE SOCIAL STUDIES SYLLABUS

J. Mathis

jmathis@greenville.k12.sc.us

355-7938 (goes to voicemail)

<http://www.greenville.k12.sc.us/riverms>

LEARNING AND DEVELOPMENT GOALS

A general goal for all of my classes is to learn they can become whatever they wish to become and acquire a love for their country; to understand who they are and how they relate to their communities, the nation and the global society; to understand why they participate as citizens, both individually and as groups; to understand how the past, present and future are interconnected; to respect cultural diversity; and to meet the challenges of the world of work.

1. Demonstrate an understanding of government, its origins and function, including civic life, politics and government of world cultures from the 1600's to the present.
2. Demonstrate an understanding of changes that have occurred in Europe, Africa, Asia, and the Americas from 1600 to the present
3. Demonstrate an understanding of how the history and geography of the above societies that have been developing concurrently from 1600 to the present.
4. Demonstrate an understanding of the growing interaction among societies as well as the exchange of ideas, beliefs, technologies, and commodities
5. Demonstrate an understanding of the continuing growth of political and economic ideas that have shaped the world in which we live today.
6. Demonstrate an understanding of the natural rights of human beings, the so-called divine right of kings, and experimentalism in science.

INSTRUCTIONAL MATERIALS AND RESOURCES

Each day students are required to have their binder, red workbook, 2 pencils, a blue or black pen, highlighter, agenda, pencil pouch and a book for silent reading. These materials and resources will be used each day to meet the goals for my class.

ASSESSMENTS

At the end of each unit, students will show their working knowledge using a multiple choice and/or free response test. In addition, lesson tests may be given along with pop quizzes. Students will periodically be graded on maps, homework, class work and projects.

Grading/Assessment Guidelines will follow the Assessment Policy as directed by Greenville County Schools.

Major Assessments (ex: Tests)	50%
Minor Assessments (ex: Homework, quizzes, class work)	50%

RULES FOR STUDENT BEHAVIOR

1. Be respectful of yourself and others
2. Follow instructions.
3. Have necessary materials.
4. Always do your best.

CONSEQUENCES

I follow the 7th Grade Quality Point Plan that is discussed on the first day of school. Any severe disruption in class will result in an immediate referral.

PROCEDURAL INFORMATION

DISMISSAL FROM CLASS

A bell will ring to end each class. When the bell rings, I will dismiss class. Students are free to go when I feel they are quiet and have all necessary information for the day.

END OF DAY DISMISSAL

At 3:15, the afternoon announcements will come on. The bell for walker and car riders rings at 3:20, and busses are called upon arrival. A list of how students get home (car or bus) is posted in the classroom.

EMERGENCY DRILLS

A path and chart is highlighted with a red map hanging by the door. Along with class roster/grade book, I take the red emergency kit. Students should be quiet and orderly.

GENERAL

Passes are written at my discretion. I usually do not let anyone leave the room unless it is an emergency. During class changes students are free to go to the restroom, but generally not during class. It is important to have few disruptions as possible.

PRESENTATION OF RULES AND PROCEDURES

During the first week of school, all rules, consequences, and procedures are reviewed with students. Students must read, sign, and return a letter with a parent signature. A file is kept in the classroom. Students also sign that they have received, read and reviewed the student handbook

COMMUNICATION WITH PARENTS

Parents are contacted often through out the school year in various ways such as:

1. Classroom procedures / Rules Introduction
2. Progress Reports
3. Report Cards
4. Major Tests
5. Telephone calls concerning behavior / progress
6. Positive notes home
7. Conferences as needed.
8. Teacher Website

7TH GRADE SOCIAL STUDIES
Mrs. J. Mathis
Riverside Middle School
SYLLABUS

Textbook: *Journey Across Time* Glencoe Publishers
(www.jat.glencoe.com)

AND

Standards Reinforcement Guide (SRG) Glencoe Publishers

Standards may be found on my website:

<http://teachers.greenville.k12.sc.us/sites/jmathis/default.aspx?content=WELCOM>

Also on:

www.myschools.com

FIRST QUARTER

INTRODUCTION TO CLASS

UNIT 1 COLONIALISM

UNIT 2 ABSOLUTISM AND CONSTITUTIONAL
GOVERNMENTS

UNIT 3 REVOLUTIONS (BEGIN UNIT)

SECOND QUARTER

UNIT 3 REVOLUTIONS (CONTINUES)

UNIT 4 IMPERIALISM

THIRD QUARTER

UNIT 5 WORLD CONFLICTS IN THE 20TH CENTURY

UNIT 6 INTERNATIONAL DEVELOPMENTS IN THE
POST WORLD WAR II WORLD

UNIT 7 SIGNIFICANT CHANGES IN THE WORLD
FROM THE BEGINNING OF THE 20TH
CENTURY TO PRESENT DAY (BEGIN UNIT)

FOURTH QUARTER

UNIT 7 CONTINUES

STANDARDIZED TESTING

EXAMS

*Tests will be assigned periodically during each unit and are designed to last a full period. The student notebook will be used as a review.

*Several projects MAY be assigned throughout the year

*Pop Quizzes will be given during each unit (generally weekly) and are designed to last 10 minutes

*Standardized testing (ex: MAP, Iowa) is likely to alter the schedule.

******Because our primary goal is to maximize student achievement, material may be added, deleted, and/or substituted at the teacher's discretion based on the individual needs, levels and learning styles of each class. Creative projects, written assignments, and supplemental materials may be included also throughout the year as opportunities arise. ******

**7TH GRADE SOCIAL STUDIES
CONTEMPORARY CULTURES 1600 TO THE PRESENT
J. Mathis
RIVERSIDE MIDDLE SCHOOL**

<u>Dates</u>	<u>Standard</u>	<u>Unit</u>
August 17- August 19		Class Introduction
August 22- September 9 September 1-29	7.1, 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6	Unit 1 Colonialism MAP Testing Window
September 12- October 7	7.2, 7.2.1, 7.2.3	Unit 2 Absolutism and Constitutional Governments
October 10- November 11	7.3, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.5.6	Unit 3 Revolutions
November 21- December 16	7.4, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5	Unit 4 Imperialism
January 2 February 3	7.5, 7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.5, 7.5.6	Unit 5 World Conflicts in the 20 th Century
February 6- February 24	7.6, 7.6.1, 7.6.2, 7.6.3, 7.6.4	Unit 6 International Developments in the Post WWII World MAP Testing Window
March 7- April 8 March 22-23		PASS Writing Test (Grades 3 & 8 only)
February 27- April 13	7.7, 7.7.1, 7.7.2, 7.7.3, 7.7.4, 7.7.5, 7.7.6, 7.7.7	Unit 7 Significant Changes in the World from the Beginning of the 20 th Century to Present Day
April 16- May 4 May 7-16 May 17-25	“Catch-Up Period and Review” <u>PASS</u> ELA, Math, Science, Social Studies Review	
May 29- June 1		Exams

*Tests will be assigned periodically during each unit and are designed to last a full period-the student notebook will be used as a review.

* Several projects may be assigned throughout the year.

*Pop quizzes will be given during each unit of study (generally weekly) and are designed to last 10 minutes.

****Because our primary goal is to maximize student achievement, material may be added, deleted, and/or substituted at the teacher's discretion based on the individual needs, levels and learning styles of each class. Creative projects, written assignments, and supplemental materials may be included also throughout the year as opportunities arise.*

IMPORTANT NOTE! The State of South Carolina will begin implementing REVISED STANDARDS DURING THE 2011-2012 SCHOOL YEAR. The revised standards will be blended with the “old standards” which may periodically cause a revision to this syllabus.

Standards may also be found on:

<http://www.myscschools.com/offices/cso/standards/ss/documents/8INEZSocialStudiesStandards-7.doc>

**STANDARDS AND INDICATORS
7TH GRADE SOCIAL STUDIES**

Standard 7-1: The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.

Indicators

- 7-1.1 Use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770. (G, H, P)
- 7-1.2 Explain how technological and scientific advances, including navigational advances and the use of gunpowder, affected various parts of the world politically, socially, and economically and contributed to the power of European nations. (H, G, P, E)
- 7-1.3 Compare how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies. (H, G, P, E)
- 7-1.4 Summarize the characteristics of European colonial power and explain its effects on the society and culture of African nations, including instances of participation in and resistance to the slave trade. (H, G, P, E)
- 7-1.5 Summarize the characteristics of European colonial powers in Asia and their effects on the society and culture of Asia, including global trade patterns and the spread of various religions. (H, G, P, E)
- 7-1.6 Explain the emergence of capitalism, including the significance of mercantilism, a developing market economy, an expanding international trade, and the rise of the middle class. (E, H, P)

Standard 7-2: The student will demonstrate an understanding of the concept of absolute monarchies and constitutional government in the seventeenth and eighteenth centuries.

Indicators

- 7-2.1 Summarize the essential characteristics of the limited government in England following the Glorious Revolution and the unlimited governments in France and Russia, including some of the restraints placed upon a limited government's power and how authoritarian and totalitarian systems are considered unlimited governments. (P, H)

- 7-2.2 Summarize the ideas of the Enlightenment that influenced democratic thought and social institutions throughout the world, including the political philosophies of John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu. (P, H)
- 7-2.3 Outline the role and purposes of a constitution, including such functions as defining a relationship between a people and their government, describing the organization of government and the characteristics of shared powers, and protecting individual rights and promoting the common good. (P, H)

Standard 7-3: The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.

Indicators

- 7-3.1 Summarize the achievements and contributions of the scientific revolution, including its roots, the development of the scientific method, and the interaction between scientific thought and traditional religious beliefs. (H)
- 7-3.2 Explain the causes, key ideas, and effects of the French Revolution, including the influence of ideas from the American Revolution and the Enlightenment and ways that the Revolution changed social conditions in France and the rest of Europe. (P, H)
- 7-3.3 Compare the development of Latin American independence movements, including the Haitian revolution, the role of Simón Bolívar in different independence movements, and the role of Father Miguel Hidalgo in the Mexican Revolution of 1810. (P, H, G)
- 7-3.4 Explain the causes and course of the Industrial Revolution in Europe, Japan, and the United States, including the reasons that England was the first nation to industrialize, the impact of the growth of population and the rural-to-urban migration, the changes in the organization of work and labor, and the development of socialism. (E, H, G)
- 7-3.5 Explain the impact of the new technology that emerged during the Industrial Revolution, including changes that promoted the industrialization of textile production in England and the impact of interchangeable parts and mass production. (E, H)
- 7-3.6 Compare the emergence of nationalist movements across Europe in the nineteenth century, including the unification of Italy, the unification of Germany, and Napoleon's role in the spreading of nationalism. (H, P, G)

Standard 7-4: The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.

Indicators

- 7-4.1 Summarize the economic origins of European imperialism, including the conflicts among European nations as they competed for raw materials and markets and for the establishment of colonies in Africa, Asia, and Oceania. (H, E, G)

- 7-4.2 Use a map to illustrate the geographic extent of European imperialism in various regions, including Africa, Asia, the Middle East, South America, Australia, New Zealand, Siberia, and Canada. (G, H)
- 7-4.3 Explain the causes and effects of the Spanish-American War and its reflection of the United States' interest in imperial expansion, including this nation's acquisition of the Philippines, Puerto Rico, and Guam; its temporary occupation of Cuba; and its rise as a world power. (G, H)
- 7-4.4 Compare differing views with regard to colonization and the reactions of people under colonial rule in the late nineteenth and early twentieth centuries, including the Zulu War, the Sepoy Rebellion, and the Boxer Rebellion. (H)
- 7-4.5 Summarize the significant features and explain the causes of Japan's imperial expansion in East Asia, including the defeat of the Russians in the Russo-Japanese War, the reasons for the expansion in Korea and Manchuria, and the rise of Japan as a world power. (H, G, E)

Standard 7-5: The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.

Indicators

- 7-5.1 Explain the causes and key events of World War I, including the rise of nationalism, ethnic and ideological conflicts in different regions, political and economic rivalries, the human costs of the mechanization of war, the Russian Revolution, and the entry of the United States into the War. (H, P, G, E)
- 7-5.2 Explain the outcome and effects of World War I, including the conditions and failures of the League of Nations and the Treaty of Versailles and the effects of major treaties on population movement, the international economy, and shifts in borders. (H, P, G, E)
- 7-5.3 Explain the worldwide depression that took place in the 1930s, including the economic crash of 1929 and political responses to the depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain. (E, H)
- 7-5.4 Summarize aspects of the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union, including Fascist aggression and the responses of major powers and the rise of Joseph Stalin. (H)
- 7-5.5 Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the war and the principal theaters of conflict; the importance of geographic factors; the roles of political leaders; and the human costs and impact of the war both on civilizations and on soldiers. (H, G, P, E)
- 7-5.6 Summarize the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the "Final Solution," and the war crimes trials at Nuremberg. (H)

Standard 7-6: The student will demonstrate an understanding of international developments in the post–World War II world, including the impact of the Cold War on the world.

Indicators

- 7-6.1 Summarize the political and economic transformation of Western and Eastern Europe after World War II, including the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact, and the European Economic Community (EEC). (H, P, E, G)
- 7-6.2 Summarize the events of the Cold War, including the Soviet domination of Eastern Europe; the rise of the Communist party in China; the building of the Berlin wall; the economic and political competition for influence in Vietnam and Korea; the Cuban missile crisis; the revolutionary movements in Africa; the development of new military, nuclear, and space technology; and the threat of nuclear annihilation. (H, P)
- 7-6.3 Explain the causes and major features of the political and social change that occurred in the Middle East in the post–World War II period, including the role of nationalism, the creation of the state of Israel, and ongoing conflicts in the region. (H, P, G)
- 7-6.4 Compare features of nationalist and independence movements in different regions in the post–World War II period, including Mohandas Gandhi’s role in the nonviolence movement for India’s independence and the emergence of nationalist movements in African and Asian countries. (H, P)

Standard 7-7: The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.

Indicators

- 7-7.1 Illustrate on a time line the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including economic failures and the emergence of new leaders. (H, E, P)
- 7-7.2 Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet. (H)
- 7-7.3 Explain global influences on the environment, including the effects of increases in population, the growth of cities, and efforts by citizens and governments to protect the natural environment. (G)
- 7-7.4 Summarize global efforts to advance human rights, including the United Nations’ adoption and proclamation of the Universal Declaration of Human Rights, the end of colonialism by European nation-states, and the collapse of the apartheid system. (H, G, P)
- 7-7.5 Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by particular religions. (H, G, P, E)
- 7-7.6 Explain the impact of increasing global economic interdependence in the late twentieth century and the early twenty-first century, including the significance of global communication, labor demands, and migration; the European Economic Community (EEC) and other trade agreements; and the oil crisis of the 1970s. (E, G, H, P)
- 7-7.7 Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization. (G, E, P, H)