

7th Grade Social Studies 2024-2025 Syllabus

Part 1: Course Information

Instructor Information

Instructor: **Jennifer Robison**
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Student **grades** and **academic information** are available throughout the year on **Aspen**.

Course Description

The state framework for seventh grade Social Studies has content emphasis on the following:

World History and Geography: The Middle Ages to the 1700s.

Course Description: Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.

Provided Texts and Resources

Online: ***World History & Geography: The Middle Ages To The***

1700s Tennessee edition (McGraw Hill)

Textbook: ***World History & Geography: The Middle Ages To The***

1700s Tennessee edition (McGraw Hill)

Chromebook 1:1

*Teacher will supply any required texts that will be used throughout the year.

Course Structure

This class is a combination of lecture, discussion, and activity-based lessons.

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Online Resources

- TN State Standards for Social Studies:
https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Standards.pdf
- Cocke County Schools Website: <http://www.cocke.k12.tn.us/>

Part 2: Student Learning Outcomes

- Student learning units are listed in the table in Part 3 of the syllabus.

Students will analyze the geographic, political, economic, and cultural structures.

Studies Practices Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06)

Part 3: Topic Outline/Schedule

• Overview of 6th Grade Social Studies

Time of Year	Name of Unit
August/Sept	East Asia
September	Byzantine Empire
October	SW Asia & North Africa
October/November	West Africa
November/December	Middle Ages in Western Europe The Renaissance
January	The Protestant Reformation
February	The Scientific Revolution
February/March	Indigenous Civilizations of the Americas
March/April	Age of Exploration
April/ May	Geography Focus

*Listed dates are subject to change slightly at the teacher's discretion.

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Part 4: Grading Policy

Graded Course Activities

***Online resource (textbook)** and can be accessed by students anytime.

Late Work Policy

Be sure to pay close attention to deadlines—there will be no makeup assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN Gradebook. Click on the *My Grades* link on the left navigation to view your points.

Instructor will update online grades each time a grading session has been completed—typically three days following the completion of an activity. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

Letter Grade Assignment

Homework/Classwork/Participation -60% Social Studies grade

Tests/Projects - 40% Social Studies grade

*Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	90-100%	Excellent
B	80-89%	Good
C	70-79%	Average
D	60-69%	Poor
F	0-59%	Failing

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Part 5: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

Participate

Students are expected to participate in classroom discussions, group activities, etc. Students will be held accountable by group rubrics.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your teacher know as early as possible. As you will find, building rapport and effective relationships are key to becoming a successful student. Make sure that you are proactive in informing your instructor when difficulties arise.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Teachers have the initial responsibility for detecting and dealing with academic dishonesty. Teachers who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Teachers should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Teachers who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the teachers believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned.

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Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady test will count at least 10% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
 - Including but not limited to cell phones, smart phones, smart watches, etc.
- **during testing or during breaks.**
 - Best practice is for students to leave devices at home or in their lockers on the day of testing. • If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
 - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.
 - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
 - I will focus and put forth effort on the test.
- Being honest and not cheating
 - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.

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Plagiarism

According to Harbrace Handbook, 15th edition: Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.” This includes but is not limited to: Copying verbatim all or part of another’s written work; Using phrases, figures, or illustrations without citing the source; Paraphrasing ideas, conclusions, or research without citing the source; Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Consequences of Plagiarism

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accept a letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion - and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.