Marston Middle School

7th Grade World History

Mr. Melville

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**Instructor**: Mr. Devin Melville

**Tutoring & Office Hours:** Due to our current situation and distance learning my office hours and tutoring opportunities are greater than ever. We are currently scheduled to have office hours and flex time between **12:30 and 3:30**. Unfortunately, it is not as simple as just stopping by my room and asking for help right now. I am very flexible to be available for help during lunch or after school but please be proactive! The earlier you ask for help, the better the results!

**Email**: *dmelville@sandi.net***(This is the most effective method of getting in touch with me)**

**Covid19 Disclaimer:** This course is designed and intended to function as effectively as possible in an unstable and uncertain environment. As such, we as a staff ask for your patience and understanding. This syllabus, while ***subject to change***, reflects best intentions.

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| *Materials and textbook for distance learning:***Textbook**: Teacher will provide access to digital version and modified text from:(World History: Medieval to Early Modern Times. Holt) as well as additional materials and video clips.**Materials:** Many students will find standard lined paper and writing instruments helpful for taking notes and reminders. While virtually every assignment will be completed digitally on the computer, learning to take and manage notes is vital for future success. |

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| *Materials and textbook for in-person learning:***Textbook**: World History: Medieval to Early Modern Times. Holt**Materials**: 1” 3-ring binder, lined paper, pen/pencils, colored pencils, ruler, glue sticks and highlighters. Marston provides all necessary materials to all students. |

**Purpose**: For students to examine various cultures and empires across Asia, Europe and Africa with a focus on creating a multi-faceted understanding about how our world has evolved politically, economically, socially and geographically. We will review how historians uncover the past and then address the following topics: the rise, expansion, and fall of empires, networks of communication and exchanges, the development of religions and cultural traditions, the restructuring of economies, social and political institutions, and demographic and environmental changes. We will also explore developments in art and its influence on the cultures during this period.

**Goals**:

1. Students will develop, expand and improve their critical thinking, analysis, research and literacy skills by incorporating the Common Core standards into a thematic approach to world history:
	1. Analyzing and evaluating primary and secondary texts/sources to determine content validity, bias and relevance through explanatory and argumentative writing.
	2. Citing specific textual evidence to support analysis of primary and secondary sources.
	3. Determining the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	4. Determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	5. Identifying key steps in a text’s description of a process related to history/social studies Describing how a text presents information (e.g., sequentially, comparatively, causally).
	6. Identifying aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	7. Integrating visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	8. Distinguishing among fact, opinion, and reasoned judgment in a text.
	9. Analyzing the relationship between a primary and secondary source on the same topic.
	10. By the end of grade 7, reading and comprehending history/social studies texts complexity independently and proficiently.

**Standards**: The goals for this course are determined by the 7th grade Social Studies Common Core standards. For a complete list of all Common Core Standards, please visit: <http://www.corestandards.org/ELA-Literacy/RH/6-8>

**Pacing Guide:** A pacing guide will be available in the resources section of your student’s Google Classroom. This will reflect the modified schedule we are being held to as a result of distance learning. The class will operate at a faster pace and although it will be a new and different experience, we will succeed as a team!

**Classroom Behavior Standards and Consequences**

All students have a right to learn and therefore all students are expected to behave. No student has the right to disrupt the learning of others. Any student that impedes another student from learning will be dealt with promptly. Consequences could include the following: verbal warning, behavior reflection form, parent phone call, or referral.

**Online Behavior**

“ If you can’t say it, wear it, or bring it into a classroom, don’t bring it to Zoom! ”

Always log in using your full, real name (ex: Devin Melville)

Keep video camera on for the entire session

(we will discuss acceptable modes for those uncomfortable)

Keep microphone muted unless you are actually speaking to the group

Wait to be called on by the teacher to unmute yourself

Keep ALL discussions and interactions about the topic being studied

Avoid multitasking - Be completely focused on the lesson or meeting

Actively participate: follow directions, ask questions, share ideas

Do not post or do anything online that you would not want a parent/teacher/administrator to see.

 - things can be saved and shared without your knowledge

 - school officials are allowed to investigate as necessary

**Classwork Goals and Expectations**

I expect every student to put forth the maximum effort to complete their assignments. Middle school students are expanding their responsibilities and as a teacher I will attempt to encourage self-advocacy by allowing them the opportunity to manage their time appropriately. If, in my opinion, the student is needing parent involvement to get back on track, I will contact the parent. In most cases, however, the first reminder from me that they are falling behind on their work is enough to get them on the right track.

**Grading Policy and Practices**

Work for class is primarily graded on completion, effort and lastly, correctness. Assignments can be revised and reattempted if students are not satisfied with their scores. For a basic assignment, a student can expect to earn either:

* full completion credit
* Incomplete credit
* Did not attempt (0)

Extra credit opportunities arise regularly and will be communicated through Google Classroom.

Tests (multiple choice, true/false) are point based and will include short written response components (typically graded out of 5). Test corrections will be available for students to recover points missed during the test, allowing test scores to raise to a 90% A.

**Attendance/Make up/Tardies**

While absences and illnesses are bound to occur, it is critical for the success of the student that they make their best effort to complete the work missed. Communication is key here. If you know you will be out of class or unable to make a deadline/due date, please let me know as soon as possible. While accommodations can be made, they are not automatic.

**Department Focus for Reading**

Techniques used to improve reading comprehension include Guided Reading, Shared Reading, Independent Reading, and the use of graphic organizers. Reading strategies include making connections, questioning, inferring and synthesizing.

**Student-Teacher-Parent/Guardian Agreement**

(Sign and return this page to Mr. Melville)

A digital copy of the parent/guardian agreement will be posted in your child’s Google Classroom in the first week of school. Please complete as soon as possible and consider adding your personal email address to your student’s classroom account so that you receive updates from Google on how your student is doing.