



7th Grade Medieval World History Syllabus



Instructor: Gary Conover

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Websites: Everything about this course will be accessible through:

- Powerschool (grades and attendance)
- Google Classroom (class assignments)

Google Classroom Invitation Code: deenjgh

Group Name: History 7 22-23

Textbook: *World History Medieval to Early Modern Times*. Holt

Supplemental Texts: Supporting primary documents from *Californiaeei.org* and *Sites of Encounter*

Recommended Materials: binder/folder, lined paper, pen/pencils and highlighter

Purpose: For students to examine Medieval World History and create a multi-faceted understanding about how the world has evolved politically, economically, socially and geographically.

Goals:

1. Students will develop, expand and improve their critical thinking, analysis, research and literacy skills by incorporating the Common Core standards into a chronological/thematic approach to Medieval World History:
 - a. Analyzing and evaluating primary and secondary texts/sources to determine content validity, bias and relevance through explanatory and argumentative writing.
 - b. Citing specific textual evidence to support analysis of primary and secondary sources.
 - c. 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.
 - d. Determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - e. Identifying key steps in a text's description of a process related to history/social studies.
 - f. Describing how a text presents information (e.g., sequentially, comparatively, causally).
 - g. 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).
 - h. Integrating visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - i. Distinguishing among fact, opinion, and reasoned judgment in a text.
 - j. Analyzing the relationship between a primary and secondary source on the same topic.
 - k. By the end of grade 8, reading and comprehending history/social studies texts complexity independently and proficiently.

Standards: The goals for this course are determined by the California 7th grade History Social Studies Standards, California Common Core State Standards, the History Social Science Framework and the SDUSD adopted Critical Concepts.

7th Grade Medieval World History Overview

Semester 1 Themes

- **Rise and Fall of Empires and Civilizations**
 - Unit 1 Geography
 - Unit 2 Rise and Fall of Medieval Civilizations

- Unit 3 Medieval Feudalism
- Unit 4 Collapse
- **Interconnection**
 - Unit 1 World Trade and Interconnection
 - Unit 2 Medieval Exploration
 - Unit 3 Impact of Interconnection

Semester 2 Themes

- **Spread of Ideas**
 - Unit 1 Unification and Division of World Religions
 - Unit 2 Art and the Renaissance
 - Unit 3 Enlightenment and Philosophy

Classroom Expectations & Policies

Behavior Policy & Classroom Expectations: To maintain an effective learning environment the following expectations are outlined:

1. Students and teacher are to always speak and act with respect to each other and the classroom itself in order to allow all students the opportunity to learn. Students must **LIVE ABOVE THE LINE** at all times. **Where are you living?**
2. Class Contract

Consequences for unacceptable behavior will be addressed according to the [Knox Student Handbook](#)

Unacceptable behavior is any behavior that is “BELOW THE LINE,” meaning it disrupts any student's ability to learn, the teacher’s ability to teach and/or the learning environment itself. These behaviors are determined by the teacher and also includes all behaviors specifically stated in the school’s handbook.

Tardy/Absence Policy:

- Regular attendance is ABSOLUTELY ESSENTIAL in this class and being on time every day is an expectation of “Living Above the Line.” A pattern of tardiness (unexcused) will negatively impact your citizenship grade in class.
- If you are absent, you should always check the class calendar for missed assignments, then find the directions and the assignment posted on Google Classroom.
 - If you check the calendar and GC and are still lost, then call/Facebook/tweet a classmate or email me at acaruso@sandi.net (be proactive, not reactive about your education—miss a day, miss a lot).
 - Remember if you are absent for an entire class, your parents must call/email the office to excuse the absence. You can contact Letecia for all attendance needs.

Even if your absence or the reason you came to class after it started is for completely legitimate reasons, that does not excuse you from that day’s learning tasks and responsibilities; students will be held accountable for all assignments and assessments in this course.

Work Submission Policy:

- Most assignments for the course will be assigned via Google Classroom. Make sure to hit the “turn in” button or the assignments will show as “missing” and thus, are not submitted for evaluation. **I will not grade any assignments unless they are turned in on Google Classroom.**

- a. If you have any trouble submitting an assignment, you need to email me prior to the deadline or it will be considered missing and will possibly be entered into PowerSchool as a 0.
- In-class assignments are submitted to the "inbox" tray that is located by the door in the back of the room.
 - a. If there is a legitimate reason (no Wifi or power, family/personal emergency, etc.) why you cannot make a deadline, please email/leave a private comment on GC explaining the circumstances and an extension **might** be permitted.

Late Work Deadline:

- While SDUSD's policy says that there can no longer be academic penalties for assignments turned in late, please note the following:
 - For late submissions to be graded and inputted into PowerSchool, students must complete a google form which will be in Class Resources in their respective Google Classrooms.
 - **Late submissions will NOT be graded without this Google form being completed and submitted**
 - Late assignments will affect my ability to grade and provide feedback in a timely manner for each student.
 - Frequent late assignments may affect your citizenship grade
 - All late work for a grading period is due the Friday before grades are due.

S1: Semester 1 Final Grade	Friday, January 20th, 2023
S2: Semester 2 Final Grade	Friday, June 2nd, 2023

Revision Work Policy:

- Revision opportunities will be provided. This does not guarantee the student's grade will improve as a student's work must show improvement.
- The teacher will determine which assignments are eligible for revisions
- Revision opportunities will only be offered to each student who did not demonstrate proficiency or mastery (less than a 3 or 80%) on their first attempt of the assignment. No revision opportunities will be provided for students who achieved proficiency and mastery (3 or 80% or more)
 - Revisions are **offered, but not required**.
 - Students can revise each eligible assignment **once**
 - Any student who takes advantage of a revision opportunity will receive a max of 3 or 80% (if earned)
- Revision opportunities replace extra credit--extra credit will not be offered
- **Revised work must be submitted a week before the semester grades are due.**

For each assignment that a student wishes to revise, here is the following process:

1. Schedule a conference with Mr. Conover through the Revision Conference Google Form found in Class Resources in their respective Google Classroom
2. During conference complete the revision checklist form (this form must be submitted with the revision):

<u>REVISION Checklist& Submission Form</u> This form must be completed and stapled to the top of the assignment(s) you are submitting; if it's not, then no revision credit will be earned. Name: _____ Period: _____ ☐ Teacher Conference Signature: _____ ☐ Attached original to the back of the revision ☐ Highlighted all changes made ☐ Submitted by the end of the week _____ (date)	Write a summary of the changes you were to make based on conference discussion with the teacher: _____ _____ _____ _____ _____ _____ _____
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3. Complete work after the conference before the grading period ends.
 - a. If it is an in-class physical assignment, physically resubmit the original copy and revision attempt (must be a separate document) with the form to the inbox all stapled together.
 - b. If it is a digital assignment, unsubmit the assignment, **complete your revisions/changes in blue color font**, then resubmit.
 - i. if you need to delete work, ~~please just strikethrough the text~~ (to do this, highlight the text you wish to delete and press Alt+Shift+5)

Students with an IEP (read only if it applies): I review all IEPs upon receiving them in order to be informed about necessary accommodations and/or modifications. I may consult your case manager to clarify the intention of a specific accommodation in order to apply it correctly. All applicable accommodations will be given to the best of my ability. If there are ever any concerns that the terms of an IEP are not being met, please contact me immediately to discuss and resolve.

Conferences & Communication: If there is a concern either by a student or parent during the semester, please contact the teacher first via email before going to counseling and/or administration. Most issues can be resolved through direct communication with those directly involved, which may not be a counselor or administrator. I like to work directly with students and parents to resolve any issue in order to create and maintain a respectful, supportive, as well as productive relationship. I am always willing to virtually sit down and conference with both students and their family members to ensure success, however, **no conferences will be held the week grades are due for final semester grades.**

Grading Policy

This class will implement 8th grade Standards Based Grading (SBG) for SDUSD Critical Concepts, CA Content Standards and Common Core Literacy Skills. Every assignment will use the 1-4 grading scale pictured below.

7th Grade Standards:

- [SDUSD Critical Concepts](#)
- [California HSS Content Standards](#)
- [Common Core Skills for History Social Science](#)

NOT YET PROFICIENT			PROFICIENT	MASTERY
0-1	1.5	2-2.5	3-3.5	4

<u>No evidence of</u> meeting content-area standards & grade level skills	<u>Beginning progress</u> towards content-area standards & grade level skills	<u>Approaches</u> content-area standards & grade level skills	<u>Meets</u> content-area standards & grade level skills	<u>Exceeds</u> content-area standards & grade level skills
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A 0 will only be given if the assignment is missing. SBG separates your students' grades into separate standards taught, for example a single assignment may have 3 standards that are being assessed, so in the gradebook there will be 3 grades entered instead of 1 grade for an assignment. Instead of receiving a percentage of an assignment completed or total points earned, a student's grade will represent the level of proficiency score (1-4) that they have demonstrated for each standard assessed.

Late work, class participation, and other behavioral factors will not affect a student's academic grade, instead these will affect the student's citizenship grade.

Academic Honesty Policy:

This school is committed to providing a learning environment where intellectual curiosity, perseverance, responsibility and academic integrity define a school culture that celebrates academic and moral excellence. As a result of this commitment, we refuse to view any excuses such as, but are not limited to: grades, busy schedules, poor time management or unrealistic parental expectations as justification for academic dishonesty. As lifelong learners, we strive to instill an intrinsic respect in our students for grades earned through hard work and good study habits; we believe that students should be motivated by their desire to "learn for the sake of learning." Consequently, any form of academic dishonesty erodes what we are attempting to build here and violates the trust that bonds between staff, students and parents. **WE UPHOLD THE BULLDOG PACT!!**

Academic Dishonesty Defined: Academic dishonesty is using a person's work, concepts, designs, data, ideas, research, or documentation, without giving proper credit to the source. It goes beyond plagiarism to also include lying, cheating, using or providing unauthorized materials in preparation for a test or assignment, or using or providing unauthorized materials during an assessment. It also includes the theft or falsification of records and files.

Types of Academic Dishonesty Defined:

- **Cheating on Tests or Assignments:** Any selling, digital imaging, photocopying, sharing, or using unauthorized assistance while taking a test, quiz, or other individually graded assignment without the express permission from the teacher is considered cheating. This includes looking at another student's paper, sharing answers, copying another student's assignment/paper, allowing someone to copy your paper, or using unauthorized notes or an electronic device while testing.
- **Test & Submission Avoidance:** intentionally missing class (i.e. being truant and/or unverified absence) on the day of the assessment to avoid taking the exam. Also, intentionally missing class on the day an assignment is due because you did not get the assignment done within the appropriate time.
- **Fabrication:** Any falsification and/or invention of data, citation, or other authority in an academic exercise.
- **Unauthorized Collaboration:** Copying work or collaborating on assignments that were assigned to be done independently. Unauthorized collaboration includes any intentional attempt to copy or share an assignment, a paper, and/or test information with another person or the act of giving information, materials, answers, or an unfair advantage to another person.
- **Plagiarism:** Any representation of another's ideas, words, or work as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who

shares his/her paper for another to copy, without the permission of the teacher, is engaged in plagiarism. Recycling or reusing papers, projects, and/or assignments without authorization in multiple classes is also considered plagiarism.

- **Alteration or Theft of Material :** Any unauthorized alteration or theft of student, teacher, library, school data/information and/or electronic materials.
- **Collusion:** Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty. Collusion is an act of academic dishonesty and will be disciplined in the same manner as the act itself.

Cheating and plagiarism are forms of academic misconduct and are both dishonest choices that students can avoid. Ignorance about what constitutes cheating is not a defense. If you are uncertain if something you are doing is considered academically dishonest, you can reference this course syllabus and ask your teacher.

Consequences:

1. Parents contacted by the teacher.
2. Incident documented in official student record.
3. You will receive a zero on the assignment and **might** be given an alternative assignment for grade recovery.
4. The student will receive a “U” for their citizenship grade for the following **grading period**.
 - a. If there is a 2nd offense, the student will receive a “U” for the **semester** citizenship grade