

SOCIAL STUDIES 7

ANCIENT CIVILIZATIONS

Mrs. Kara Foutz

kfoutz@rochester.k12.mi.us

<https://bit.do/foutz>

(248) 726-5000 ext.6278

COURSE DESCRIPTION

The seventh-grade social studies curriculum focuses on ancient world history and geography, from the origins of early humans, through the Middle Ages. Students will explore significant changes in every world region through a chronological organization. Humankind's journey will be investigated as it transitions from a nomadic lifestyle, to developed agricultural settlements, to the rise and eventual collapse of classical empires.



TOPICS OF STUDY

- ▶ Introduction to World History
- ▶ Nomads to Farmers
- ▶ Birth of Civilizations
- ▶ World Religions
- ▶ The Rise of Empires
- ▶ Classical Empires
- ▶ Early Middle Ages
- ▶ Later Middle Ages
- ▶ After the Darkness

CLASSROOM EXPECTATIONS

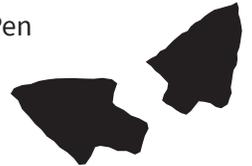
- + We respect each other
- + We try our best
- + We are a team
- + We learn from mistakes
- + We create
- + We celebrate each other's successes

I feel strongly about the above expectations and find that students do their best learning when we all follow them.



TOP PRIORITY SUPPLIES

- + One Composition Notebook
- + Sharpened Pencils
- + Checking Pen
- + Folder (or other preferred method of organization)



NICE TO HAVE SUPPLIES

- + Colored Pencils
- + Ultra Fine Tip Sharpie
- + Highlighter
- + Tape and/or Glue Stick
- + Scissors
- + Personal Earbuds

OPTIONAL DONATIONS

It is nice to have extra materials in the classroom that are available for all students to use. Any donations that you would like to bring in would be welcomed and greatly appreciated. We use the following items regularly:

- + Extra Pencils
- + Adult-Size Scissors
- + Kleenex
- + Clorox Wipes
- + 3M Command Strips
- + Scotch Tape Refills

COURSE MATERIALS

Students will not receive an individual textbook. There is a set of books in the classroom. Students will have access to the textbook online and textbooks will be available for student checkout, if needed.

Course materials will be made available on our class website and through Google Classroom.





GRADING POLICY

Grades in this class are based on a **standards-based** grading policy. In class, students will complete a combination of formative and summative assessments.

FORMATIVE Formative assessments work as **practice**. Homework, classwork, or class discussion, that allow students to practice the skill or progress their learning are all forms of formative assessments. They build up to summative assessments. Students are not penalized on learning the standard by formative assessments, rather they are encouraged to try and possibly fail as opposed to not trying at all. Typically, formative assessments will appear in the grade book as a credit/no credit assignment. **They do not directly count towards a student's overall average.** However, completing these assignments is a critical part of most students' success.

SUMMATIVE Summative assessments demonstrate a student's mastery after they have practiced skills and standards. Unit exams, quizzes, and large projects are all summative assessments. Students are encouraged to retake or revise summative assessments (in a timely manner) if they struggled to demonstrate the mastery expected, or if they are not satisfied with their performance. Redos and retakes should be scheduled with the teacher within one week of the grade being posted in StudentVue. **There are several requirements that must be met for a student to have an opportunity to redo the assessment.** Students must fill out a purple retake request form and have evidence of three completed activities that show the student is better prepared for the summative assessment. These must be activities that the student completed individually.

REDO REQUIREMENTS

- ▶ Determine which areas need reinforcement and additional practice.
- ▶ Complete any formative assessments associated with the lesson you would like to redo.
- ▶ Fully complete the retake request form and provide evidence of all activities associated with the assessment. Students must fill out a purple retake request form and have evidence of three completed activities that show the student is better prepared for the summative assessment. These must be activities that the student completed individually (tests and quizzes should be scheduled at least 48 hours in advance so that Mrs. Foutz can prepare the new assessment — projects may be redone on the students own time).

HOW *Mrs. Foutz* GRADES ASSESSMENTS:

Each standard (skill or concept) is assessed separately and graded on a scale between A and E. Here is what the letter really means:

- A** : **Outstanding/Mastery – You ROCKED it!**
 - : Your answers reflect that you know the content or skill and can demonstrate your knowledge at an excellent level. You also demonstrated that you can incorporate other content or skills in your assessment.
 - : Your answers are compelling and insightful.
- B** : **Very Good – You KNOW it!** You know the content or skill and have demonstrated it at a grade appropriate level.
- C** : **Competent – You're ALMOST there!** You demonstrate a superficial or mostly literal understanding of the content or skill. You are still learning and working to obtain a deeper understanding. You may have answered a question, but didn't provide details to support your answer.
- D** : **Developing – Let's refocus!** You have attempted to show that you know the content or skill, but the information you presented is only partially correct or demonstrated a minimal amount of knowledge. Now would be good to come in for extra help or review and possibly redo assessments to show that you have mastered the content.
- E** : **Needs Improvement – Get back on the Social Studies train!** You attempted to answer the question, but your answers showed no knowledge of the content or skill. Now, it would be good to reevaluate what you are doing in the class and ask for help. I may ask you to stay after school or visit before school so you can review the material, and redo assessments.
- I** : **Incomplete – I need your work!** You have not attempted to show that you know the content or turned in work showing any evidence of knowledge. Now would be a good time to reevaluate – let's talk.

HOW *Mrs. Foutz* DETERMINES YOUR GRADE AT THE END OF THE QUARTER

We will keep track of your graded assessments in StudentVue so that you're aware of your progress. At the end of the quarter, I review your scores and assign a grade based on your assessments. The grading scale that RCS uses will also be used in this course.

A You have truly mastered the content and your assessments show that you understand the content at an exceptionally high level.

B You understand the content and your assessments have shown that you understand the content.

C You have a basic understanding of the concepts and your assessments show a literal understanding of the content.

D You have a partial understanding of the content and your assessments show little knowledge of the concepts.

E You have attempted to show understanding but your assessments indicate you have misconceptions about the content.

I You have not submitted any evidence to assess your work.

Some assessments are weighed more than others. I might weigh an assessment of a skill more because it took more time and practice to achieve. I will indicate any weighted skills in StudentVue.

All grades are viewable online through StudentVue and ParentVue. You can access your child's grades by following the directions that were sent through the mail in August.

HOW *Mrs. Foutz* COMMUNICATES STUDENT PROGRESS:

FORMATIVE

FULL POINTS – Assessment was completed and turned in. The work provided demonstrates thoughtful assessment of the material and questions.

INCOMPLETE – Assessment was turned in, however, questions were incomplete or some were incorrect.

MISSING OR ABSENT – No Evidence. Assignment was not turned in or all answers are incorrect.

SUMMATIVE

POINTS – Points will be based on the provided rubric for projects and for correct answers on tests and quizzes.

NOTE

If you see a blank after the due date, it means the assignment was turned in and is in the process of being graded. Please check back for the score.



COURSE EXPECTATIONS & SYLLABUS SIGNATURE

Please review the previous pages and contact me with any questions. Once the policies are clear to you, please sign below, and have your child return the full pages to Mrs. Foutz.
(They will be kept on file for the year.)

I have read the syllabus information with my child, _____,
and we are aware of, and understand the course expectations and grading policy for
Mrs. Foutz's class.

DATE

STUDENT'S SIGNATURE

PARENT/GUARDIAN'S SIGNATURE