
Ancient History - 7th Grade

Beverly Hills Middle School Mission

The Beverly Hills Middle School's mission is to educate the whole child academically, socially, and emotionally by providing for individual differences and inculcating within the child the highest educational standards possible. At Beverly Hills Middle School, we are proud of our commitments to involve community and home with school and to aid each individual student to obtain personal success.

PBIS

Positive Behavior Support is a decision-making framework rooted in analyzing and selecting behaviors to improve the academic and behavior outcomes of all students. Students learn appropriate behavior through modeling, active and engaged instruction, constant feedback and consistent encouragement. Beverly Hills Middle School is committed to monitoring and evaluating the results through data-based information from the students and faculty.

- Be Safe
- Be Responsible
- Be Respectful
- Be Gritty!

About the Course

7th-grade social studies is a course that enables students to explore the historical development of people, places, and patterns of life from 175,000 B.C. to 1500 A.D. *World History: Great Civilizations Ancient Through Early Modern Times* makes history meaningful and relevant for students by building insight into world cultures.

Curriculum

National Geographic's World History: Great Civilizations - Ancient Through Early Modern Times

Hiebert, F. T., Thornton, C. P., McInerney, J., Smith, M. W., Altoff, P., & Moore, D. W. (2016). *World history: Great civilizations*. Chicago, IL: National Geographic Learning.

Learning Framework

The *National Geographic World History: Great Civilizations (Ancient Through Early Modern Times)* program is one of the first products to feature National Geographic Learning Framework. The Learning Framework is an educational foundation based on research and perspectives from diverse fields of knowledge. It recognizes the distinct core principles and focus areas established at National Geographic along with the values held by families, communities, educators, and cultures.

The Learning Framework provides a common language that defines learning along three dimensions: the Attitudes, Skills, and Knowledge (A.S.K.) of "explorers" of all types, from National Geographic Explorers, featured in this World History program, to curious students exploring the world around them. The Learning Framework provides a way to ensure that educators, parents, and the National Geographic Society are working toward common learning goals, and informs how we measure the impact of National Geographic products and resources.

National Geographic Students are Explorers!

NATIONAL GEOGRAPHIC STUDENTS ARE...

- Curious and adventurous
- Responsible for others and the natural world
- Empowered and persistent in the face of challenges

NATIONAL GEOGRAPHIC STUDENTS CAN...

- Observe the world around them
- Communicate effectively through language and media
- Work effectively with others
- Solve problems they encounter

Course Standards

7.1.7 Basic Geographic Literacy

- 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.7.B Explain and locate places and regions as defined by physical and human features.

7.2.7. Physical Characteristics of Places and Regions

- 7.2.7.A Explain the characteristics of places and regions
- 7.2.7.B Describe the physical processes that shape patterns on Earth's surface

7.3.7. Human Characteristics of Places and Regions

- 7.3.7.A Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities

7.4.7. Interactions Between People and the Environment

- 7.4.7.A Describe and explain the effects of the physical systems on people within regions.
- 7.4.7.B Describe and explain the effects of people on the physical systems within regions.

8.1.7 Historical Analysis and Skills Development

- 8.1.7.A Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B Identify and use primary and secondary sources to analyze multiple points of view for historical events.

8.4.7 World History

- 8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C Differentiate how continuity and change have impacted world history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, and Social organizations.
- 8.4.7.D Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Course Outline

- I. **Unit 2 Early Civilizations**
 - A. Chapter 3 - Ancient Mesopotamia
 - B. Chapter 4 - Ancient Egypt
 - C. Chapter 5 - Judaism and the Israelite Kingdoms
 - D. Chapter 6 - Ancient India
 - E. Chapter 7 - Ancient China

- II. **Unit 3 Greek Civilization**
 - A. Chapter 8 - Ancient Greece
 - B. Chapter 9 - Classical Greece

- III. **Unit 4 The World of The Romans**
 - A. Chapter 10 - The Roman Republic
 - B. Chapter 11- The Roman Empire and Christianity

- IV. **Unit 5 Byzantine and Islamic Civilizations**
 - A. Chapter 12 - The Byzantine Empire
 - B. Chapter 13 - The Islamic World

- V. **Unit 6 African Civilizations**
 - A. Chapter 14 - North and West Africa
 - B. Chapter 15 - East, Central, and Southern Africa

- VI. **Unit 7 American Civilizations**
 - A. Chapter 16 - Mesoamerica
 - B. Chapter 17 - South and North America

- VII. **Unit 8 Empires of Asia**
 - A. Chapter 18 - Dynasties of China
 - B. Chapter 19 - Japanese Civilization
 - C. Chapter 20 - Korea and Southeast Asia

- VIII. **Unit 9 Medieval and Renaissance**
 - A. Chapter 21 - Feudalism and the Middle Ages
 - B. Chapter 22 - Renaissance and Reformation
 - C. Chapter 23 - The Age of Science and Exploration

Grading Categories

Projects.....	20 Points
Quizzes.....	10 Points
Classwork.....	10 Points
Class Participation.....	10 Points
Homework.....	10 Points

Grading Scale

A.....	90-100%
B.....	80-89%
C.....	70-79%
D.....	60-69%
E.....	59% or below

*Honor Roll: GPA between 85% and 89% with no grades below an 80%.
Distinguished Honor Roll: GPA of 90% or above with no grades below an 85%.*

Code of Character

The Upper Darby Middle School Code of Character embodies the basic principles of responsibility, respect, and safe student behavior. We provide a restorative approach to concerning behaviors, and the importance of stakeholder relationships are integral to this approach. Building on our commitment to equity and Positive Behavioral Interventions and Supports (PBIS), the Upper Darby School District continues to work to embed Restorative Practices and trauma-informed care as part of our schools' culture and climate across all settings.

Upper Darby School District believes that behaviors develop over time and that school responses to behaviors of concern should be developmentally appropriate, considering each child's needs. A continuum of instructional strategies, and suggested responses to behavior, support teaching and learning, foster positive behaviors, and reflect a restorative philosophy. A Restorative approach to discipline affords opportunities for students to learn from their mistakes, correct wrongdoings that result from their behavior, and restore relationships that are disrupted by their actions.

We believe relationships are essential to student academic success and social, emotional, and behavioral development. In all practices, our responses to student behaviors will support the ongoing development of the child, the school community, and the relationship between both.

For more information, please visit the upper darby school district website or by clicking [here](#).

Classroom Environment

Materials

1. Curriculum resources are digital and a chromebook will be provided to each student during the class period.
2. Writing Utensil (*when necessary*)

Responsibility & Preparation

1. Come prepared with all required materials for the day. Don't be late!
2. Be respectful of all classmates. There will be no tolerance of disrespect or bullying of any kind. All school rules must be followed.
3. Work should be turned in on its due date. Late work will lose points on a per-day-late basis.

Policy for Absences & Grades

4. Assignments will be updated weekly on the Home Access Center (HAC).
5. Check grades regularly and feel free to ask me any questions that you may have about a particular assignment or grade.
6. If you are absent, you are responsible for completing your make-up work (one day for make-up for each day absent).
7. All work will be posted onto Google Classroom, unless otherwise noted.
8. All make-up work questions or help can be done before or after school not during class. You can also contact me via email.

Food & Drink Policy

11. In general, food and drinks are allowed in my class. This is contingent on it not becoming a distraction in class, and as long as students can handle the responsibility. This policy is subject to change at my discretion, and at any time.

Electronic Device Policy

12. Electronic devices should not be out during class unless otherwise instructed by the teacher or with permission.

Technology Policy

13. Chromebooks will be issued to students and used in the classroom learning environment for educational purposes. Students and parents will be required to sign and adhere to the District Technology Policies.

This class should be a place where a student feels comfortable and safe to share ideas and opinions. Inside the classroom students will be encouraged to express themselves through their writings, their contributions to classroom discussions and through their participation in the educational experience!

Ancient History Syllabus Signature Sheet

Please read all the information on the syllabus and sign and return this sheet.

I have read the attached syllabus and I understand all the procedures and rules regarding 7th Grade Ancient History with Mr. Toombs.

_____	_____	_____
Student Name (Printed)	Student Signature	Date
_____	_____	_____
Parent/Guardian Name (Printed)	Parent/Guardian Signature	Date

Additional Information:

The 7th grade social studies department will be organizing a field trip to Washington D.C. at the end of the school year. There are certain requirements for parents/guardians to become chaperones. Please see below for more information!

Step 1:

- You will need to complete an UDSD Non-Staff Volunteer Application. This can be found on the [District Website](#).
- All potential volunteers interested in chaperoning in the 7th grade field trip will be required to provide the following:
 - Act 34: PA State Police Criminal background Checks
 - Act 151: Childline Clearance (Child Abuse)
 - Act 114: FBI Criminal Clearance (Fingerprinting)
 - Act 82: Arrest/Conviction Report and Certification
- The instructions for the above clearances can be found on the District website at <https://www.upperdarbysd.org/Page/2637>

Step 2:

- Send your completed packet of clearances and application to our school office. Your packet will be sent to UDSD's administrative office. You will receive a letter once you are cleared.

Step 3:

- Please email me at ctoombs@upperdarbysd.org once you have turned in your completed packet and application to the school office. This will allow me to add you to the list of approved chaperones.

YES! I am interested in becoming a chaperone! I need my clearances!

I am already an approved chaperone for the district!