

MR. WEIR'S CLASSROOM RULES
2022-23

1. NO MAKING FUN OF OTHERS IN CLASS – The class has many discussions and students must have the ability to give their opinions without anyone “teasing” them about their opinion.
2. If Mr. Weir receives a “misuse of computer issue” from Mr. Dunlap, **during his classroom time**, computer is taken away for the next class period and all work will be done at home & teacher afternoon detention (2:35-3) (along with note sent home to parents with misuse of computer issue)
3. HALL PASS - 3 passes per quarter
4. Tardy to class (other than 1st Period)
 - 1st tardy = Verbal warning
 - 2nd tardy = Teacher detention/parent contact
 - 3rd tardy = Teacher detention/parent contact
 - 4th tardy and above = Office referral
5. CELLPHONES/EARBUDS – (KEEP IN LOCKER)
 - a. First time during class period – warning (-1 point taken off daily points)
 - b. Second time during class period– phone taken away and given back at end of period & teacher detention (along with note sent home to parent about use of cellphone) (0 points for daily points)

Multiple offenses during week will cause Cellphone to be put on Mr. Weir’s Desk upon entering classroom
6. Water is only drink that may be consumed in Mr. Weir’s classroom.
7. NO TALKING WHEN MR. WEIR OR ANOTHER STUDENT ARE TALKING – Whatever the student or Mr. Weir has to say is very important so everyone should be paying attention (There will be times during a class discussion that everyone can shout out answers (Mr. Weir will let you know when that time is)

**Mr. Weir's 7th Grade Social Studies
Student Expectations**

**Mr. Weir Contact - bweir@fairview.k12.oh.us
Phone - 356-3510 X2152**

1. COME PREPARED EACH DAY FOR CLASS – COMPUTER, PEN/PENCIL, SS NOTEBOOK, HOMEWORK FINISHED (IF HOMEWORK IS ASSIGNED)
2. Homework Completion – homework will be given a couple of times per week (no new assignments given over weekend)
 - a. Every day assignment is late 10% will be deducted from grade received for assignment (after one week the assignment **will not** be accepted and a zero will be given for assignment)
3. Note taking/organization – (SPIRAL NOTEBOOK IS NEEDED FOR CLASS AND ONLY USE THE NOTEBOOK FOR SOCIAL STUDIES NOTES/ASSIGNMENTS)
 - a. Notes will be given by Mr. Weir through PowerPoints, Notes on whiteboard, through articles or any other resource (**IF ABSENT STUDENT RESPONSIBLE FOR GETTING NOTES FROM MR. WEIR OR ANOTHER STUDENT**)
4. Be respectful of yourself, other students and Mr. Weir (every person in the class, including Mr. Weir, will be expected to being respectful)
5. ASK QUESTIONS – NO QUESTION IS TOO SMALL (You might be asking a question that other students might have)
6. Class Participation – Mr. Weir's style of teaching is to ask many questions throughout the discussion/note taking/readings – make it a point to raise your hand and answer the questions (I know some people are shy and Mr. Weir will help with that).
7. FOLLOW CLASSROOM RULES

7th Grade Social Studies
2022-23 Overview of course
Mr. Weir

Homework will be assigned a couple of days a week and must be done for the next class period (NO HOMEWORK GIVEN OVER THE WEEKEND)

Note Taking/Organization – Notebooks will be graded after every unit of study (if absent it is student’s responsibility to get notes from Mr. Weir or another student) **(SPIRAL NOTEBOOK NEEDED FOR SOCIAL STUDIES AND ONLY USED FOR SOCIAL STUDIES)**

Grading (Every assignment is given a point grade which will be converted into Cognitive Skills on Summit)

- Current Event/CNN 10 class discussions/summaries (DONE ON WEEKLY BASIS AS A CHECKPOINT/PROJECT) (20 points per week)
- Notebook Check
- Homework/Checkpoints
- Tests/Quizzes (can’t use notes on test) (will happen about once every two weeks)
- Projects
- Class Participation/paying attention (end of each week) (25 points per week (5 points a day))
 - First cellphone offense -1 point
 - Second cellphone offense – no points for class period
- Grading policy (Summit)
 - All Projects due upon formal due date.
 - All required checkpoints must be completed prior to grading of final project
 - 1 week grace period for completion and re-submission of project (requires teacher contact and possible conference).

Standards that will be taught (General)

US State Test (Geography)

UNIT 1: US Government Overview (to help compare and contrast US Democracy to Ancient Civilizations) (2-3 weeks)

- US Constitution
 - Legislative Branch (2 House system)
 - Executive Branch
 - Judicial Branch
- Bill of Rights

UNIT 2: HISTORICAL THINKING (1-2 weeks)

- Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
 - Primary and Secondary Sources
- The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues
 - Magna Carta influenced the American colonists with Declaration of Independence

UNIT 3: GREEKS (4 weeks)

- The civilizations that developed in Greece had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history.
 - The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history.
- Greek democracy was a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.
 - Growth of cities and empire fostered growth of markets
 - Geographic factors promote/impede the movement of people/products/ideas
 - Productive resources impact: specialization, trade, interdependence

-Cultural Diffusion: technology – invented astrolabe

UNIT 4: ROMANS

(4 weeks)

- The civilizations that developed in Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history.
- Roman Republic was a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.
- Trade routes foster spread of: Technology: gold, precious metals, etc. Religion - Christianity – Roman roads to China + Silk Road
- Cultural Diffusion: trade Roman roads + spread of Christianity
- Multiple perspectives essential to analyze individual or group viewpoints [such as Christianity and emperor worship]
- Perspectives of the times and to avoid evaluating in terms of today's norms
- Geographic factors promote/impede movement people + products + ideas
- Growth of cities and empires fostered growth of markets.
- Cost-benefit analysis: individuals, government businesses specific trade routes
- Maps + geospatial technology – trace human development

UNIT 5: FEUDALISM AND TRANSITIONS (4 weeks)

- Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks. [476 to Ottoman Turks 1453]
- With the decline of feudalism, consolidation of power resulted in the emergence of nation states.
 - Nation states emerged such as England: influence of the Magna Carta on the Declaration of Independence – American Revolution; specific: shift from land to money based economy; growth of towns and sovereign territorial units.]
 - Perspectives of the times and to avoid evaluating in terms of today's norms
 - Growth of markets specific barter system eventually replaced by money-based systems.
 - Cost-benefit analysis: individuals, government, businesses specific trade routes.

[Determining the potential costs and benefits of an action and then balancing the costs against the benefits.]

UNIT 6: MONGOLS

(3 weeks)

-Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.

-Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world. Specific technology – magnetic compass

-Maps + geospatial technology – trace human development

-Geographic factors promote/impede movement people + products + ideas

-Multiple perspectives essential to analyze events/issues – past/present

UNIT 7: EMPIRE IN AFRICA AND TRANS-SAHARAN SLAVE TRADE

(4 weeks)

-Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.

[Empires Grew: Africa (Ghana, Mali, & Songhay) with trade centers;

Empires Grew: Asia (Byzantine, Ottoman, Mughal and China) along trade routes: Khyber Pass + with commercial and cultural trade centers]

-Trade Route: Islam + specific technology is listed

-Productive resources impact: specialization, trade, interdependence; specific ivory and gold

-Perspectives of the times and to avoid evaluating in terms of today's norms

-Geographic factors promote/impede movement people + products + ideas

-The advent of the trans-Saharan slave trade had profound effects on both both West and Central Africa and the receiving societies.

[Early slave trade in North Africa was not “race-based.” Africans were sold to Arab traders to sell in Mediterranean countries. Many deaths crossing the desert – some indentured servants types and others assimilated into the cultures.]

UNIT 8: ISLAMIC ACHIEVEMENTS

(3 weeks)

- Achievements: medicine, science, mathematics & geography which were introduced to western Europe, Muslim conquest, Crusades, trade and influenced European Renaissance.

- Cultural Diffusion: technology – the improved astrolabe fostered exploration

- Perspectives of the times and to avoid evaluating in terms of today's norms
- Cost-benefit analysis: individuals, governments, businesses specific trade routes
- Productive resources impact: specialization, trade, interdependence

UNIT 9: RENAISSANCE (4 weeks)

- The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.
- [The Renaissance revolutionized ideas resulting in cultural, scientific and social changes (the arts, literature, education); challenges to scientific theory, the universe and conflict with Roman Catholic Church.]
- Trade Routes foster spread technology Silk Road
- Productive resources impact: specialization, trade, interdependence specific tea and spices
- Growth of markets specific barter system eventually replaced by money-based systems encouraged specialization
- Perspectives of the times and to avoid evaluating in terms of today's norms
- Nation states emerge such as England Magna Carta - – Declaration of Independence – American Revolution; specific: shift from land to money-based economy; growth of towns and sovereign territorial units

UNIT 10: REFORMATION (3 weeks)

- The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.
- [Changes in religion: emergence of Protestant faiths / some decline of the political power of the Roman Catholic Church]
- Cultural Diffusion: communication - Bible + technology: printing press
- Perspectives of the times and to avoid evaluating in terms of today's norms
- Multiple perspectives essential to analyze events/issues – past/present
[Protestant and Catholic viewpoints]

UNIT 11: EUROPEAN EXPLORATION AND COLUMBIAN EXCHANGE (3 weeks)

- The advent of trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.
- Economic and cultural influence of their exploration, conquests and colonization
 - Perspectives of the times and to avoid evaluating in terms of today's norms
- Exchange of fauna, flora and pathogens reshaped societies & still evident today specifics listed for all three exchanges

- Cultural Diffusion: technology: improved shipbuilding to explore new land and other technology – see the specified list.
- Multiple perspectives essential to analyze specified colonial power v. colonized and trans-Atlantic slave trade
- Maps + geospatial technology – trace human development
- Geographic factors promote/impede the movement people + products + ideas
- Cost-benefit analysis: individuals, government, businesses specific trade routes
- Productive resources impact: specialization, trade, interdependence specific tea and spices
- Growth of markets now a money-based system.

