



**Camp Creek Middle**  
**Grade 7 Social Studies**  
2024-25 Course Syllabus

**Course Title:** Grade 7 Social Studies

<b><u>Teacher Names</u></b>	<b><u>Emails</u></b>	<b><u>School Information</u></b>
Mrs. Avril Buncome Dr. Ngleah Fobi Ms. Chemily Thomas	<a href="mailto:Buncomea@fultonschools.org">Buncomea@fultonschools.org</a> <a href="mailto:Fobin@fultonschools.org">Fobin@fultonschools.org</a> <a href="mailto:Thomasc13@fultonschools.org">Thomasc13@fultonschools.org</a>	<b>Website:</b> <a href="https://campcreek.fultonschools.org/">https://campcreek.fultonschools.org/</a> <b>Telephone Number:</b> 470.254.8030

**Tutorials:** TBD

**Course Description:**

Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas in order to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily on significant events in each region from the twentieth and twenty-first centuries.

**Grading Policy and Scale:**

- Major - 50% (Summative Assessments & Culminating Projects)
- Minor - 40% (Quizzes & Classwork)
- Practice - 10%

Fulton County Schools assigns numerical grades based on the following scale:

*A=100-90*

*B=80-89*

*C=70-79*

*F=69-0*



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**Curriculum Guide:**

Unit 1 August 5 – September 6	<p style="text-align: center;"><b>Geography of Southwest Asia (Middle East)</b></p> <p>Students will locate selected features of Southwest Asia, explain environmental issues in Southwest Asia, explain the impact of location, climate, natural resources, and population distribution on Southwest Asia, and describe selected cultural characteristics of Southwest Asia</p>
Unit 2 September 9 – 21	<p style="text-align: center;"><b>Development of Southwest Asia</b></p> <p>Students will explain how European partitioning in the Middle East following WWI led to regional conflict, explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust, describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism), and explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p>
Unit 13 October 1 - 18	<p style="text-align: center;"><b>Personal Finance</b></p> <p>Students will understand that income is received from work and is limited, understand that a budget is a tool to plan the spending and saving of income, understand the reasons and benefits of saving, understand the uses and costs of credit.</p>
Unit 3 October 21- 31	<p style="text-align: center;"><b>Political Development in Southwest Asia</b></p> <p>Students will explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)], and describe the two predominant forms of democratic governments: parliamentary and presidential.</p>



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Unit 4 November 4 – 22	<b>Economic Systems in Southwest Asia</b> Students will analyze different economic systems, analyze the benefits of and barriers to voluntary trade in Southwest Asia, and describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.
Unit 5 December 2 – January 10	<b>Geography of Africa</b> Students will locate selected features of Africa, explain the impact of location, climate, distribution of natural resources, and population distribution on Africa, and explain the impact of environmental issues in Africa.
Unit 6 January 13 – February 7	<b>Development of Africa</b> Students will explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today, explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria, and explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.
Unit 7 February 10 – March 14	<b>Political Systems of Africa</b> Students will explain the role of citizen participation in autocratic and democratic governments, describe the two predominant forms of democratic governments: parliamentary and presidential, explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy), and describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.
Unit 8 March 17 – March 21	<b>Economic Systems of Africa</b> Students will compare and contrast the economic systems in South Africa, Nigeria, and Kenya, explain how voluntary trade benefits buyers and sellers in Africa, and describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.



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Unit 9 March 24 - 28	<b>Geography of Southern and Eastern Asia</b> Students will locate selected features of Southern and Eastern Asia, explain the impact of location, climate, distribution of natural resources, and population distribution on Southern and Eastern Asia, and explain the impact of environmental issues in Southern and Eastern Asia.
Unit 10 March 31 – May 2	<b>Development of Southern and Eastern Asia</b> Students will describe how nationalism led to independence in India, describe the impact of Mohandas Gandhi’s belief in non-violent protest, explain the role of the United States in the rebuilding of Japan after WWII, describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square, and explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.
Unit 11 May 5 - 9	<b>Political Systems of Southern and Eastern Asia</b> Students will explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)], and describe the two predominant forms of democratic governments: parliamentary and presidential.
Unit 12 May 12 - 16	<b>Economic Systems of Southern and Eastern Asia</b> Students will compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea, explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia, and describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea.

**Progress Report Distribution**



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4.5 week Progress Report	9 week Progress Report	4.5 week Progress Report	Semester 1 Report Card	4.5 week Progress Report	9 week Progress Report	4.5 week Progress Report	Final Report Card
9/13/24	10/18/24	11/21/24	1/16/25	2/14/25	3/22/25	4/30/25	5/30/25

### **Student Support**

Social Studies Instructional Coach: Latoya Baker ([BakerL2@fultonschools.org](mailto:BakerL2@fultonschools.org))

CCMS Counselors: Bryon Kellam ([kellam@fultonschools.org](mailto:kellam@fultonschools.org))

### **Attendance/Make-Up Work:**

Regular attendance in this class is essential for each student to be successful. Students are expected to attend class daily and arrive on time. Students that are absent can submit work that was missed due to their absence. The number of days the student was absent are the number of days he/she has to submit the work for full credit.

Student Misses Work Due to Absence (Excused/Unexcused)

- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task for full credit.
- Teachers may begin deducting points from late/missing assignment, assessment, and/or task (maximum of a 25% deduction), but only after the deadline has not been met. A deadline is typically equal number of days the student was absent.
  - After 1 week late, a teacher deducts 5 points
  - After 2 weeks late, a teacher deducts 10 points
  - After 3 weeks late, a teacher deducts 15 points
  - After 4 weeks late, a teacher deducts 20 points
  - After 5 weeks late, a teacher deducts 25 points
- A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, and/or task.

### **Provision for Improving Grades/Recovery:**

All students will have one (1) opportunity each nine weeks to redo/retake one (1) major assignment/assessment.

- Eligibility for a redo/retake is for students who receive a 75 or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than 75.
- Student redo/retakes must be completed before the next major assignment/assessment is given or five school days before the end of a marking period if there is not another major



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assignment/assessment given (exceptions can be made for students who have excused absences during this five-day window). (Excerpted from Fulton County Schools Board Policy)

#### **Materials Required**

Pencils  
2 Composition Book  
2- 2 pocket folders  
Colored Pencils  
Glue sticks  
Earbuds  
Scissors

#### **Texts and Replacement Costs**

Georgia 6<sup>th</sup> Grade Social Studies Student Workbook (Gallopade) Replacement Cost \$17.99

#### **CLASSROOM EXPECTATIONS:**

Camp Creek Middle School will use The Warrior PRIDE for guiding student behavior and learning. Please review the Fulton County Schools Discipline Policies to gain a better understanding of the behavioral expectations for students. Fulton County's explanation of discipline offenses and possible consequences are listed in the Fulton County Schools Handbook. <https://www.fultonschools.org/codeofconduct>

- **P**-Prepared
- **R**- Respectful
- **I**- Integrity
- **D**- Discipline
- **E**- Effort

Standard Class Rules: Be Prompt\*Be Prepared\*Be Responsible\*Be Respectful

- Be in your seat with necessary materials when the bell rings.
- Raise your hand to speak or stand.
- Follow directions the first time they are given.
- Keep cell phones out of sight.
- Keep hands, feet, and objects to yourself.
- No put-downs, teasing, or other inappropriate words.

#### **Artificial Intelligence**

##### **Limited AI Use with Teacher Permission:**

In this course, the use of generative AI tools is permitted only with explicit teacher approval for specific assignments. AI can serve as an aid to enhance understanding and interaction with course content, within the boundaries of academic integrity. If AI tools are used, all AI-generated



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content must be accurately cited, and students are responsible for the integrity and correctness of their submissions, including any content derived from AI tools. It is essential to critically evaluate AI outputs to ensure they meet academic standards. Unauthorized use of generative AI, without proper citation, is considered a violation of the Fulton County Schools Code of Conduct and may result in disciplinary action.

### **CAMP CREEK MIDDLE SCHOOL HONOR CODE:**

*The Camp Creek Middle School Honor Code is in effect at all times.* Cheating will not be tolerated!

Cheating is defined as giving or receiving information in any form that is related to a gradable experience including the use of sources of information other than those specifically approved by the teacher either during or outside of class. Students are required to sign honor pledges as applicable for major tests, projects, and/or papers.

Examples of Cheating include, but are not limited to:

- **Plagiarism** – using words or ideas from a published source without proper documentation; using the work of another student (e.g. copying another student’s homework, composition, or project); using excessive editing suggestions of another student, teacher, parent or paid editor.
- Looking on someone else’s paper during a test or quiz.
- Cheat sheets of any kind.
- Knowingly accepting or giving information concerning the contents of a test or quiz.
- Changing the appearance of computer printouts.
- **Allowing another student to web-based activities using your name and login information.**

Any student found to be in violation of the Honor Code on any assignment will receive a **zero** on the assignment in question with **no opportunity to make up**. Violations may be considered by faculty in making future recommendations. Memberships in honor clubs will be jeopardized.



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**SYLLABUS CONFIRMATION:**

I confirm that I have read and acknowledge all the information contained in this syllabus and will work with my student & teacher to successfully complete this course. If I have questions, I will contact the teacher.

Course Name: **Grade 7 Social Studies**

Teacher Name: \_\_\_\_\_

Student Name (print): \_\_\_\_\_

Parent(s)/Guardian(s) Name (print): \_\_\_\_\_

Parent(s)/Guardian(s) Signature: \_\_\_\_\_

Parent(s)/Guardian(s) E-mail Address (if applicable): \_\_\_\_\_

Parent(s)/Guardian(s) Phone Number: \_\_\_\_\_

Scan the qrcode to read and review the syllabus for the 2024-2025 school year in 7<sup>th</sup> grade Social Studies. Please have your student to return this form upon revieing the syllabus to their Social Studies teacher.