



Three Rivers School District  
**PLANNED COURSE STATEMENT**

**Rewritten: May 2017**

<b>Course Title:</b> <b>World History</b>	<b>Grade Level(s):</b> <b>7th</b>
<b>Length of Course:</b> <b>1 year</b>	<b>Credit Area:</b> <b>Required</b>
<b>Prerequisite:</b> <b>none</b>	<b>Amount of Credit:</b> <b>N/A</b>
Adopted/Supplemental Materials: <ul style="list-style-type: none"><li>● <u>History Alive! The Ancient World</u> from TCI</li><li>● <u>History Alive! The Medieval World and Beyond</u> (main text), from TCI</li><li>● <u>World Explorer (Medieval Times to Today, Africa)</u> from Prentice Hall, as needed</li></ul>	
Dual Credit Articulation: N/A	
Schools: Fleming, Lincoln Savage, Lorna Byrne, Applegate	

**COURSE DESCRIPTION:**

Studying the Social Sciences helps students develop as rational, humane, and productive citizens in a democratic society. The Oregon Social Science standards define the content knowledge, thinking skills, and “habits of mind” that all Oregon students are expected to acquire and will be the foundation of this course. Standards addressed in this course are presented in a context which will promote social science analysis, civic responsibility, historical perspective, geographical understanding, and economic and financial literacy.

In World History we study political and physical geography, religion, achievements, government, economics, and social structures of world cultures while also developing historical knowledge and thinking skills. This course promotes strategies that students will use to analyze four eras of World History:

- Era 1: Ancient Greece
- Era 2: Ancient Rome
- Era 3: Middle-Ages
- Era 4: Renaissance/Age of Exploration/Scientific Revolution

**COURSE GOALS:**

Throughout the course of this class, students will be expected to develop critical and analytical thinking skills through the process of reading primary and secondary sources, participating respectfully in class discussions and activities, and responding thoughtfully about what they are learning.

Standards are assessed to determine whether a student has met proficiency. Some of these standards are:

### **Proficiency Course Standards**

- 7.24. “Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.”
- 7.12. “Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in the Eastern Hemisphere.”
- 7.8. “Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in the Eastern Hemisphere.”
- 7.3. “Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.”

### **ASSESSMENT STRATEGIES:**

<b>Content Knowledge and Skills: (80% of Semester Grade)</b> Any direct assessment of a standard or its learning targets including: <ul style="list-style-type: none"><li>● Tests and Quizzes</li><li>● Writing Samples</li><li>● Projects – student’s own work</li><li>● Alternative Assessments – Verbal etc.</li></ul>	<b>Participation/Citizenship: (20% of Semester Grade)</b> <ul style="list-style-type: none"><li>● Openers/Warm-ups</li><li>● Daily Work / In class assignments</li><li>● Personal Responsibility<ul style="list-style-type: none"><li>○ Effort in Learning</li><li>○ Participation</li><li>○ Classroom Preparedness</li><li>○ Adhering to Due Dates</li></ul></li></ul>
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### **ACCOMMODATIONS AND MODIFICATIONS:**

All students have:

- extended time
- retakes per teacher approval
- paper copy or electronic copy on assessments
- extra learning opportunity (ELO) or academic lunch (names differ at various schools)
- Homework Help House or equivalent
- academic support class

Instructions and expectations will be adjusted per IEP as needed

### **CAREER RELATED LEARNING STANDARDS:**

Students will learn to work in a group setting; use of technology to problem solve, demonstrate appropriate workplace behaviors; decision-making; acquire, use, and analyze information; effective communication.