

7th Grade Social Studies Syllabus and Course Outline
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COURSE DESCRIPTION

This American History course will review topics until 1865, beginning with the first human migration to North America and ending with the causes of the American Civil War. While these historical events are critical to an understanding and appreciation of the American past, the memorization and recollection of historical fact will not be the sole focus of this course. Rather, the development of the skills needed to read, think, and write like a social scientists plays a much larger role. By analyzing documents from our past, students will be able to answer questions as historians, geographers, political scientists, and economists using the Claim, Evidence, and Reasoning method and make connections between the past and the present. Students will learn how to make educated judgements about the information that they encounter online.

Textbook

Students will be utilizing Howard Zinn's book, *A Young People's History of the United States* to gain one perspective of the past. A class copy of the book will remain in the class. Many print and electronic primary and secondary sources will be used throughout the school year to both complement and question Zinn's interpretation of the past. Students will have frequent access to chromebooks in class.

Classroom Expectations

Students should work towards becoming responsible young students and adults. Asking questions for both clarification and curiosity is expected. Students should appreciate the diversity of their classmates and their beliefs. Students will understand different perspectives, practice reflection, and engage in classroom discussions. Students should be motivated to take action both in and outside of class. Be on Time. Come prepared to class. Phones should not be seen or heard. Students are strongly encouraged to use the restroom before school and during lunch. Student's may drink water only in class. No breaks during the first 10 minutes of class or the last 10 minutes of class. If you check-in with the teacher promptly, you may use the restroom before class begins.

MATERIALS

Students should have a traveling "BIG" binder that they bring with them to class daily. On a regular basis, students will need a pencil or pen (blue or black ink only), paper, and an assignment notebook/planner. Students will need a **one inch Social Studies Binder that will be used for social studies class only.** This binder will stay in the classroom at all times. Advanced notice will be given if scholars will need additional supplies for projects and activities.

MAKE-UP WORK

Students have the opportunity to meet with the teacher before or after school to complete missing or incomplete assignments. This is true for both formative and summative assessments. I will accept late work up until the end of the quarter in which the assignment was assigned or one week after (whichever comes later).

<u>1st Quarter</u>	Introduction to Historical Thinking	What skills do social scientists use to do their work?
	A clash of cultures: Native Americans/ European Exploration/ Colonization <i>Zinn Chapters 1-3</i>	What happens when multiple communities collide? <ul style="list-style-type: none"> • What were the causes and effects of European settlement in North America? • What are the benefits and drawbacks of trade on a global level? • How does where a person lives affect how a person lives?
<u>2nd Quarter</u>	Road to the American Revolution: Colonists to Americans <i>Zinn Chapters 4-6</i>	What happens when a community's ideals change? <ul style="list-style-type: none"> • When does it become necessary for citizens to rebel against their government? • How does taxation affect a community? • How does location affect a community's ideals?
<u>3rd Quarter</u>	We the People: The U.S. Constitution <i>Zinn Chapters 7 & 8</i>	What rules and values are necessary to effectively govern a community? <ul style="list-style-type: none"> • How does a new nation form a government? • What role does government play in an economy? • How does where a person lives affect how a person lives?
<u>4th Quarter</u>	Growth and Change: Industrialization and Westward Expansion <i>Zinn Chapters 9-12</i>	How and why do communities change over time? <ul style="list-style-type: none"> • Did the US achieve Manifest Destiny? • How does money drive people and industry? • How does where a person lives affect how a person lives?

TEACHER INFORMATION

Dean Kamps is the 7th Grade Galaxies Team Leader. He graduated from Illinois State University in 2014 with a degree in Social Science Education and a minor in Political Science. He earned his ESL certificate through National Louis University as well as Northern Illinois University. Kamps is a certified strength and conditioning coach, the Head Track & Field Coach at Uni High, and an Assistant XC Coach at Champaign Central HS. Mr. Kamps is currently pursuing his Master ´s Degree in History from Illinois State University.

