



# Chandler Unified School District

SOC705A Honors Social Studies 7 Integrated Global Studies  
SY 2023-24



## Course Overview

### Course Description

The seventh-grade social studies program focuses on the relationships and interactions between societies and cultures in the Eastern and Western Hemispheres through historical and geographical lenses. Topics include, but are not limited to, the Scientific Revolution and Enlightenment ideas on the concept of rights, revolutions around the world, global imperialism, industrialization and the rise of organized labor, World War I and World War II, and international conflicts of the Cold War to the present, including world government and economic systems. This course will move beyond the general seventh-grade Social Studies curriculum, developing a global perspective of how geography and history interact to create patterns of social interaction throughout time.

### AP/IB/Dual Enrollment

This not an AP, IB, or Dual Enrollment course.

### Prerequisite/Fee(s)

None

### Course Materials

2 College Ruled Composition Books

1 Designated Folder / Divider

Colored pencils, a supply of paper, pencil/pen.

Other materials that may be helpful: highlighters, markers, index cards, etc.

### Adopted Resource(s)

Newsela

*\*An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

## Site and Faculty Information

### School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

### Building principal:

Jayson Phillips

phillips.jayson@cusd80.com

### Teacher:

Mr. Brent Powers BIS, M.S.E

powers.brent@cusd80.com

**Office hours:** M-F AM T and Th PM and By Appointment

## Course Access

This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

## Help

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### **Academic Support**

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](#) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### **Mental Health Support**

- CUSD mental health support [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528) or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

## **Student Conduct, Success, and Responsibilities**

### **Student Handbook**

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at [cusd80.com/handbooks](https://cusd80.com/handbooks). Printed copies will be provided upon request.

### **Student Responsibilities**

1. Be on time, on task and prepared to learn everyday.
2. Keep all personal electronics (CELL PHONES) in the Phone Caddy.
3. Be responsible for your own learning.
4. RESPECT the teacher, the classrooms, and other students
5. Trash goes in the trash can.
6. Remain in your seats until the bell rings, no crowding at the door

### Technology:

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

### Discipline Protocol:

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Typical classroom behaviors consequences these are they standard progression for discipline

a warning

a warning with a phone call

a Parent-teacher conference

a referral.

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

### Tardy Protocol:

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class teachers will follow this progress to rectify students being late to class.

a warning on their first and second offense.

the teacher will email / call home.

Notify Attendance Interventionist and email / call home.

On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

### Absences:

Students who have excused absences have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course.

### Food and Drink:

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There is no food or drink allowed in the classroom except water.

Finals:

Finals are not given early. Absent students will receive a zero until they can take the final.

### Late work

Late Work Policy:

In order to succeed in this course, it is imperative that students complete all of their work. The goal is for all students to complete all of the work to gain the knowledge/skills from the assignment. As such, the following late work policy will be implemented in this course for all class assignment and projects:

1 – 3 days late = 25% off

4 or more days late = 50% off

## Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

## Grading

### Grade Percentage

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

### Quarter grades

Grades will be calculated from the student's test scores, quizzes, classwork, homework, projects, presentations. Grades are based on cumulative points per semester and calculated into a percentage.

Letter grades are based on the following percentages:

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
59% & below	=	F

The 7th Grade Social Studies department weighs categories in the grade book as follows:

Assessments/Quizzes = 50% of overall grade

Classwork/ Homework Assignments = 50% of overall grade

\*\*\*Parents will have access their child's grades online through Infinite Campus

### Semester grades

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Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

## **Units of study**

### **Units for SOC705A Honors Social Studies 7 Integrated Global Studies**

1: Introduction to Historical Thinking and Geography

Scientific Revolution and Enlightenment

Revolutions

Industrialization

Imperialism

The Great War ( WW1)

Global Depression and Interwar Years

WWII - Global Impacts

Post-War Era ( Cold War)

Modern World

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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### SY 2023-24



**Site:** Camille Casteel High School  
**Building Principal:** Jayson Phillips, phillips.jayson@cusd80.com  
**Teacher:** Mr. Brent Powers, powers.brent@cusd80.com

## Parent/Guardian

### Acknowledgment

Parents/Guardians should indicate if they “Acknowledge” or have a “Potential Conflict” with their student’s participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking “Potential Conflict” will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
1: Introduction to Historical Thinking and Geography	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Revolution and Enlightenment	<input type="checkbox"/>	<input type="checkbox"/>
Revolutions	<input type="checkbox"/>	<input type="checkbox"/>
Industrialization	<input type="checkbox"/>	<input type="checkbox"/>
Imperialism	<input type="checkbox"/>	<input type="checkbox"/>
The Great War ( WW1)	<input type="checkbox"/>	<input type="checkbox"/>
Global Depression and Interwar Years	<input type="checkbox"/>	<input type="checkbox"/>
WWII - Global Impacts	<input type="checkbox"/>	<input type="checkbox"/>
Post-War Era ( Cold War)	<input type="checkbox"/>	<input type="checkbox"/>
Modern World	<input type="checkbox"/>	<input type="checkbox"/>

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**By signing and returning this form**, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- As the parent/guardian, I understand I can check my student’s grades in Infinite Campus anytime during the school year.

Student name (printed) \_\_\_\_\_

Student signature \_\_\_\_\_

Parent/Guardian name (printed) \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please return this page to your student’s teacher.**