

KELLY MIDDLE SCHOOL
COURSE SYLLABUS
2017-2018

"In our globalizing, ever more interconnected, still-overpopulated, increasingly competitive, and dangerous world, knowledge is power. The more we know about our planet and its fragile natural environments, about other peoples and cultures, political systems and economies, borders and boundaries, attitudes and aspirations, the better prepared we will be for the challenging times ahead." – Harm de Blij

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Hours: 8-4:30pm M-F • Room 29

Course: 7th Grade Social Studies: World Cultures and Geography

Course Description: This course will focus on the transformations and interconnections of the natural and cultural landscapes of the world. Along with closely following and understanding Current Events, practicing map skills and developing a basic literacy of the location of physical and human features of the planet, additional units of study will include:

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| <ul style="list-style-type: none">• The Five Themes of Geography• Culture• Globalization• Migration | <ul style="list-style-type: none">• Interdependence• World Religions• Sustainability• Types of Government |
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In studying the content, we will:

- | | |
|---|---|
| <ul style="list-style-type: none">• Assess relationships between human societies and natural environments• Analyze patterns, systems, regions and interactions across the planet• Verify the validity of information while conducting Internet research• Develop critical literacy skills through questioning/inquiry and reflection• Collaborate with our peers during learning activities• Explore Essential Questions | <ul style="list-style-type: none">• Critically read history and geography texts including maps, graphs, atlases, primary source documents, editorials, news articles and websites• Write summaries, and expository and persuasive texts• Discuss current events, global issues, and key concepts from readings and instruction• Speak in front of the class and give brief presentations (individual/partner/group)• Practice the sixteen Habits of Mind
(please see attached document) |
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Students will show evidence of their learning through:

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|--|---|
| <ul style="list-style-type: none">• Worksheets, quizzes, unit tests• Group projects and presentations• Tableau (a form of theatre)• Written reflections | <ul style="list-style-type: none">• Creative assignments like posters, political cartoons, brochures, maps, podcasts, Keynotes, collages, response journal, cookie continents |
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Grades:

Grades are individual assessment tools that predominantly measure effort and organization. Grades will be posted every 2-3 weeks on Synergy. Students should not wait until after I've posted grades to make up assignments. Being responsible does not hinge on Synergy communication. I am available every day after school! Please understand that the focus in class will not be on grades but on learning, making meaning and learning how to learn.

"... as a young man, my fondest dream was to become a geographer. However, while working at the customs office, I thought deeply about the matter and concluded it was far too difficult a subject. I then turned to Physics as a substitute." – Albert Einstein

Late work will be accepted up to one week after the original due date for reduced credit. I expect students to honor deadlines that have been established well in advance of an unexpected or expected absence and work delivered late due to an absence may be counted late unless I receive parent notification or prior arrangements are made with me.

The opportunity to earn extra credit points will be available each term and the guidelines for each assignment will be further explained in class. Keep in mind EC assignments will never replace class assignments and cannot be used to “save” your grade. Instead EC assignments should be considered opportunities to **extend** learning and go beyond the required class assignments.

Cheating and plagiarism will not be tolerated and consequences will include a grade of 0 for the assignment and a possible office referral.

Grades are calculated using a total points system. All student work is designated into three different categories: formative assessment, summative assessment and participation. All categories of assessment are unweighted. Proficiency in standards will also be assessed but those scores will not contribute to the overall grade.

A= 90% - 100%

B= 80% - 89%

C= 70% - 79%

D= 60% - 69%

F= 59% and below

Materials Provided for this Class:

1. Class binder with pencil pouch
2. Newspapers, student news magazines, world atlases
3. **all** art materials necessary for creative responses to learning (scissors, colored pencils, glue)

Materials Necessary for this Class:

1. pencils and pens (dark blue or black ink only) – all year!
2. 1 homework folder to keep papers that are not 3-hole punched
3. flash drive/memory stick (optional)

Homework:

Homework is designed to prepare students for class assignments, extend learning beyond the classroom and to practice the study habit in preparation for high school. Weekly homework will be assigned in the beginning of the week and be due at the end of the week. The work will vary from specific worksheets to general studying and researching. When we focus on a project, homework could involve research, drafting, planning, editing, reading, drawing, coloring, interviewing or just plain thinking about the key concepts of what we’re studying. If students need clarification, or help in completing homework, I am available via e-mail before 9pm every evening at mora@4j.lane.edu. I will respond as quickly as possible. In addition, students and parents can refer to my **blog** on the *SS Current Class Focus* Page for assignment information and a general plan for activities in the class. No password is needed to access this information. I typically post the week’s agenda at the end of the day on Monday. (Please refer to heading of this document for the blog address.)

Assignments and Attendance:

Homework assignments are due at the beginning of class. If you have an excused absence, you are responsible for setting up a time **other than class time** for receiving assignments and instruction and then making up the work. Good attendance is essential to the learning process and being successful in class. Often the instruction will involve group and partner work, hands-on activities, and presentations. When you miss such activities your comprehension of the content is jeopardized. You cannot make up participation points or classwork unique to that day.

As your teacher I am fully invested in making your 7th grade year successful and rewarding. I will do everything I can to help you progress academically and these guidelines and expectations will help ensure a positive experience for all of us. I look forward to learning with you. - J.Mora

“Geography played a leading role in nearly every policy decision I was involved in as Secretary of State. Young Americans with an understanding of peoples, places, and cultures have a clear advantage in today’s rapidly changing global economy...” Madeleine Albright, U.S. Secretary of State (1997-2001)

7th grade Oregon State Standards - Social Sciences covered in class

HISTORICAL KNOWLEDGE

7.1. Describe and compare the beliefs, the spread, and the influence of religions throughout Europe, Asia, and Africa, Islam, Crusades, Holy Roman Empire.

7.2. Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe, Asia, and Africa.

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.

7.6. Form historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific.

7.7. Interpret documents and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts) while forming historical questions.

GEOGRAPHY

7.8. Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in the Eastern Hemisphere.

7.9. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere.

7.10. Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere.

7.11. Describe the physical environment of places in the Eastern Hemisphere and how it influences trade, culture, and the economy.

7.12. Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in the Eastern Hemisphere.

7.15. Determine and explain the interdependence of people around the world during significant eras or events.

CIVICS AND GOVERNMENT

7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States.

SOCIAL SCIENCE ANALYSIS

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.

7.25. Analyze evidence from multiple sources including those with conflicting information.

CCSS for LITERACY in History/Social Studies - Grade 7

READING

- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide and accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.RH.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- 6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and in digital texts.
- 6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.

WRITING


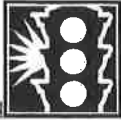














- 6-8.WH.1. Write arguments focused on discipline-specific content.
- 6-8.WH.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 6-8.WH.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.WH.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.WH.9. Draw evidence from informational texts to support analysis, reflection, and research.

National Geography Standards

The geographically informed person will know and understand:

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps to organize information about people, places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface
4. The physical and human characteristics of places
5. That people create regions to interpret Earth's complexity
6. How culture and experience influence people's perceptions of places and regions
7. The physical processes that shape the patterns of Earth's surface
8. The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
9. The characteristics, distribution, and migration of human populations on Earth's surface
10. The characteristics, distribution, and complexity of Earth's cultural mosaics
11. The patterns and networks of economic interdependence on Earth's surface
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface
14. How human actions modify the physical environment
15. How physical systems affect human systems
16. The changes that occur in the meaning, use, distribution, and importance of resources
17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

Habits of Mind

 <p>1. Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>
 <p>3. Listening with understanding and empathy Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>
 <p>7. Questioning and problem posing How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking and communicating with clarity and precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses: Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>
 <p>11. Creating, imagining, and innovating Try a different way! Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>
 <p>15. Thinking interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p>

Introduction to a Growth Mindset

What is Mindset?

Carol Dweck, world-renowned Stanford University psychologist, conducted decades of research on student motivation and achievement and discovered there are two mindsets, or beliefs, that greatly impact motivation, learning, and success: fixed and growth.



Why is it important?

Research shows that people with a growth mindset reach higher levels of success than people with a fixed mindset. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It also enhances relationships and increases overall achievement and success.

Individuals holding a fixed mindset...

- Avoid challenges
- Focus on performance goals (proving ability)
- Become easily frustrated
- Seek praise rather than advice
- Employ minimal learning strategies
- Attribute mistakes and failure to their level of intelligence
- Give up easily in the face of setbacks and obstacles
- See effort and hard work as a waste of time
- Are threatened by others' success
- Identify as "I'm a failure." (identity)

Individuals holding a growth mindset...

- Embrace challenges
- Focus on learning goals (improving ability)
- View struggle as an opportunity to learn
- Seek advice and view criticism as a vehicle for improvement
- Employ a variety of learning strategies
- View mistakes and failures as opportunities to learn and grow
- Persevere in the face of setbacks and obstacles
- See effort and hard work as the path to learning
- Are inspired by the success of others
- Identify as "I failed." (action)

STUDENT LAST NAME: _____

STUDENT FIRST NAME: _____

Dear Student and Parent/Guardian:

After you have read the materials listed below and visited my blog, please sign your names in the space provided and return this page only by **Friday, September 15th**. Please then file those documents in the student's binder for future reference.

- Course syllabus - SS 7th grade: Mrs. Mora
- 7th grade SS Oregon State Standards and National Geography Standards reference sheet
- Habits of Mind/Growth Mindset reference sheet

My blog address:

➔ <http://blogs.4j.lane.edu/mora/>

Student Signature: _____

Adult Signature: _____

Comments/ Questions:

**REMEMBER THE COURSE SYLLABUS AND REFERENCE MATERIALS ARE FOR YOU, NOT ME!
PLEASE SEPARATE THIS SHEET AND THEN TURN IT IN WITH YOUR SIGNATURES.
KEEP ALL THE OTHER PAPERS IN THE STAPLED PACKET.**