

Name: _____

Date: _____ Section: _____

Social Studies 8 Honors: Global Studies (2008-2009)

Dr. Smith

Global Studies: Geography and Cultures

Linden Hall

REQUIREMENTS AND OBJECTIVES

Texts: World Studies: The Ancient World

World Studies: Medieval Times to Today

Rand McNally Notebook World Atlas, May 2005.

Photocopies and printouts of various texts as class progresses

Website: <http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=lbk&wcsuffix=1000>

Course Content: In SS8 Honors, students will examine geography and culture from American and global perspectives. In the first trimester, students will focus on ancient world geography and culture in order to investigate the role geography plays in creating regional cultures, economies, and identities. In the second trimester, students will turn their attentions to the Middle Ages through modern times, again balancing the more traditional maps and memorizations with team-based independent examinations of the connections between geography, economics, culture, and identity. In the third trimester, students will continue the work begun in the first and second trimesters, researching and presenting information to their classmates on various current national or international crises and their resolutions as shown in regional art. We also will follow a number of themes throughout the year: geography as destiny, factors of economic development, the emergence of culture and institutions; the struggle for national unity and identity amidst cultural diversity and conflict; and the conflicts between freedom and order, individualism and conformism.

Course Objectives: The Social Studies Department encourages each student to develop a critical and objective approach to events, issues, and resource materials. The course will develop students' ability to analyze data, make comparisons, draw conclusions, and express themselves clearly. This class has two objectives: one, to offer all students a basic background in world and US geography; and two, to allow the students to study certain questions and subjects with a more detailed, active focus (in other words, to promote directed and independent research).

Academic Honesty: At different times, I will ask you to work independently, collaboratively, and competitively. I will try to be clear about my expectations and I will expect you to be honest brokers. If you do not understand my expectations (when you can share information and when you cannot), ask me. When you use someone else's ideas or research or words without acknowledging their assistance, you are stealing from them. It's just not okay. When in doubt, cite your sources.

Assignment Format: Students must type all formal assignments in a 10-12 point font and then double-space them on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins. The proper Heading is (from first line to third): your full name, class and section, the due date of the assignment. Students must turn in all assignments in final form, even assignments for which there is a planned peer editing session.

Due Dates: Unless otherwise noted, students must turn in assignments at the beginning of the class noted on the Assignment Sheet. Except for pre-arranged extensions, students will lose a third of a letter grade for turning in an assignment after the class period starts and, then, a full letter grade (10 points) for each school day the assignment is late until the assignment reaches 50%. If the student does not turn in the assignment by the end of the trimester, it is worth zero (0) points. Please avoid this!

Active Reading: In order to promote the study skills habit of active reading, students will learn and then practice two types of reading notes: SQ3R for textbooks and Book Notes for literature or non-fiction.

Active Listening: In order to promote the study skills habit of active listening, students will learn and then practice the two-column class notes format.

Ink Policy: Okay, without stepping on your constitutional right to enjoy the multitudes of gel pens, for SS8, please observe:

1. Anything you hand in must be in blue or black ink. I am too young to go blind by the flickering light of my lamp and the faint scratch of lightly applied and dutifully smeared number two lead.
2. And, most importantly, do not use red ink. I will scrawl out my comments to you in red ink. Remember, sometimes supportive, constructive, and happy messages come in red ink.

Extra Credit Policy: Linden Hall does not allow extra credit in its college preparatory classes. From time to time, however, there will be alternate assessments within a unit for students who need extra work on a topic or process. These assessments are at the discretion of the teacher.

Geography/Map Program: As a part of the history curriculum, students will complete historical map exercises. Lots of them. Students will also be expected to learn the American states and their capitals as well as the nations and capitals of Europe, Asia, Africa, and Latin America. These will be part of regular Quizzes and the trimester Exams.

Readings: All students must complete assignments given in class. Though students will certainly learn and complete assignments at different paces, on average, homework for SS8 Honors should take approximately twenty to thirty minutes per night per school week. (Please note, this approximation includes time for both short term and long term assignments; in other words, there should be VERY few nights where homework is significantly less than twenty minutes.) Class discussion generally will focus on a consideration of the implications and significance of events studied and not a review of the events themselves. Therefore, students must come to class with as clear an understanding as possible of the events presented in the day's reading assignment. Since we will devote most of class time to discussion, it is critical that students prepare daily assignments so that discussion is meaningful and so students can participate actively. The students must pay close attention to maps, charts, and other study guides; these are helpful in understanding the material presented.

Paragraphs: Writing is a vital component of historical research. Throughout the year, students will write formal paragraphs, sometimes with outline and drafts. These paragraphs will become, in effect, short papers. For any work including outside research, students will properly document and cite their sources, internet or hardcopy. We will discuss the proper documentation process as part of the writing process and the students will have resources and guidelines for all writing expectations. Each paragraph will be worth twenty-five (25) points.

Research Projects: During each trimester, students will complete directed reading and research assignments and present their findings to their classmates (in are either individual or team presentations). Each of the projects requires some independent, out-of-class work, though we will take time during class to work on the processes of research and writing. In the third trimester, students will present their Art and Crisis Research Projects to the class, including both a Large Visual (Poster) and a Note-Taking Handout for each class member (and me). Each Visual will include the final form Research Paragraph, the appropriate Annotated Images, and the authors' names and topic, a copy of each of the team members' Note-Taking Handouts, and proper citation of all material. Each Handout will be one page, double sided of typed, final form text (see Assignment Format) and will present the topic being presented; summarize the background of the topic; give bullet point highlights of the key themes, people, and events; and properly cite its sources. (The Handout for the third trimester will include the Art Object (un-annotated) and background information about the object itself, its culture of origin, and the particular crisis it reflects.) These projects will each be worth one hundred (100) points.

Tests: There will be frequent Quizzes throughout the course of the year and an Exam at the end of the first and third trimesters. Exams are each worth one hundred (100) points.

Binder for Study Guides, Maps, Timelines, and Idea-Prompts: As the trimesters progress, we will hand out many documents to help students actively prepare. The students must complete and save all of these documents in one organized binder. This binder will help them study for Quizzes and Exams.

- **Study Guides** will include terms and identifications, important names and places, and questions to consider for each unit. All Quiz and Exam questions will come from material covered in the Study Guide. (This is an important study tool.)

- **Maps** are fairly self-explanatory; the students might need to identify places or events in places or geographic movements on pre-printed outline or partially-completed maps.
- **Timelines** will ask the students to link and order important events; they might include information gathered throughout several units and are intended to help the students understand the flow, not just the moment, of various trends.
- **Idea-Prompts** might ask the students to link concepts from various units or otherwise extend information they are reading.
- **Students will also keep all of their Quizzes, Exams, Papers, and Projects in the Binder!!**

Class Discussion: Students must actively participate in class discussion and must show courteous attention to the contributions of others. Participation and attitude (as part of the Effort grade) can make a difference.

Attendance: As per Linden Hall’s attendance policy, “students who miss more than five classes, whether excused or unexcused, in any course during a trimester will have their trimester grade in that course reduced by two points per class missed in excess of five. Students who miss more than fifteen total classes in a given course may be required to repeat that course. Please note that three tardies or early dismissals count as an absence. These absences do not include religious holidays, school sponsored events, college visits, or snow days.” (Student Handbook, 15)

Grading Standards: When writing your assignments, you might find it helpful to know how I will grade them. These are the standards I follow when reading your papers. They are from an article by Harry Edmund Shaw found in the text Teaching Prose.

- **A paper:** Detailed understanding of the text; sound organization; few or no mechanical mistakes; clear, unambiguous sentences, perhaps with a touch of elegance– in the best A papers, a lively and intelligent voice seems to speak; it has something interesting to say, says it clearly and gracefully to an appropriate audience, and supports it fully.
- **B paper:** Clear thesis, organization, and continuity; probably some minor mechanical errors, but no major ones; slightly awkward style at times; ideas that are reasonable and are anchored in the text– thought has obviously gone into the paper; it is solid, but not striking; the writer has a definite point to make and makes it in an organized and competent way, and to a definite audience.
- **C paper:** A weak, fuzzy thesis and perhaps illogical arguments to support it; a certain amount of confusion about what the text at hand actually says; many minor mechanical errors and perhaps some major ones (such as incomplete sentences); examples given for their own sake or to demonstrate that the writer has read the text, not to prove a point; organization rambles or disappears; words are misused; diction is inconsistent; proofreading is weak; the intended audience is unclear– there are some ideas here, but the writer needs help and work to make them clear to another reader.
- **D paper:** Thesis missing; major mechanical problems; poor organization; serious misreadings of the text; stretches in which the writer simply gives a narrative account of the essay for no apparent purpose; the paper is much shorter than the assigned length– the writer doesn’t really have a point to make and has serious problems in writing and reading at an appropriate level.
- **F paper:** The paper is plagiarized in part or as a whole, or it shows general weaknesses even graver than those of a D paper.

Requirements for Formal Writing: These requirements conform to MLA standards.

- **FORMAT:**
 - Double-space your writing for me. Exceptions: do not double-space headings or titles.
 - Use one inch top, bottom, left, and right margins.
 - Left Align your writing for me. Exceptions: Center titles.
 - Use Times New Roman or Arial between 10 and 12 point. Courier is NOT an acceptable font.
 - Indent the first line of each paragraph (using the tab key) after the first at least three spaces. The standard tab on most word processors or typewriters is approximately five spaces.
 - Follow each comma or semi-colon by one space. Follow punctuation that ends a sentence (the period, question mark, exclamation mark...), colons, and double (or En) dashes by two spaces.
 - Present words from other languages in italics. Also use italics for titles and for text that would otherwise be placed inside quotation marks, such as speech or thought.
 - Underline book or journal titles. Use quotation marks around article (e.g. newspaper) titles.
 - Do not curse at (self-explanatory), assume familiarity with (either by direct address or 1st and 2nd person pronouns), or otherwise generally insult/infuriate your audience.
- **PROCESS:**
 - Always check for spelling errors, especially errors with homonyms or near homonyms, such as *reel* and *real* or *quest* and *guest*. Your computer cannot do this. You must actually read your own text.
 - Always read your text aloud. This is the best way to catch typos, tense errors, losses of subject-verb agreement, and plain convolutions. Do at least one reading each for tense and diction.
 - Always remember your intended audience. Define it clearly before you write. In most of the assignments for this class, I will be your audience. In other words, your audience is a writing professional with a college background and a yen for grammar. If you have a question about your audience's background knowledge, ask.
 - There is a difference between analysis and summary. In analysis, the author interjects her own thesis or argument into the mix. In other words, a summary of a text explains what originally happened. An analysis of the same text will include some summary employed to make a specific point for the author's argument. I am summarizing Gone with the Wind when I say, *In it, the reader follows a character, Scarlett O'Hara, as she weds several men.* My analysis of the text would be more like: *Through the course of the plot, a remarkable heroine experiences the chaos particular to war.*
 - Writing is a process, not a quick scrawl of words slapped together out of desperation. No first draft is a final draft. Your reader can tell the difference, no matter what your sleep deprived mind says.

I have read and understand this Social Studies 8 Honors Course Syllabus and Contract. I agree to abide by its terms and work to make this a great year and a thought provoking class!

Student Name Student Signature

Trimester One: Geography and Culture from World Studies: Ancient World

Week Chapter Topics

- 1 Intro/1 The Beginnings of Human History
- 2 2 The Fertile Crescent
- 3 2/3 The Fertile Crescent / Ancient Egypt and Nubia
- 4 3 Ancient Egypt and Nubia
- 5 4 Ancient India
- 6 4/5 Ancient India / Ancient China
- 7 5 Ancient China
- 8 6 Ancient Greece
- 9 6/7 Ancient Greece / Ancient Rome
- 10 7 Ancient Rome & Review Presentations
- 11 NA Review & Exams

Trimester Two: Geography and Culture from World Studies: Medieval World through Today

Week Chapter Topics

- 1 1 Byzantine and Muslim Civilizations
- 2 **Thanksgiving Break**
- 3 1/ 2 Byzantine and Muslim Civilizations / Civilizations of Africa
- 4 2 Civilizations of Africa
- 5 3 Early Civilizations of the Americas
- 6 3 / 4 Early Civilizations of the Americas / Civilizations of Asia
- 7 4 Civilizations of Asia
- 8 5 Europe in the Middle Ages
- 9 5 / 6 Europe in the Middle Ages / A New Age in Europe
- 10 6 A New Age in Europe
- 11 7 Changes in the Western World
- 12 8 Modern Times
- 13 NA Review & Student Created Study Guides

Trimester Three: Student Research: Art and Crisis

Week Topics

- 1 Students Select Research Art, Regions, and Crises
- 2 Thesis Creation; Crisis and Art Research
- 3 Peer Editing; Additional Research; Presentations!
(Handouts, Posters, and Imitations with Museum Tags due Tuesday)

- 4 Spring Break

- 5 Thesis Creation; Crisis and Art Research
- 6 Peer Editing; Additional Research; Presentations!
(Handouts, Posters, and Imitations with Museum Tags due Tuesday)

- 7 Thesis Creation; Crisis and Art Research
- 8 Peer Editing; Additional Research; Presentations!

(Handouts, Posters, and Imitations with Museum Tags due Tuesday)

9 Thesis Creation; Crisis and Art Research

10 Peer Editing; Additional Research; Presentations!

(Handouts, Posters, and Imitations with Museum Tags due Tuesday)

11 Thesis Creation; Crisis and Art Research

12 Peer Editing; Additional Research; Presentations!

(Handouts, Posters, and Imitations with Museum Tags due Tuesday)

13 Review & Exams; Last Week of School

Global Studies: Geography and Culture Course Outline

I. Trimester One: Geography and Culture from World Studies: Ancient World

1. Chapter One: The Beginnings of Human History
 1. Geography and History
 2. Prehistory
 3. The Beginnings of Civilization
2. Chapter Two: The Fertile Crescent
 1. Land between Two Rivers
 2. Babylonia and Assyria
 3. The Legacy of Mesopotamia
 4. Mediterranean Civilizations
 5. Judaism
3. Chapter Three: Ancient Egypt and Nubia
 1. The Geography of the Nile
 2. The Rulers of Egypt
 3. Egyptian Religion
 4. Ancient Egyptian Culture
 5. The Cultures of Nubia
4. Chapter Four: Ancient India
 1. The Indus and Ganges River Valleys
 2. Hinduism in Ancient India
 3. The Beginnings of Buddhism
 4. The Maurya Empire
5. Chapter Five: Ancient China
 1. The Geography of China's River Valleys
 2. Confucius and His Teachings
 3. Warring Kingdoms Unite
 4. Achievements of Ancient China
6. Chapter Six: Ancient Greece
 1. Early Greek Civilization
 2. Religion, Philosophy, and the Arts
 3. Daily Life in Athens
 4. Sparta and Athens
 5. The Spread of Greek Culture
7. Chapter Seven: Ancient Rome
 1. The Roman Republic
 2. The Roman Empire
 3. Roman Daily Life
 4. Christianity and the Roman Empire
 5. The Fall of Rome

II. Trimester Two: Geography and Culture from World Studies: Medieval World through Today

1. Chapter One: Byzantine and Muslim Civilizations
 1. The Byzantine Empire
 2. The Beginnings of Islam

3. The Golden Age of Muslim Civilization
2. Chapter Two: Civilizations of Africa
 1. Africa and the Bantu
 2. Kingdoms of West Africa
 3. East Africa's Great Trading Centers
3. Chapter Three: Early Civilizations of the Americas
 1. South America and the Incas
 2. Cultures of Middle America
 3. Cultures of North America
4. Chapter Four: Civilizations of Asia
 1. Golden Ages of China
 2. Medieval Japan
 3. The Great Mughal Empire in India
5. Chapter Five: Europe in the Middle Ages
 1. Feudalism and the Manor System
 2. The Church and the Rise of Cities
 3. The Crusades
 4. The Power of Kings
6. Chapter Six: A New Age in Europe
 1. The Renaissance and Reformation
 2. The Age of Exploration
 3. The Age of Powerful Monarchs
 4. Conquests of the Americas and Africa
7. Chapter Seven: Changes in the Western World
 1. The Enlightenment
 2. Political Revolutions
 3. The Industrial Revolution
 4. Nationalism and Imperialism
8. Chapter Eight: Modern Times
 1. War and Revolution
 2. The Postwar World
 3. The World Today

III. Trimester Three: Every two weeks (approximately), students present information on a art and a crisis from each of the five continental regions (the US, Europe, Asia, Africa, Latin America) to their classmates. For each presentation, students select a piece of art to research, analyze, and imitate; the students must explain how the art reflects the crisis they have selected. The students will have class time for research as this is a middle school class.