Social Studies Syllabus

Vision Statement for Moses Middle School:

Our vision is to create a performance-based learning environment where students demonstrate mastery of standards that opens the door to unlimited opportunities for personal growth.

**Course Title: 7th Grade World Geography**

**Teacher Names: Ms. Brookelynn Ashworth**

**Email:** [**bashworth@paulding.k12.ga.us**](mailto:bashworth@paulding.k12.ga.us)

Website link:

[www.ashworthsocialstudies.weebly.com](http://www.ashworthsocialstudies.weebly.com)

Students and parents are also encouraged to sign up for text remind!

Text “@6b550” to 81010

Planning Time: 11:55-1:25

Tutoring: Wednesdays @ 7:45; please notify in advance

**Course Goals:**

* Students will develop skills such as identifying, explaining, describing, discussing, demonstrating, analyzing, and evaluating information as it pertains to the regions of Africa, the Middle East, and the remainder of Asia.
* Formative and summative forms of assessment using both written and performance methods will be used to identify student achievement and mastery of these skills.
* In addition, students will further enhance skills that will aid them in their future endeavors in education and life such as communicating through writing, public speaking, organization, and working effectively with others.
* Develop a working understanding of the history of these regions, focusing on historical developments essential to understanding a specific region in the modern world.
* Develop a working understanding of the geography relating its importance to each region’s development and standing in the world environment.
* Develop a working understanding of the political structures in each region and incorporate comparisons and contrasts.
* Develop a working understanding of basic economic concepts and build an understanding of the economic development of each region.

We will explore the geography, history, government, and economics of each region on the following schedule using the textbook, World Cultures and Geography, published by McDougal Littell; Reading and Assessment Workbook, published by Clairmont Press; Geography Alive from TCI; other informational texts, primary source documents, and various resources pulled from the internet and media center:

Middle East during the first nine weeks.

Africa during the second nine weeks.

South and East Asia during the third nine weeks.

Finish Asia and Milestone preparation during the fourth nine weeks. Personal money management and a preview of the 8th grade social studies curriculum during this quarter will be a focus as well.

This schedule is an initial plan. It may be altered based on student grasp of content. Differentiation is utilized for advanced content.

Communications:

Look for e-mails with announcements and upcoming assignments and/or assessments sent by Tuesday of every week. Just complete the bottom of this syllabus, including e-mail address, to receive these weekly communications.

For curriculum related resources, students should use their Social Studies journals which will include: notes, graphic organizers received in class, and other documents. Student journals can be kept in the room or taken home daily.

Other electronic resources such as PowerPoints, project instructions, and internet links will be available on my weebly website.

Grading Weights & Descriptions

Formative \_40\_%

Summative 60\_%

A= 90-100, B=80-89, C=70-79, F=69 or below. Final average will be calculated according to the adjacent formative and summative assessment descriptions and the weights outlined above.

***Formative Assessments*** include flipbooks, brochures, small projects, checkpoints, quizzes, slogs (social studies logs), reflections, as well as various other stepping stone assessments.

***Summative Assessments*** are major culminating tasks such as tests, unit projects, research essays, illustrated timelines, and various other culminating activities.

Testing: In the event a student fails a unit test during the year, he or she will be allowed to retake the test. However, a corrective instruction assignment MUST be completed, demonstrating understanding in the areas of needed improvement, before being allowed to retake the test. The maximum score on the retake will be a 70.

To view the curriculum for this course in its entirety please visit www.georgiastandards.org.

Expectations and Policies The following are necessary to promote a safe and productive learning environment:

-Work habits: Students will receive a work habits grade on their report card. It will be coded as E=Exceeds expectations, S=Satisfactory, N=Needs improvement. Factors affecting this grade are on task behavior/contributing to group work during the work period, organization, timely completion of tasks and homework, and showing initiative.

-Academic honesty: It is an expectation that students follow the Moses Middle School Academic Honesty Policy found in the Code of Conduct section of the student handbook.

- Late work policy: Students are expected to turn in ALL work on time and complete. Late work will result in the loss of 5 points per day. Anything turned in more than 5 days late will receive a maximum of 70% of the points assigned to that assessment.

- Classroom behavior: Generally speaking, students will follow three basic rules: Be prepared, be respectful of others and the property of others, and accept responsibility for their own actions. Students will receive a conduct grade on their report card. It will be coded S=Satisfactory, N=Needs improvement, and U=Unsatisfactory

General classroom procedures will be practiced and rehearsed during class time.

Please communicate with me as needed via e-mail which can be easily accessed using the link above. I look forward to forming an awesome learning relationship with students and supportive parents alike.

By signing and printing your name below, you have read and understood the syllabus in my Social Studies class:

Student’s Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s name(s) (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent/Guardian’s Signature(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Best phone number for communication \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best Email address for weekly newsletters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_