



Greetings Parents,

My name is Ms. Cage and it is an honor to serve as your child's Social Studies teacher for the duration of this year. Because of my recent transition into this role I haven't had the opportunity to meet many of you, so I thought I'd introduce myself and tell you a bit about me.

I completed my undergraduate education at Howard University, where I first fell in love with studying different cultures. While there, I had the opportunity to travel to and live in various different countries, including China, Japan, Morocco and Brazil. After Howard, I moved to Philadelphia to get my Masters degree in Education at the University of Pennsylvania. Following my time at Penn, I headed back to Brazil for a few months before I settled in stateside and started teaching here at CMIT South.

My teaching experiences have been varied and diverse, so I am confident that this year will be one filled with learning and exploration. We will be studying cultures, perspectives, economic and political systems from all over the world, so it is my hope that students can develop a culture of questioning and truly investigating the world around them. It is my goal to instill a strong understanding of civic awareness and global citizenship in each of my students. By the end of this year, I hope that students will not only be knowledgeable about the cultures and people of the world, but that they will be invested in it.

I look forward to working with each and every one of you to help your child have the best possible educational experience in my class. I am very flexible regarding your children's needs, however please understand that academic rigor and discipline is an important part of our county's curricular efforts to ensure that your children are college and career ready. If you ever need to contact me, please feel free to email me at kcage@cmitssouth or call during my office hours on Thursdays from 7:45 am- 9:15 am. Please allow at least one week for email responses.

Enclosed: Parent Letter, Syllabus, Cornell Notes Template & Instructions, Notebook Organization Sample, Parent/ Student Contract, Past Assignments Checklist

Let's have an amazing year!

World Cultures & Geography II: Western Hemisphere

Grade 6

World Cultures & Geography I: Western Hemisphere

Ms. Cage

kcage@cmitsouth.org

Office Hours: Thursdays 7:45 am-- 9:15 am

World Cultures and Geography is a two-year course of study in Prince George's County Public Schools that is taught in the sixth and seventh grades. In sixth grade students learn about the ancient civilizations and contemporary world cultural geography of the western hemisphere. Students learn about the world outside of the United States and use a variety of sources and perspectives to analyze the characteristics and structure of political and economic systems around the world. Students study the growth and the development of nations in the contemporary world by looking at the expansion and changes in nations and empires. Ultimately, students in Social Studies classes engage in a series of units of study that shape their ideas through a continuum of voice to build school and community leaders. The continuum allows students to use voice as expression, consultation, participation, activism and leadership.

Textbook:

National Geographic, World Cultures & Geography: Western Hemisphere

Materials:

- Chromebook (provided in class each day)
- Notebook (designated and used only for Social Studies)
- Writing Utensils (pen or pencil is acceptable)

Course Overview:

Quarter 1	Quarter 2
<p>Unit 1: Foundations of Civilization & Geography</p> <p>Students will understand what has caused ancient civilizations to emerge, expand, and decline throughout the world and history. These ancient civilizations have influenced both the cultures around them and our modern day societies, long after their own declines. Ancient civilizations developed when and where they did due to geographic factors, including natural resources, climate, and landforms. People modify and adapt to their environments, creating advanced civilizations that develop beyond culture.</p>	<p>Unit 2: Cultural Systems of North America</p> <p>Students will understand the facets of culture, including art, music, religions, governments, social structures, education, values, beliefs and customs. The development of societies over time has been influenced by cultural diffusion as well as conquests, wars, and globalization.</p>

Quarter 3	Quarter 4
<p>Unit 3: Economics and Trade in Central America</p> <p>Economic systems are created by societies to meet the needs and wants of a society while answering the questions of what to produce, how to produce it and for whom to produce. Throughout history, trade and the control of valuable resources have had a significant impact in Central America and the Caribbean. Colonization and imperialism have a significant effect on a nation's economy long after independence.</p>	<p>Unit 4: Globalization and Global Citizenship</p> <p>Students will understand that we are part of a global community that is interconnected environmentally, economically, politically and socially. Although the effects of globalization have been mixed, global citizens have responsibilities in a global community. As human populations develop and grow, we have a responsibility to maintain the environment and protect human rights.</p>

Grade Distribution:

Classwork (40%)	Homework (20%)	Assessments (40%)
<p>Notebook Checks</p> <p>Students are required to write their Warm-Ups, Vocabulary, and Classwork assignments in their notebooks each day. Thus, Notebook Checks make up the largest portion of classwork grades.</p>	<p>Cornell Notes</p> <p>When students are given at-home readings, they are responsible for submitting Cornell Notes. This style of note-taking is a good way for students to make sure they are retaining and understanding the material.</p>	<p>Test/Quizzes</p>
<p>In-Class Assignments</p>	<p>Other Assignments</p>	<p>Projects</p>

Grading Policy:

- **There will be at least one make-up day per quarter.** This is the final day each quarter for assignments to be either re-submitted with corrections for full credit, or submitted for the first time for partial credit.
- **Late submissions are only eligible for partial credit.**
- **ANY assignment that is plagiarized or contains any plagiarized elements (i.e. copy and paste) will receive an automatic zero.**

Notebook Organization:

Students should organize their work in their notebooks each day in the following format:

- Warm-Up: *Daily Warm-Up Activity*
- Vocabulary: *All Key Terms & Definitions*
- Classwork: *Responses to Class Activities*
- Notes: *Notes may be taken in class, but if Cornell Notes are assigned, they must still be typed, saved in PDF format & submitted on Edmodo.*

Cornell Notes Template:

TOPIC	DATE
CUES	NOTES
WRITTEN AFTER CLASS	TAKEN DURING CLASS LECTURE OR DURING TEXTBOOK READING
MAIN IDEAS	
	. MAIN POINTS
	. PARAPHRASE
VOCABULARY	. BULLET POINTS
	. OUTLINES
	. CHARTS/DIAGRAMS
QUESTIONS ANSWERED BY NOTES	
BRIEF SUMMARY OF NOTES HIGHLIGHTING MAIN IDEAS	SUMMARY
	WRITTEN AFTER CLASS

Parent /Student Contract

I, _____, have read the above information and agree to:
(Student name)

- Always try to do my very best work. _____
(Student Initial) (Parent Initial)
- Come to class prepared each day. _____
(Student Initial) (Parent Initial)
- Show respect for myself and other people. _____
(Student Initial) (Parent Initial)
- Show respect for property by not stealing or vandalizing. _____
(Student Initial) (Parent Initial)
- Believe that I can and will learn. _____
(Student Initial) (Parent Initial)

Student's Name

Parent's/Guardian's Signature

Date

Past Assignments			
Assignment	Description	Due Date	✓
North American Geographic Regions: Coastal Range, Rocky Mountains, Great Plains, Interior Lowlands, Coastal Plains, Basin & Range, Canadian Shield, Appalachian Highlands <i>(to be submitted as separate assignments)</i>	Students were instructed to answer the following questions about each of the eight geographic regions: 1. The states the coastal range is in 2. The geography (north, south, east, west?) 3. Climate (weather, temperature, rainfall) 4. Manufactured goods/services (what food is grown or produced?) 5. Tourism and recreation (what are fun things to do in the coastal range, what are the most common tourist attractions?) 6. Who are some famous people? Provide at least 3- 5 people and what they did to become famous?	11/17/17 Coastal Range Rocky Mountains Great Plains Interior Lowlands 11/24/17 Coastal Plains Basin & Range Appalachian Highlands Canadian Shield	
Speaking for Myself	Choose or find a famous quote that you feel defines you. Think about your work ethic and how you view the world. Place your quote in the attached worksheet with the speech bubble or feel free to create your own in google docs. Be prepared to present your quote and why you chose it in a 2 minute presentation next class. This assignment was worth 10 homework points: 4 points for submitting a quote, 2 points for on-time submission, 2 for including a graphic/pdf, and 2 for an in-class presentation.	11/16/17	
Cornell Notes: Native American Perspective (Thanksgiving)	Finish reading Jacqueline Keeler's "Thanksgiving: A Native American View" and take Cornell Notes. Be sure to include key terms and main ideas. http://www.purewatergazette.net/nativeamericanthanksgiving.htm	11/29/17	

<p>Ancient Civilizations and Indigenous Peoples Project</p>	<p>Working as a group or by yourself, use your textbook and past research as a reference to create a presentation on the indigenous people and ancient civilizations of your assigned North American geographic region. You are allowed to use more than one indigenous group or civilization. Create a profile for this civilization describing their unique culture and how they adapted to the region. Groups should demonstrate adequate knowledge of the climate, landscape, and natural landmarks of their region as well. Your presentation should cite at least 4 accurate sources in addition to your textbooks to answer the following questions:</p> <p>How did the geography of this region influence the culture and identity of the people? Did these societies grow and expand to other regions? If so, how and why? What factors influenced the downfall of this group or civilization? What lasting structures or advancements have this group or civilization contributed to modern day society?</p> <p>PS. open the pdf assignment description for potential sources PPS. check out the attached PowerPoint as well</p>	<p>11/ 30/17</p> <p>Extended Deadline: 12/8/17</p>	
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