



# 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@cmitsouth](mailto:kcage@cmitsouth) 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: Eastern Hemisphere

## Grade 7

World Cultures & Geography II: Eastern Hemisphere

Ms. Cage

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

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 eastern 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: Eastern 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: Global Citizenship</p> <p>Students will understand that human rights are universal and should be guaranteed regardless of difference. As citizens of the world, each person is responsible for being an informed member on local and international levels. Issues of human rights plague citizens around the world; becoming an informed member of the global world will help to increase the quality of life of those affected. Pressure on governments around the world to respond to human rights crises happen through informed citizenship and social action; change can begin with one person and one idea.</p> | <p>Unit 1: Global Citizenship (Continued)</p> <p>Unit 2: Religion, Culture &amp; Conflict</p> <p>Students will understand that culture is a way of life for people with shared customs and beliefs. With that said, religion is the most common expression of culture around the world and can be both a unifying and divisive force. Major conflicts and tensions around the globe have their source in religious and cultural differences. Students should understand that tolerance and understanding could lead to increased cooperation and true peace amongst nations.</p> |

| Quarter 3  | Quarter 4  |
|--|--|
| <p><b>Unit 3: Trade and Movement in Africa</b></p> <p>Students will understand that people migrate to satisfy needs in order to maintain their livelihood. During ancient history, people migrated in order to find available resources to sustain their societies. As civilizations grew, commerce became a critical component of sustaining an empire. Trade became the basis of ancient economic systems and those that controlled trade flourished. Through trade, cultural ideas spread and expanded empires. As these empires grew and trade networks became far-reaching, European interest was peaked. Seeking a way to increase the power of their own nations, Europeans rounded the coast of Africa to engage in a new trade that would have a lasting impact on the continent of Africa and new lands eastward.</p> <p><b>Unit 4: China &amp; Economy</b></p> <p>Students will understand that economics provide the foundation for any successful civilization. Societies find many ways to answer the basic economic questions – <i>What to produce? How to produce it? How much to produce? Who gets what is produced?</i> - that are usually predicated upon the geography (natural resources) of the region; trade was one way many ancient societies answered these questions. Innovations and inventions helped China to flourish while also controlling international commerce through trade routes. In ancient China, economics and politics were strongly intertwined. The Dynastic Cycle in China was closely impacted by the prosperity of the nation. Strong leaders emerged throughout the cycle that created strong economies but not without some controversy. Today, economics and politics in China are not as closely related. China has relaxed its strict control of the market, while seeking to maintain strict control over its people. This newfound freer market has positioned China as an economic superpower whose economy continues to impact the world.</p> | <p><b>Unit 5: Foundations of Government and Citizenship</b></p> <p>Students will understand that Athenian government is the foundation of modern democracy, however, that contrasting philosophies often lead to conflict between neighbors. Students will understand that Ancient Greek and Roman cultures have a lasting impact on humans throughout history. They will also connect this knowledge to the 21<sup>st</sup> century causes of the rise and decline of civilizations through both internal and external factors.</p> |

#### Grade Distribution:

| Classwork (40%)   | Homework (20%)   | Assessments (40%)          |
|---|--|----------------------------|
| <p><b>Notebook Checks</b></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><b>Cornell Notes</b></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><b>Test/Quizzes</b></p> |
| <p><b>In-Class Assignments</b></p>  | <p><b>Other Assignments</b></p>  | <p><b>Projects</b></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<br>WRITTEN AFTER<br>CLASS                    | NOTES   |
|   | TAKEN DURING CLASS LECTURE OR DURING TEXTBOOK READING |
|   |   |
|   |   |
| MAIN IDEAS  | • MAIN POINTS   |
|   | • PARAPHRASE  |
| VOCABULARY  | • BULLET POINTS                                       |
|   | • OUTLINES  |
|   | • CHARTS/DIAGRAMS                                     |
| QUESTIONS ANSWERED<br>BY NOTES                    |   |
|   |   |
|   |   |
| BRIEF SUMMARY OF NOTES HIGHLIGHTING<br>MAIN IDEAS |   |
| SUMMARY<br>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 | ✓ |
| Speaking for Myself                      | <p>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.</p> <p>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.</p> | 11/16/17 |   |
| World Religions Research                 |   |          |   |
| Judaism                                  | In Edmodo in the library, you will find a folder marked World Religion. Take notes on the PowerPoint for Judaism and complete the questions on the comparison of your classroom and Judaism.  | 11/7/17  |   |
| Christianity                             | In the World Religions folder, you will find the following materials: Christianity brochure, Analysis of the 10 Commandments, Mapping of Christianity and Christianity PowerPoint. Complete your analysis of the 10 commandments and the remaining questions and submit.  | 11/10/17 |   |
| Eastern Religions: Hinduism and Buddhism | Review the PowerPoint and take detailed Cornell Notes. After completing your notes, fill out the student research chart. You are allowed to use the internet for further research. Please save your completed Cornell Notes and your research chart as a pdf file and name it in the following format: Last Name, First Name- College- Name of Assignment.  | 11/17/17 |   |
| Islam                                    | <p>1) Read the article "A Muslim Letter to Christians." While reading, make note of unfamiliar details, facts and vocabulary in your Cornell Notes.</p> <p>2) Using the slideshow provided, take Cornell Notes on the Islam religion. Feel free to use your book or other sources for further research.</p>   | 11/27/17 |   |

|  |   |                 |  |
|--|---|-----------------|--|
| <p>Cornell Notes: A Muslim Letter (Bowie State Only)</p> | <p>1) Read the article "A Muslim Letter to Christians." While reading, make note of unfamiliar details, facts and vocabulary in your Cornell Notes.</p> | <p>11/29/17</p> |  |
|--|---|-----------------|--|