



School Year/Semester: 2021-2022

Course Name	World Studies	Course Code	45.007000
School Name	Henderson Middle School	Teacher Name	Brian Jones
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Course Description

This course is designed to teach that the world around us is a place of many different nations, cultures, religions, and ideas. World Studies is a meaningful, balanced presentation of physical and cultural geography of various regions of the world.

Curriculum Overview

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

CURRICULUM OVERVIEW	
<p>Unit – EUROPE</p> <p style="text-align: center;">Geographic Understandings</p> <p>Locate selected features and countries of Europe on a world or regional map; discuss major environmental issues in Europe, compare how the location, climate, and natural resources affect where people live and how they trade; describe cultural characteristics of Europe, such as religion, language, and literacy rates.</p> <p style="text-align: center;">Government/Civics Understandings</p> <p>Compare and contrast various forms of government; explain the structure of certain modern European governments; describe the purpose of the European Union and the relationship between member nations.</p> <p style="text-align: center;">Economic Understandings</p> <p>Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia; compare and contrast different types of trade barriers such as tariffs, quotas, and embargos; explain why international trade requires a system for exchanging currencies between nations; describe factors that influence economic growth and examine their presence or absence in Europe.</p> <p style="text-align: center;">Historical Understandings</p> <p>Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression; Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust; Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.</p>	
<p>Unit – CANADA</p> <p style="text-align: center;">Geographic Understandings</p> <p>Locate selected features and provinces or territories of Canada on a world or regional map; discuss major environmental issues in Canada, compare how the location, climate, and natural resources affect where people live and how they trade; describe cultural characteristics of Canada, such as multiculturalism; cultural mosaic; religion, language, and literacy rates.</p> <p style="text-align: center;">Government/Civics Understandings</p> <p>Compare and contrast various forms of government; explain the development and structure of the national Canadian government; explain the role of citizens in choosing the leader of Canada (parliamentary democracy).</p> <p style="text-align: center;">Economic Understandings</p> <p>Compare the basic types of economic systems found in Canada; compare and contrast different types of trade barriers; explain why international trade requires a system for exchanging currencies between nations; describe factors that influence economic growth and examine their presence or absence in Canada; discuss the impact of NAFTA on economic development of Canada.</p> <p style="text-align: center;">Historical Understandings</p> <p>Describe the impact of European contact on Canada; describe the influence of the French and the English on the language and religion of Canada; explain how Canada became an independent nation; analyze important contemporary issues in Canada, including Quebec's independence movement.</p>	
<p>Unit – LATIN AMERICA</p> <p style="text-align: center;">Geographic Understandings</p> <p>Locate selected features and countries of Latin America on a world or regional map; discuss major environmental issues in Latin America, compare how the location, climate, and natural resources affect where people live and how they trade;</p> <p style="text-align: center;">Government/Civics Understandings</p> <p>Compare and contrast various forms of government; explain the development and structure of the Latin American governments; Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)]; Describe the two predominant forms of democratic governments: parliamentary and presidential.</p> <p style="text-align: center;">Economic Understandings</p> <p>Compare the basic types of economic systems found in Latin American countries; compare and contrast different types of trade barriers; explain why international trade requires a system for exchanging currencies between nations; describe factors that influence economic growth and examine their presence or absence in Latin America; discuss the impact of NAFTA on economic development of Latin America.</p> <p style="text-align: center;">Historical Understandings</p> <p>Describe the influence of African slavery on the development of the Americas; Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America; Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States; Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.</p>	

Unit – AUSTRALIA	
Geographic Understandings	
Locate selected features and regions of Australia on a world or regional map; discuss major environmental issues in Australia, compare how the location, climate, and natural resources affect where people live and how they trade.	
Government/Civics Understandings	
Compare and contrast various forms of government; explain the development and structure of the national Australian government.	
Economic Understandings	
Compare the basic types of economic systems found in Australia; compare and contrast different types of trade barriers such as tariffs, quotas, and embargos; explain why international trade requires a system for exchanging currencies between nations; describe factors that influence economic growth and examine their presence or absence in Australia.	
Historical Understanding	
Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.	

BOARD-APPROVED INSTRUCTIONAL MATERIALS

Title	<u>myWorld Studies</u> ; published by Pearson- A class set of textbooks will be used in class. Parents may request a copy to be checked out for use.
ISBN	978-0-13-372669-5
Replacement Cost	~\$71.99
Online book and/or resources	https://www.successnetplus.com/
Online student access code (school specific)	N/A

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL		
Formative and Diagnostic Assessments – 0% Assessment Tasks (Skills & Homework) – 25% Classwork (Guided, Independent, and Group Practice) – 45% Quizzes, Tests, and Projects – 30%	A	90 – 100	~ P (pass)
	B	80 – 89	~ F (fail)
	C	71 – 79	
	D	70	
	F	Below 70	

Notes:

*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

DISTRICT EXPECTATIONS FOR SUCCESS	
STUDENT PROGRESS	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. See Board Policy IH.
ACADEMIC INTEGRITY	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.
HOMEWORK	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. See Board Policy IHB.

MAKE-UP WORK DUE TO ABSENCES	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. See Board Policy IHEA.
SCHOOL EXPECTATIONS FOR SUCCESS	
CLASSROOM EXPECTATIONS	<ul style="list-style-type: none"> • Be in class every day, on time, and ready to learn! • Be on task. • Bring your daily supplies and materials (listed below). • Be respectful of others and their property.
MATERIALS AND SUPPLIES	<ul style="list-style-type: none"> • Agenda • 1 binder with tab dividers and loose leaf paper • Pencil pouch • Color pencils, pens, pencil sharpener, scissors, and glue sticks
EXTRA HELP	A team parent will be needed to coordinate events throughout the year. Volunteers will also be needed for field trips planned throughout the school year.
PARENTS AS PARTNERS	The most successful child is an engaged one. Please have a daily conversation with your child about the lessons and topics from class. Be sure to ask about assignments and check their agendas. Please don't hesitate to contact me if you have any questions; email is the best way to reach me.

**Detach below and return to Mr. Jones in room 1015.
Please keep the rest of the syllabus to refer back to it with any questions.**

PLEASE SIGN BELOW.

I have read the syllabus.

Student Name _____

Student Signature _____

Parent/Guardian Signature _____

Date _____

Additional information to support continued contact:

Information	Parent/Guardian
Day Time Phone Number	
Cellular Phone Number	
Home Phone Number	
Email Address	