

7th Grade Individuals and Societies Course Syllabus 2020-2021

Course Description

In 7th grade Individuals and Societies we will explore the real world questions and issues that plague our past and present. We will debate, research, write, read, discuss and present about why our world is the way it is. More than just history and geography, we will investigate the importance of human rights, the origins of the world water crisis, why privilege can lead to inequality, and how we can be a force for powerful positive change. We will encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

7th Grade: Year at a Glance 2020-2021

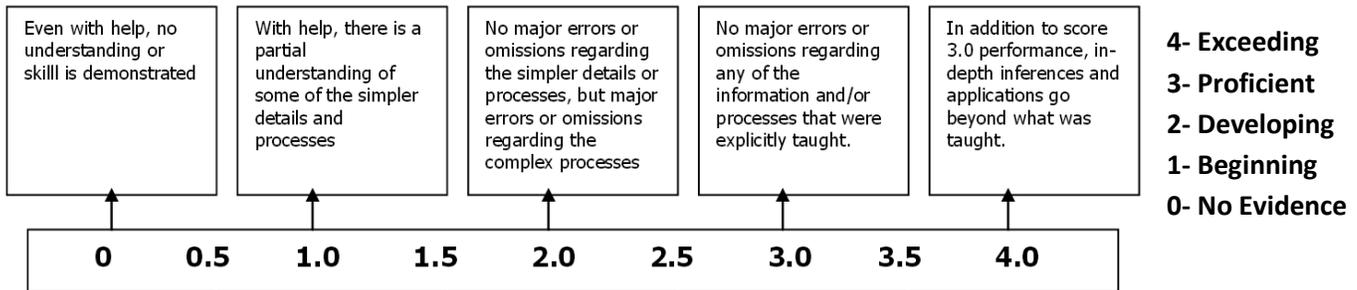
SEMESTER 1	Unit 1: Human Rights	Unit 2: Scarcity	Unit 3: Migration	Unit 4: Trade
Topic Scales to be reported in IC	Human Rights	Scarcity	Migration	Trade
<u>Reporting frequency of topic scores</u>	5 weeks	4 weeks	4 weeks	4 weeks
<i>Standards Addressed</i>	<i>15, 25</i>	<i>17, 18, & 23</i>	<i>21</i>	<i>19, 20</i>

SEMESTER 2	Unit 5: Standard of Living	Unit 6: Cultural Identity	Unit 7: Population	Unit 8: Habitat Preservation
Topic Scales to be reported in IC	Standard of Living	Cultural Identity	Population	Habitat Preservation
<u>Reporting frequency of topic scores</u>	5 weeks	4 weeks	4 weeks	4 weeks
<i>Standards Addressed</i>	<i>14, 18</i>	<i>13, 14</i>	<i>24, 26</i>	<i>15, 16, & 22</i>

Grading

Grading Policy/Assessment

Students will take district level benchmark tests and a variety of quizzes and tests in each unit. They will also have a variety of performance tasks, including speeches, informational and persuasive written pieces, narratives, and poems. Student scores will be entered in the assessment categories listed in Infinite Campus. We will be grading on a 4-point grading scale. A student’s score on specific grade-level standards, as well on the Citizenship and Employability Skills Rubric, will be reported as a 0, 1, 2, 3, or 4. The general scale is as follows:



Each score on the above scale represents a student’s level of understanding of a specific standard and will allow teachers to give targeted feedback to a student regarding progress to the next performance level. Letter grades will be calculated at the end of the semester.

IB Grading

MYP assigns four (4) criteria to each subject. Each teacher must assess each criterion two times per semester. Criteria based assessments are assessed using an MYP 8-point rubric. When more than one criterion is assessed in a task, there will be multiple grades. For example if an essay is assessed using Criteria A: Analyzing, B: Organizing C: Producing Text, and D: Using Language, then the teacher will input a separate score for each criterion, thus there will be four (4) grades for the essay.

The Assessment Criteria for all eight subject areas are listed below.

Subject Area	A	B	C	D
Language and Literature (formerly known as English Language Arts)	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition (formerly known as Foreign Language)	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Using Language

as World Language)				
Individuals and Societies (formerly known as history and/or social science)	Knowing and Understanding	Investigating	Communicating	Thinking Critically

Improving Your Grade

One of the cornerstones of Standard Referenced Grading is the idea that a student’s achievement of a level of mastery is more important than the timing of the learning. Receiving a “4” on an assessment is the same whether it was achieved on the first attempt or the fifth. However, there are a few stipulations that students must follow concerning retakes:

- Retakes are not offered for to improve scores
- Students will be given multiple opportunities to demonstrate their proficiency during the unit of study to show mastery of the standard.

Tests/required reading/projects:

For each major assignment, I will provide a timeframe, list of criteria, and district defined grading scale. If a student does not complete the test/reading/project in the established timeframe, then it is the student’s responsibility to finish their work outside of class.

Classroom Expectations

While the academic grade is comprised of only assessments taken in class there are several factors that make up a student’s Citizenship and Employability Grade. A student’s level of participation, work completion, behavior, and ability to work with peers and adults all figure into this assessment.

Digital Citizenship

A virtual classroom is a fun and exciting opportunity for students to learn, engage, communicate, and help develop life-long skills. The goal is to know how to act responsibly with the technology. Below you will find a list of classroom guidelines to follow.

A virtual classroom is a fun and exciting opportunity for students to learn, engage, communicate, and help develop life-long skills. The goal is to know how to act responsibly with the technology. Below you will find a list of classroom guidelines to follow.

1. Get all materials ready-Pencil, paper, workbook, charged computer, etc.
2. Choose an appropriate work environment free of distractions.
3. Choose school appropriate clothing and backgrounds.
4. Put your phone out of sight so are able to focus.

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5. Turn your camera on at all times and turn your mic off unless speaking.
6. During class keep your eyes on the teacher.
7. Avoid distracting behavior.
8. Only use the chat box when instructed.
9. Participate!
 - If you have an immediate question or comment, raise your hand or turn on your mic.
 - If your question is not so immediate, type it in the chat box.
10. You may log off when the teacher waves good-bye to you.

Classroom Norms

- BE RESPECTFUL to your classmates, teachers, and staff by using good manners. Basically, treat others the way you want to be treated. In return, others will respect you.
- BE RESPONSIBLE for your own learning by being prepared to learn. Take care of your personal belongings including any homework to be completed, start your assignments promptly, ask questions, and be an active class participant.
- BE KIND to others and caring towards your classmates and teachers.
- BE A WORKER by doing your best in every situation

Positive Engagement:

When working with adults and other students, each student practices the P[IB]S learner characteristics.

**Ready – Responsible – Respectful
Caring – Open-minded – Communicator – Knowledgeable – Principled – Inquirer –
Thinker – Balanced – Risk-taker – Reflective**

If persistent issues arise with any classroom expectation, I will contact parents/guardians to create a plan to ensure positive and effective classroom experience for all students.

Absences

Students are responsible for daily assignments that are posted on Canvas. It is the student's responsibility to check online for missed work or assignments.

Teaching Philosophy

Learning is messy and filled with mistakes and all out failures. My role is to challenge all students to take on failures and mistakes like a double-dog-dare. My job is to empower them to analyze and see a huge world from a variety of lenses so that they are driven into advocating for and empowering others. Then, my job is to step back and let students thrive, developing in them the skills and words with which to best enable them to succeed.

