

Luis P. Untalan Middle School

PreAP Social Studies 6th/ 7th/ 8th

Team Jaguars

www.preapjaguarsums.weebly.com

Instructor

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Prep Period

1st period Content

3rd period Team

Office hours

by appointment

Core Teachers

Arlene Castro

Science

Pamela DeVera

Language Arts

Faye Kaible

Reading

Bernie Gumataotao

Mathematics

Course Overview

Social Studies is integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. **The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.**

Overview 6th and 7th grade PreAP Curriculum

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The Pre-AP World History and Geography areas of focus are practices that students develop and leverage as they engage with content. These areas of focus are vertically aligned to the practices embedded in other history and geography courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career.

Overview 8th grade PreAP Curriculum

Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society

Pre-AP Social Studies Areas of Focus:

Evaluating evidence: Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources.

Explaining historical and geographic relationships: Students explain relationships among events and people by marshalling evidence for causation, comparison, and continuity and change over time.

Incorporating evidence: Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.

Themes

These ideas cut across all units of the course, offering students a broad way of thinking about the discipline: Humans and the Environment Governance Economic Systems Culture and Society

Three enduring ideas this social studies course is built around make it engaging and relevant:

History is an interrelated story of the world.

The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies, and cultures of humanity. These big ideas help students develop an organized and meaningful understanding of time and space.

History and geography are inherently dynamic.

As historians and geographers uncover new evidence, current assumptions are challenged, and previous arguments and narratives gain complexity, nuance, and context. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments.

Historians and geographers are investigators.

Learning in the PreAP Social Studies classroom is designed to be a disciplinary apprenticeship where students participate in the process of discovery. Students will play the role of historian and geographer by practicing the detective skills and using the tools of each field of study.

Models of Learning

Due to COVID-19 concerns GDOE implemented three models of learning (MOL).

1. **Online learning instruction** – this model of learning instruction and attendance is 100% online home learning. Students attend classes online and are required to have a computer or tablet, and reliable internet access. Access to a printer or scanner would be helpful.
 2. **Grab and Learn learning packets** – this model of learning instruction and attendance is for students who would like to do 100% distance learning but do not have the equipment to 100% online work. This would be home learning model supported by paper-based or hard copy based curriculum.
- Traditional Face-to-Face instruction** – this model of instruction and attendance will be for students who will be participating in a blended model of face-to-face and distance (home) learning. Due to safety and physical distancing considerations, the District School Readiness Task Force implemented Cohort A-B-C alternating schedules. This allows for 1/3 of students to attend classes every given day.
- Students are divided up into equally sized alphabetical cohorts (A, B, C)
 - Cohorts will alternate days for physical attendance on campus
 - On days students are not physically on campus, they will be given assignments, projects, or activities which they are expected to complete before they return back on campus.
 - Student are expected to become more independent learners and must take ownership with the completion of their work.

Student Expectations and Class Protocols

Expectations ALL Students

- Pre AP students should be able to work independently, work at a class pace, and be able to rigor of the course
- Students should expect additional demands on time, personal organization, and commitment.
- Students should display high levels of motivation, independence and organization.
- Pre AP students are role model students who should display exemplary citizenship on-line or face-to-face.
- Students will be expected to exercise proper online etiquette and follow all rules relative to using the internet and internet resources.
- Students are highly encouraged to be ready to learn with a writing tool, notebook, homework, handouts and other content specific activities

FACE(2)FACE PROTOCOL

1. Wear a face mask **AT ALL TIMES** in the classroom, students may step outside for mask breaks, and must be granted by teacher
2. Maintain social distancing of 6 feet at all times in the classroom, hallways, restrooms, and offices
3. All documents for signature – *excuse notes, field trip forms, hall passes, athletic contracts, monitoring forms, etc.*, are to be placed on teacher desk prior to the start of class instruction

ENTERING AND EXITING CLASSROOM

1. Enter classroom **QUIETLY** and **QUICKLY**, maintaining social distancing protocols
2. Upon entering classroom, sanitize hands, equipment and work area. Keep work area neat at all times.
3. During class time always remain in your seat.
4. Obtain a **PASS** before leaving classroom at any time.
5. Log out before leaving the class and log in when you return
6. No eating, drinking, or chewing gum in class
7. **DEMONSTRATE** respectful and responsible behaviors at all times
8. Use appropriate vocabulary - No vulgar language.
9. Electronics can be used with teachers permission

ONLINE PROTOCOL

- Do not use vulgar or obscene language when communicating
- Dress appropriately for class sessions
- Observe all etiquette rules for using the internet and internet resources
- Be present visible and audible at all assigned sessions
- Check your assignment sources on a regular bases
- Submit all work electronically where assigned

Homework policy and extension activities

All students are expected to complete homework and extension activities before next scheduled class meeting. All assignments will be posted on Google Classroom. This will enable student to retain information and provide feedback from what they have learned. This also enable students to bridge current learning to prior learning.

Assessment and Projects

Students will be given assessment and projects to measure retention of specific skills. Student will be given time to review and prepare for all assessment and projects. Teacher has the discretion to give pop quizzes and exit tickets to ensure retention of content.

Parents and students, please **read the syllabus thoroughly** to familiarize yourselves with the expectations for this course.

Parents, the completion of this form and your signature indicates you have read and understand the contents. If you have any questions about the requirements, please email me your concerns.

_____	_____	_____	_____	_____	_____
Student Name	date	Parent Name	date	Parent's signature	date



Approved:

Agnes A. Guerrero, Principal

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Priority Standards, Skills, or Topics 6th grade World History

Quarter	Focus	Description
1 st Quarter	Early man and his adaption to his Environment. Paleolithic, Neolithic, through the Bronze age.	6.2.6 Identify the early development of humankind from the Paleolithic Era to the agricultural revolution based on hunter gatherer societies' environments, characteristics including their use of tools and fire, and technological and social advancement that gave rise to stable communities
2 nd Quarter	River valley civilizations, with emphasis on Mesopotamia and Ancient Egypt.	6.2.7 Describe ancient river valley civilizations from Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians with emphasis on each civilization's 1) time and place, 2) development of social, political, and economic patterns, including slavery, 3) development of religious traditions, 4) the origins, beliefs, traditions, customs, and spread of Judaism; and 5) the development of language and writing.
3 rd Quarter	River valley civilizations continued, with emphasis on Ancient India and Ancient China	6.2.7 Describe ancient river valley civilizations from Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians with emphasis on each civilization's 1) time and place, 2) development of social, political, and economic patterns, including slavery, 3) development of religious traditions, 4) the origins, beliefs, traditions, customs, and spread of Judaism; and 5) the development of language and writing.
4 th Quarter	Focus on Ancient Greece and its impact to the Western world.	6.2.9 Discuss how ancient Greece influenced Western Civilization based on 1) mythology and religion, 2) the social structure and role of slavery, 3) the significance of citizenship and the development of democracy, 3) the significance of the Persian and Peloponnesian wars, 4) life in Athens during the Golden Age of Pericles, 5) contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle, and 6) the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

Priority Standards, Skills, or Topics 7th grade World Geography

Quarter	Focus	Description
1 st Quarter	Map Skills (Parts/Types of Map, Globe Lines, Continents and Oceans, Landforms and Water Features), 5 Themes of Geography	7.3.1 Interpret maps, globes, satellite images, photographs, or diagrams using the following: <ul style="list-style-type: none"> • Geographical information about the world's countries, cities, and environments • The concepts of location, scale, map projection, or orientation • Mental maps of world regions • Political, physical, and thematic maps
2 nd Quarter	8 Traits of Culture	7.2.3 Describe characteristics of selected contemporary societies that resulted from historical events or factors, such as invasion, conquests, colonization, immigration, and trade.
3 rd Quarter	Types of Government	7.4.1 Compare how governments function in selected world societies.
4 th Quarter	Types of Economies	7.5.3 Explain the impact of scarcity on international trade and economic interdependence among societies.

Week	Subject
Week 1	Enter subject
Week 2	Enter subject
Week 3	Enter subject
Week 4	Enter subject