Course Overview:
Seventh grade Geography students should be able to:
- Seek out and evaluate multiple historical sources (both primary and secondary) with different points of view to investigate a historical question and to formulate and defend a thesis with evidence.
- Analyze the historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and compare and contrast their relationships with one another.
- Use and manipulate geographic tools to gather data and make geographic inferences and predictions. With that should come the understanding that regions have different issues and perspectives.
- Distinguish elements of continuity and change in the United States government and how the role of its citizens over time has changed and evolved.
- Understand the place and uses of law within a constitutional system.
- Understand how supply and demand influence price and profit in a market economy and begin their understanding of managing personal credit and debt.

Additionally, MYP students should master the key Individuals and Societies concepts of Change; Time, Place, & Space; Global Interactions; and Systems.

While in the course of the study of Geography, MYP students are expected to strive to be Open-Minded, Balanced, Knowledgeable, Communicators, Reflective, Principled, Risk-Takers, Inquirers, Thinkers, and Caring. These 10 traits make up the MYP Learner Profile.

Major Topics of Learning: In accordance with the Adams 12 Five Star Schools Curriculum Framework, the following content will be covered in this class:

<table>
<thead>
<tr>
<th>Basic Geography Review</th>
<th>Geography of Human Settlement and Cultural Development</th>
<th>Foundations and Legacy</th>
<th>Trade and Cooperation</th>
<th>The Middle Ages</th>
<th>Middle Ages in Asia</th>
<th>World Trade and Expansion</th>
<th>Modern Globalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh Grade Social Studies Year at a Glance</td>
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</tbody>
</table>

Seventh grade social studies is the study and analysis of history, geography, economics and civics of the Eastern Hemisphere. Students should be able to interpret and evaluate a variety of perspectives, to construct own understanding using the tools of historians, geographers, economists and citizens.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Geography of Human Settlement and Cultural Development</th>
<th>Foundations and Legacy</th>
<th>Trade and Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Statement</td>
<td>A study of human settlement through the analysis of geographic and cultural patterns in Egypt and Mesopotamia.</td>
<td>A study of the role of citizens and government in the ancient world (Greece, Rome, and China) and their lasting contributions.</td>
<td>A study of how trade leads to cultural exchange: including the Silk Road and the Great Zimbabwe.</td>
</tr>
<tr>
<td>Unit</td>
<td>Middle Ages</td>
<td>Middle Ages in Asia</td>
<td>World Trade &amp; Expansion</td>
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<tr>
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</tr>
<tr>
<td>Summary Statement</td>
<td>A study of how societies respond to civilizations collapse through Feudalism and the Crusades</td>
<td>A study of how societies respond to geographic changes in Japan and on the Steppe.</td>
<td>A study of how trade and exchange is rooted in an imbalance of power including a brief look at the results of Imperialism.</td>
</tr>
</tbody>
</table>

**MYP**

**MYP Individuals and Societies Aims**
- Appreciate human and environmental commonalities and diversity
- Understand the interactions and interdependence of individuals, societies and the environment
- Understand how both environmental and human systems operate and evolve
- Identify and develop concern for the well-being of human communities and the natural environment
- Act as responsible citizens of local and global communities
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies, and the environments in which they live

**MYP Individuals and Societies Objectives**

A – Knowing and Understanding –
- Use terminology in context
- Demonstrate knowledge and understanding of subject-specific content and concepts

B – Investigating –
- Formulate a clear and focused research question
- Follow an action plan to investigate a research question
- Use research methods to collect and record relevant information
- Evaluate the process and results of the investigation

C – Communicating –
- Communicate information and ideas using an appropriate style for the audience and purpose
- Structure information and ideas in a way that is appropriate to the specified format
- Document sources of information appropriately

D – Thinking Critically –
- Discuss concepts, issues, models, visual representations, and theories
- Synthesize information to make valid arguments
- Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- Interpret different perspectives and their limitations
# 7th Grade Social Studies

## Colorado State Academic Standards

| **History** | 1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence  
2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another |
| --- | --- |
| **Geography** | 1. Use geographic tools to gather data and make geographic inferences and predictions  
2. Regions have different issues and perspectives |
| **Economics** | 1. Supply and demand influence price and profit in a market economy  
2. Manage personal credit and debt (PFL) |
| **Civics** | 1. The different forms of government and international organizations and their influence in the world community  
2. Compare how various nations define the rights, responsibilities and roles of citizens |
### Criterion A—Knowing and Understanding

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Year 3 assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2 Does Not Meet the Standard | The student:  
  - Makes a limited attempt to use some relevant terminology.  
  - Demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples. |
| 3 Approaching the Standard | The student:  
  - Uses some humanities terminology appropriately.  
  - Demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples. |
| 4 Meets the Minimum Standards | The student:  
  - Uses relevant humanities terminology accurately.  
  - Demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 5–6 Meets the Standard | The student:  
  - Uses a range of humanities terminology accurately and appropriately.  
  - Demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples. |
| 7–8 Exceeds the Standard | The student:  
  - Formulates a very general research question.  
  - Makes a limited attempt to follow an action plan to investigate a question.  
  - Collects and records limited information, not always in line with the research question.  
  - Makes a limited attempt to address the research question. |
| 3 Approaching the Standard | The student:  
  - Formulates an adequate research question.  
  - Partially follows an action plan to investigate a research question.  
  - Uses a method or methods to collect and record some information in line with the research question.  
  - Partially addresses the research question. |
| 4 Meets the Minimum Standards | The student:  
  - Uses relevant humanities terminology accurately.  
  - Demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 5–6 Meets the Standard | The student:  
  - Formulates a clear research question.  
  - Satisfactorily follows an action plan to investigate a research question.  
  - Uses methods to collect and record appropriate information in line with the research question.  
  - Satisfactorily addresses the research question. |
| 7–8 Exceeds the Standard | The student:  
  - Formulates a clear and focused research question.  
  - Follows an action plan effectively to investigate a research question.  
  - Uses methods accurately to collect and record appropriate and varied information in line with the research question.  
  - Effectively addresses the research question. |

### Criterion B—Investigating

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Year 2 assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2 Does Not Meet the Standard | The student:  
  - Formulates a very general research question.  
  - Makes a limited attempt to follow an action plan to investigate a question.  
  - Collects and records limited information, not always in line with the research question.  
  - Makes a limited attempt to address the research question. |
| 3 Approaching the Standard | The student:  
  - Formulates an adequate research question.  
  - Partially follows an action plan to investigate a research question.  
  - Uses a method or methods to collect and record some information in line with the research question.  
  - Partially addresses the research question. |
| 4 Meets the Minimum Standards | The student:  
  - Uses relevant humanities terminology accurately.  
  - Demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 5–6 Meets the Standard | The student:  
  - Formulates a clear research question.  
  - Satisfactorily follows an action plan to investigate a research question.  
  - Uses methods to collect and record appropriate information in line with the research question.  
  - Satisfactorily addresses the research question. |
| 7–8 Exceeds the Standard | The student:  
  - Formulates a clear and focused research question.  
  - Follows an action plan effectively to investigate a research question.  
  - Uses methods accurately to collect and record appropriate and varied information in line with the research question.  
  - Effectively addresses the research question. |
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Year 3 assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
|                   | - Tries in a limited way to communicate information and ideas in a style that is appropriate to the audience and purpose.  
|                   | - Tries in a limited way to structure information according to the task instructions.  
|                   | - Tries in a limited way to create a list of sources of information. |
| 3                 | The student:  
|                   | - Communicates information and ideas in a style that is sometimes appropriate to the audience and purpose.  
|                   | - Structures information sometimes according to the task instructions.  
|                   | - Creates a list of sources of information sometimes according to the task instructions. |
| 4                 | The student:  
|                   | - Communicates information and ideas in a style that is often appropriate to the audience and purpose.  
|                   | - Structures information often according to the task instructions.  
|                   | - Creates a list of sources of information often according to the task instructions. |
| 5–6               | The student:  
|                   | - Communicates information and ideas in a style that is often appropriate to the audience and purpose.  
|                   | - Structures information often according to the task instructions.  
|                   | - Creates a list of sources of information often according to the task instructions. |
| 7–8               | The student:  
|                   | - Communicates information and ideas in a style that is completely appropriate to the audience and purpose.  
|                   | - Structures information and ideas completely according to the task instructions.  
|                   | - Creates a list of sources of information according to the task instructions. |

**Criterion D—Thinking Critically**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
|                   | - Makes a limited attempt to analyze concepts, events, issues, models or arguments.  
|                   | - Recognizes the origin and purpose of some sources as well as some values and limitations of sources.  
|                   | - Identifies different perspectives  
|                   | - Makes connections between information in a limited attempt to make simple arguments. |
| 3                 | The student:  
|                   | - Completes a simple analysis of concepts, events, issues, models or arguments.  
|                   | - Describes sources in terms of origin and purpose, recognizing values and limitations.  
|                   | - Identifies different perspectives and suggests some of their implications.  
|                   | - Makes connections between information to make simple arguments. |
| 4                 | The student:  
|                   | - Completes a satisfactory analysis of concepts, events, issues, models or arguments.  
|                   | - Satisfactorily demonstrates an ability to analyze and evaluate sources in terms of origin and purpose, recognizing values and limitations.  
|                   | - Recognizes different perspectives and their implications.  
|                   | - Makes connections between information to make valid arguments. |
| 5–6               | The student:  
|                   | - Completes a detailed analysis of concepts, events, issues, models or arguments.  
|                   | - Effectively analyzes and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations.  
|                   | - Clearly recognizes a range of different perspectives and their implications.  
|                   | - Makes connections between information to make valid, well supported arguments. |
Grading

- This course assesses on 4 (four) criteria. The criteria are Knowing and Understanding, Investigating, Communicating, and Thinking Critically, and the rubric achievement levels are based on a 1-8 scale, with 8 being the highest level of achievement (see the rubric on the page above).
- I will grade all assessments with rubrics.
- At the end of the year, I will issue a Final MYP Mark. This mark is calculated by adding the four final scores from all criteria and assessed through the Final Mark Rubric. The Final MYP Mark will be on a 1-7 scale, with 7 being the highest score.
- Missing scores for a student who has failed to attempt an assessment will become part of the overall demonstration of knowledge that I will consider for an MYP Final Mark.
- Students may re-take non-proficient (below a score of 4) assessments for a limited and reasonable amount of time (7 class days beyond posted grade), but the opportunity to re-test may be dependent on the completion of classwork and attendance at one or more study sessions.
- Note that ALL group projects will be represented by an individual grade for each student.
- Assessments and grading standards are applied consistently to students of similarly demonstrated ability.
- Assessments are based solely on demonstrated student progress and achievement of reasonable and clear standards.
- Students are encouraged to be engaged and motivated in the completion of their assignments.

Homework Policy

- The purpose of homework is to practice skills, elaborate on topics introduced in class, and prepare for upcoming topics of study.
- Teachers post topics for daily study and assigned work on the board. Students are expected to copy classwork and homework assignments into their agendas daily.
- Each student should expect approximately 10 minutes of homework per grade level; 7th graders should have about 70 minutes per night. There may be additional homework (practice) if your student is learning an instrument or foreign language.
- Students should be expected to work on homework every weekday evening. Work on long-term assignments, study for future assessments and quizzes, and review of daily notes and lessons should be included as homework practice.

Late Work Policy

- When an absence is excused, students shall be given a period of at least the same number of days they were absent plus one additional day to make up missed assignments. This make up period begins the next school day following the absence. (Superintendent Policy 2.3.2) **It is very important that students should confirm due dates with their teachers upon their return to school.**
- For student work to increase learning and serve as an opportunity to show what students have mastered, it is essential that assignments be submitted in a timely manner. It is also our goal to teach students the importance of effective time management when meeting deadlines.
Assessment Policy

- Assessments and grading standards are applied consistently to students of similarly demonstrated ability.
- Assessments are based solely on demonstrated student progress and achievement of reasonable and clear standards/criteria.
- Students are encouraged to be engaged and motivated in the completion of their assignments.
- In accordance with CMS’s Assessment policy Zero gravity students must demonstrate growth through evidence that all homework has been completed and that completion of such homework demonstrates knowledge of the material.
- Alternative assessments may be given if a student does not submit a project or performance based assessment on-time on an individual basis per student and teacher agreement. Any alternative assessment will be of equal or greater rigor.
  - Reassessments must be completed within ONE week of the original posted date in IC.
  - Students are expected to conference with the teacher that they are requesting a reassessment; fill out the appropriate reassessment form before Wednesday of the week, study before they complete the reassessment during Colorado Hour.
  - No work, except current work, will be accepted by a Colorado Core teacher two weeks prior to the end of the semester as well as the end of the year.

Communication

- Communication between parent/guardians and teachers is a vital component in your student’s education. Please check your student’s agenda each day to find a list of topics and assignments from each class. You may occasionally receive comments from us in the agenda, and you are welcome to use this as a communication tool as well. In addition, be sure to visit our website (www.century.adams12.org) to track daily homework and long-term project assignments.
- To track your student’s academic achievement, you may access the parent portal through our website (www.century.adams12.org). If you have not already done so, contact the registrar to set up your family’s login information at 720-972-5240.
- The best way to reach me is by email. Teachers are not available to take telephone calls during the day, but feel free to leave voice mail messages. You can expect a response to voicemail or email within 24 hours.
- Please schedule an appointment if you would like to meet with a teacher or core team. Making arrangements ahead of time will ensure that we are able to devote our time and full attention to you.

Student Expectations:

- Treat every individual in class with respect, even if at times you do not agree with him/her.
- Come to class with all materials required and participate fully.
- The most important thing any student can do in class is to ask questions. Asking questions will enhance student learning because the student is actively connecting old information with new information.
- Refrain from any activity which interferes with your learning or the learning of your peers.

Tardy Policy

- All students need to come to class prepared, polite, and positive. Students must be in their seats and writing in their agenda/planner or working on the warm-up activity at the time the bell rings. Students walking or running to their assigned seat, talking with other students or retrieving make-up work or supplies when the bell rings will be recorded as tardy in the school attendance program.
• Unexcused tardies of 5 minutes or more will warrant an immediate phone call home, assigned detention and notification to counseling and administrator of the situation.

**Academic Honesty**

• All students are expected and required to honestly demonstrate her/his best work on every assignment
• Students should never use another student’s assignment to copy any work that will be graded. This includes everything from daily classwork to summative assessments.
• Students should **never** “copy & paste” information from any online or printed source and claim it as his/her own work or thought.
• Consequences for dishonest academic work will include parent and administrator contact, as well as academic and grading penalties, up to and including zero credit for the work in question.