

8th Grade World Geography

It's ALL Connected!

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2009-2010

Please review this with your family and return the WHOLE packet with a signature.

Course Overview:

Eighth grade Social Studies is comprised of two courses. For the first semester, we will study World Geography. Second semester the course becomes Washington State History (more information on Washington State History will be given out at the end of first semester). During the World Geography class, we will be studying three major regions: Asia, Africa, and Central and South America. For each region of study we will focus on learning more about the physical geography, peoples, cultures and histories of many diverse countries. In addition to these topics, each region will serve as a case study of one major global issue. For example, in our first unit on Asia, will focus on the world food crisis and how it is affecting the people of Asia.

This course will be inquiry based, meaning that we will draw from the students' background knowledge and create meaningful questions to explore in depth. For each topic we study we will ask a series of essential questions. Essential questions help us to focus on important topics and deepen our level of understanding. Students are also encouraged to follow their natural curiosity and choose topics of their own interest in each region we study.

Samples of Essential Questions:

How can we become global citizens?

How are geography and culture related?

What connections can we identify between conflict and food security?

During the year students will set performance goals and work toward mastery of these skills:

- Building vocabulary through reading
- Reading and comprehending informational texts
- Writing properly structured paragraphs and essays for a variety of purposes
- Comparing and contrasting information between and within texts
- Making inferences or predictions based on the reading
- Understanding main idea and supporting details
- Summarizing with evidence from the reading
- Distinguishing between fact and opinion
- Understand global issues
- Interpreting primary sources
- Forming an opinion and finding evidence to support it

Eighth Grade Service Learning Project:

Each year Aki students complete the 8th grade project. This project is focused on service learning, which means that students have the opportunity to learn more about a community issue through in-depth research and by working with a community organization. This year our eighth grade service learning project has changed quite a bit. Students will still focus on identifying and researching a community issue that they would like to work on. Each student will research, complete service hours, keep a service journal and present their work on the topic of their choice. However, we will begin by completing the first four to six hours of service on a common topic and by doing service projects from our classroom. Once we have a common understanding of what service is and the types of service we can do, students will form teams to identify, investigate and take action on community issues.

Grading Policy (In percentages)

100-90=A, 89-80=B, 79-70=C, 69-60=D, Below 60=E

Classwork: 30%

Homework: 15%

Service Learning Project: 20%

Other Projects and Performances: 15%

Participation: 10%

Test and Quizzes: 10%

Late and Make-up Work Policy:

- Late work will be accepted in the event of an excused absence
- All other late work will receive a reduction in credit
- It is the student's responsibility to contact me for help when they have been absent or have any make-up work.

Homework:

- Homework will be assigned several times a week
- For projects students will need to complete research on their own time (trips to the public library may be necessary)

World Geography Supplies List:

- One three ring binder specifically for World Geography
- One set of dividers
- Colored pencils or markers
- Blue or black ink pen
- Pencils
- Pencil sharpener

**2009-10 Overview Mapping for Social Studies Grade 8
World Geography & Washington State History**

September - 3 wks	February – 3 wks
<p><i>Content:</i> Eurasia-physical geography, culture, history; case study on global issue (food insecurity)</p> <p><i>Literacy Focus:</i> Rdg-monitoring comprehension, text features, signal words; Wtg-expository writing for social studies (letter writing)</p> <p><i>Service Learning:</i> Introduction and in class service</p>	<p><i>Content:</i> WSH-native history, exploration & fur trade, settlement, treaties</p> <p><i>Literacy Focus:</i> : summarizing & finding the gist; Wtg-conclusions & sources for research paper</p> <p><i>Service Learning:</i> Internship</p>
October – 4 wks	March – 4 wks
<p><i>Content:</i> Complete Eurasia unit; Africa-physical geography, culture, history; case study on global issue (conflict and human rights)</p> <p><i>Literacy Focus:</i> Rdg-inferring meaning of words thru context clues & of conclusions from evidence; Wtg- persuasive essay for social studies</p> <p><i>Service Learning:</i> In class service projects.</p>	<p><i>Content:</i> WSH-statehood, constitution & govern; migration, immigration & culture; SS Project-ongoing</p> <p><i>Literacy Focus:</i> Rdg-synthesizing thru re-reading and re-thinking; Wtg- constructing responses for WASL</p> <p><i>Service Learning:</i> Designing Solutions</p>
November – 3.5 wks	April – 4 wks
<p><i>Content:</i> Complete Africa unit; South & Central America- physical geography, culture, history; case study on global issue (democracy and women’s rights)</p> <p><i>Literacy Focus:</i> Rdg-wondering about text to understand big ideas; Wtg-observation, cause & effect</p> <p><i>Service Learning:</i> Identify and investigate community issues. Form teams and complete pre-search.</p>	<p><i>Content:</i> WSH-WWII & Japanese internment; SS Project-ongoing</p> <p><i>Literacy Focus:</i> Rdg-summarizing that extends thinking; Wtg-constructing responses for WASL</p> <p><i>Service Learning:</i> Creating an Action/ Taking Action</p>
December – 2.5 wks	May – 4 wks
<p><i>Content:</i> Complete South & Central America unit</p> <p><i>Literacy Focus:</i> Rdg-targeting key info, determining what to remember; Wtg-comparisons</p> <p><i>Service Learning:</i> Planning and Preparation</p>	<p><i>Content:</i> WSH-WWI to present; SS Project-presentations</p> <p><i>Literacy Focus:</i> Rdg-oral fluency for presentations; Wtg-close editing for public presentation</p> <p><i>Service Learning:</i> Final Celebrations</p>
January – 3.5 wks	June – 3 wks
<p><i>Content:</i> Complete World Geography final project</p> <p><i>Literacy Focus:</i> Rdg-summarizing & paraphrasing; Wtg-reasoning & data analysis in research paper</p> <p><i>Service Learning:</i> Internship</p>	<p><i>Content:</i> WSH-contemporary economic & social issues</p> <p><i>Literacy Focus:</i></p>

This is general yearlong overview of each of the phases of the project. Students will be given detailed instructions and handouts for each phase as needed. A breakdown of assignments by each phase of the project can be found in the Student Assignment chart.

Note: There will be overlap between the assignments for 2nd/3rd quarters and 3rd/4th quarters.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
<p>Introduction to Service Learning:</p> <p>Students inquire about what service learning means and how/why we do it</p> <p>Students review the year long project</p> <p>Students practice by do in class service projects based on current unit of study</p>	<p>Investigation Phase:</p> <p>Students identify relevant issues in our immediate community</p> <p>Students choose three topics to focus on per class</p> <p>Students form teams of 8-12</p> <p>Each team will create a hypothesis and investigate their chosen issue</p> <p>Teams will use research, interviews, and personal experiences to define the issue and to quantify the issue</p>	<p>Preparation and Planning Phase:</p> <p>Teams identify who the stakeholders are in this issue (city officials, community members, community organizations)</p> <p>Teams will make contact with relevant city officials, community organizations, and plan for internships</p> <p>Internship Phase:</p> <p>Teams create questions to be answered during internships</p> <p>Individual students complete 12-15 hours of internship, working with one of the stakeholders to gain a deeper understanding of the issue and what is currently being done</p>	<p>Design a Solution and Take Action Phases:</p> <p>Using the initial research, interviews, and information gathered during internships, teams design a solution to the issue</p> <p>Teams will use their solution to create an action that they and others can take to effect change on their issue</p>