



Immersion Chinese Gr.6 & Gr. 7 Social Studies Syllabus

Ms. Adrienne Bee Room 220

Sept. 4, 2008

Dear Parents and Guardians,

Welcome to the new school year! I hope you had a wonderful and relaxing summer!

For those new families who do not already know who I am, my name is Adrienne Bee.

This is my fifth year teaching at Hosford Middle School. I am the Social Studies teacher, as well as teacher for Mandarin Chinese elective classes.

I would like to take this opportunity to introduce myself, the program goals and expectations to all of you.

I am a graduate of OSU with a BS and a MA degree in Health Education and Foreign Languages. I also hold a certificate to teach Mandarin Chinese from National Taiwan University. Shortly after college, I resumed my teaching career in a private international school in Taiwan, and have taught there for 12 years. During the last two years there, I served as the Associate Principal. I left Taiwan after 12 years of service and came back to Portland Oregon in 2005. I love teaching at Hosford, and look forward to creating another fruitful year with your child in the year to come!

I believe very strongly in incorporating content and language goals, study skills, cooperative learning activities and reading strategies into my daily lesson plans. It is also my belief that it's just as important to teach students how to learn, as it is to teach the academic content of the course. It is my goal to make the course an interesting and enlightening experience for all my students.

COURSE DESCRIPTION:

In *World Geography / World History*, we will use a variety of teaching techniques to provide your child with opportunities for applying skills and factual knowledge. This year, for the Chinese text, we will be using a translated version on *Historical Overviews* by Michael Maxwell 2004. It is composed of 6 units. Topics of the units are as follows:

HISTORICAL OVERVIEW

Unit 1: *Geography Skills, Introduction to Archeology*

Unit 2: *Origins of the earth and humans: The Stage and the actors.*

Unit 3: *Ancient Mesopotamia and Egypt: Civilization is born.*

Unit 4: *Ancient India and China: Civilization spreads east.*

Unit 5: *Ancient Greece and Rome: Civilization spreads west*

Unit 6: *The Early Middle-Ages, 500 AD to 1000 AD*

Unit 7: *The Late Middle-Ages, 1000 to 1500 AD*

Unit 8: *Ancient Maya, Inca and Aztec.*

Students will also be using the textbook *History Alive!* in class as supplementary reading. Grade 6 class will focus mainly on Units 1-4 and Grade 7 will continue to explore Units 5-8.

I will send home handouts throughout the year as we cover different topics in each unit. For supplementary readings in class, we will use the TCI *History Alive* text. The textbook may be checked out should the student need additional time at home to complete the in-class reading assignment. Students need to return the text book by the due date and are responsible for replacement costs if it is lost or damaged.

CONTENT AND TOPICS:



Geography skills: oceans, continents, equator, prime meridian, latitude/longitude, cardinal/intermediate directions, and geographic landforms

- Timelines: Personal and historical
- Current Events: discussions, videos and newspapers
- Early civilizations and the development of culture: early people and their migration, agriculture, specialization, artifacts, and the study of archeology



Ancient Mesopotamia: Tigris/Euphrates Rivers, landforms, major cities, Judaism, Code of Hammurabi, government, daily life, cuneiform, military, trade/transportation, art/architecture, legacies and the current conflicts in the Middle East that relate to ancient history



Ancient Egypt: Nile River, landforms, major cities, government, pharaohs, daily life, religion, trade/transportation, tombs/temples, hieroglyphics, pyramids, role of women, mummification, military, art/architecture, and legacies



Ancient India: Indus River, major cities, landforms, Buddhism, Hinduism, government, daily life, trade/transportation, art, and legacies.



Ancient China: Huang River, major cities, landforms, Great Wall of China, dynasties, role of the family, Confucius, trade/transportation, Taoism, Buddhism, art, and legacies



Ancient Greece: Aegean world, major cities, landforms, writing, democracy, military, Alexander the Great, architecture, philosophy, religion, daily life, role of women, trade/transportation, Olympics, and legacies



Ancient Rome: Italian Peninsula, major cities, landforms, republic, dictator, military, Caesar, Christianity, trade/transportation, role of women, daily life, art/architecture, and legacies



Ancient Maya, Inca, and Aztec: Mexico and Peru, major cities, landforms, religion, art/architecture, government, trade/transportation, writing, and legacies

Grading

Scale

6 = 100%- 93%

5 = 92 - 83%

4 = 82 - 73%

3 = 72 - 63%

2 = 62 - 50%

1 = Below 50%

Grades will be determined according to the following breakdown:

30% Class work

30% Quizzes/Tests

30% Projects

10% Note book/Binder

Student Supplies

Each student needs the following supplies in order to be successful in class:

* Pencils

* Post it Sticky pads

* highlight marker

*notebook

* ruler

* pair of scissors

*manual pencil sharpener

Please have supplies with you

no later than...Monday, September 14th!

Hosford Student Planner

Students are to record their homework in the appropriate section of their Student Planner for each class. Some form of communication from the teacher will come home in this Planner. It is the student's responsibility to share this communication with his/her parent.

Study Buddies

Students will need to record the phone numbers of at least two other students in this class to call for assignments when they are absent, have lost the assignment, or have questions about what to do.

Absent/Make-up Work

When a student has been absent, it is his/her responsibility to get the homework and in-class assignments from the teacher. Make up work (due to excused absences) must be completed in the equal number of days in which the student was out, in order to obtain full credit. If a student has an illness or injury which will keep him/her out of school for several days, then a friend, sibling, or parent may pick up the work. Parents may call to request homework to be sent to the office for pickup.

Late Work

The use of pink-slip technique (the actual copy is pink) is served to give students an opportunity to explain why they did not, or chose not to do their homework. All the pink slips that you signed will be kept in the teacher's file to be used as evidence of your responsibility as a student. Parents will be contacted if I have more than five in my record. Students who do not generate pink slips will get a prize* at the end of the month. (*to be determined in class)

Date: _____
Printed Name: _____
Class Section: _____

You've been Pink-Slipped!

Completing your homework or assignment is your responsibility as a student

Missing Assignment -----

- I did the assigned homework, but I did not bring it to class
- I chose not to do my homework. (Please explain reason)
- I forgot to do my homework.
- I did not have the appropriate materials at home.
- Other—please explain reason:

It is the student's responsibility to come to class every day prepared to work. This includes having all of the required supplies, being seated with his/her Planner and class materials on the desk when the bell rings, and by being respectful by following directions and giving his/her best effort.

Contact Info:

If you should have any questions, please don't hesitate to contact me. My phone number is 503-916-5640. My e-mail address is abee@pps.k12.or.us

MANY THANKS FOR ALL OF YOUR SUPPORT. WE LOOK FORWARD TO A GREAT YEAR!

Sincerely,
Adrienne Bee

