



Mrs. Oh (Room E3)  
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Office Hours: Meeting available by appointment

## **9th-Grade Social Institutions Syllabus 2017-2018**

We must welcome the future, remembering that soon it will be the past; and we must respect the past, remembering that it was once all that was humanly possible.

—George Santayana, philosopher

Preservation of one's own culture does not require contempt or disrespect for other cultures.

—Cesar Chavez, activist

### **INTRODUCTION**

Welcome to Social Institutions! This course surveys the world cultures of Australia, Mexico, South Africa, and China by examining their geography and history. You will gain an understanding of how geography played a role in shaping the histories of each of these countries and their development of social, political, and economic institutions. Our goal throughout the year is to critically think about the past to make more responsible choices and connections to the present.

This course will focus on two major elements of academic development:

#### **I. HISTORY**

- To introduce students, the way some areas of the world developed into industrialized societies while others maintained a lifestyle adaptive to their environments.
- To gain a better insight on the different world cultures and the impact of their interactions with one another in our global world.
- To recognize the complexity of globalization.

#### **II. MAPS AND GEOGRAPHY**

- To understand how to use and interpret maps.
- To recognize the impact of geography on the development of societies.

During this year, you will be introduced to the basic definition of culture and geography and how these elements have shaped the way we view the world, others, and ourselves. We will also begin examining the complexity of human evolution: one of complete dependence on the land and interdependence of all things, to increasing control over land to global interdependence of humans and nature if we are to survive.

## **POLICES AND PROCEDURES**

Procedures are a part of life. The reason we have procedures in life is so that people can function efficiently in society. Likewise, there are procedures in this classroom to help ensure that we have a positive and productive school year. Most of the CORE procedures and policies are written in the “**Parent/Student Letter**” that you received in your English class at the beginning of the year—so please look over it again! Below are some additional policies and routines for my class that you should be familiar with. Review these *carefully*, as they not only explain how this class will be run, but also articulate my expectations for you this year.

### **At the beginning of class:**

1. When you walk into my classroom you enter a sacred space. *In order to prevent disruptions, I keep the door closed the first and last ten minutes of class, so make sure you arrive on time.* Tardiness is unacceptable, and consistent lateness will lower your class participation grade.

I will excuse up to two (2) instances of lateness *per semester*, but only if you have a late pass that has been signed by the teacher/administrator you were meeting with. If you are late, please come into class quietly and immediately get to work.

2. Pick up any handouts on your way into class. Turn in all homework and other assignments (including late/absent work) in the black trays on the front table.
3. *Immediately* upon sitting down in your assigned seat, please write the date, copy the homework, and begin the R.A.P for the day (provided there is one).
4. Please try to use the bathroom and drinking fountains before or after class. If you must leave the room during class, do so quietly and take the orange pass (vest) with you.

### **During class:**

5. There is absolutely **NO** eating or drinking in class (water bottles are permitted).
6. This class moves quickly, so it is important that you keep up with the conversation and are free from distractions. *No cell phones, iPods, iPads, or personal computers may be used during class unless it instructed by the teacher.* Exceptions to this rule will be made at the teacher’s discretion.
7. Please raise your hand and wait to be called on when you’d like to respond to a question, make a comment, ask for permission, etc.
8. It is very important that we respect each other’s right to speak. In other words, while one voice is on, the others are off.

### At the end of class:

9. I will do my best to dismiss you when the bell rings, but sometimes my class might run late. To make sure you don't miss anything important, DO NOT begin packing up your materials until you are told to do so.
10. ***Clean up your space before you leave!*** All materials are to be put in their proper places and all trash is to be picked up from the floors and thrown away or recycled.

### Policies about work:

11. All assignments must include your name in the upper left hand corner of the page. **No name means loss of points, and possibly NO CREDIT.**
12. All work done in SI (homework, written assignments, agendas, etc.) will be organized in a 1 inch three-ringer binder called the ***Interactive Student Binder (ISB) a.k.a. "The love of your life."*** In order to effectively use your ISB, you must organize your binder daily by dating all the handouts given during a particular class period and placing any returned assignments or handouts in your ISB in the appropriate tabs.
13. All homework and written assignments will be organized in your ISB, please **MAKE** an extra effort to place the assignments in the appropriate tabs chronologically with the most recent work on top. Initially, organizing your ISB will be difficult for some students, so if you are in doubt-**ASK!!!**
14. Homework and written assignments are due ***at the beginning of class*** or at the designated time if submitted online. If work is turned in after the beginning of class, or after the deadline, ***it will be late and will receive half credit.***
15. All work is to be neat and legible. Homework and written assignments are due at the beginning of class.
16. **VERY IMPORTANT:** The magnet has a zero tolerance policy for Academic Dishonesty (see Magnet Code of Ethics and Academic Dishonesty handout). We take Academic dishonesty very seriously because we value the academic integrity of our students. **DO NOT CHEAT or COPY!**

### Policies about absences and late work:

17. You are responsible for finding at least two (2) study buddies—students you feel you can depend on to give you missing assignments when you are absent, and who you can call with questions you may have about homework.
18. When turning in late or absent work you must fill out the ***CORE 9 Form*** (see attachment) and attach the sheet on top of your late or absent work. This does not mean you will be excused for the tardiness of your work; however, it is an efficient way to keep track of all the work you hand in past the due date.

**19. ABSENCES/ABSENT WORK:** Students are expected to make up all work missed due to absences, including class notes. If you are absent the day an assignment is due, you must turn in the work as soon as you return. **STUDENTS MUST FILL OUT THE CORE 9 FORM AND TURN IN ALL LATE ASSIGNMENTS TO THE APPROPRIATE TRAYS IN FRONT OF MY CLASS OR RECEIVE A PENALTY. ALSO, EXPECT A DELAY IN THE GRADING OF ABSENT WORK.**

When you are absent, you are responsible for the work you have missed, including the RAPs and class notes, within ONE WEEK of the absent date. Contact your study buddy for missing assignments and/or check SI Schoology updates.

- a. If you are going to be absent you must email me. Please write your name, "SI," and period number in the subject line (ex: Jared Diamond, SI Period 1). In the body of the email, explain the reason for your absence.
- b. If you are absent the day an assignment is due, you must turn in the work ***on the day you return to class***. It can also result in half credit if you do not follow the above procedures (i.e., send an email and fill out the CORE 9 form).

**20. LONG TERM ASSIGNMENT POLICY:** Unfortunately, some students are afflicted with academic procrastination and miss school on the day a long-term assignment is due in order to steal an extra day to work on it. **An assignment for which a due date has been given in advance, e.g. a take-home writing assignment or project, must be turned in on the day it is due or it is considered LATE and will be dropped a grade for each day it is late.** If you know in advance that you will not be at school that day, you must turn the assignment in early. If you are seriously ill and will not be in class that day, have a parent email me so that arrangements can be made to turn in the the assignment on time (i.e. fax, email, or send it to school via a friend, sibling, or parent).

**21. MAKE-UP QUIZZES:** There will be ONE make-up quiz during lunch, before or after school depending on OUR schedule. Students must have a valid absent/medical excuse to make up quizzes (bring a doctor's note or a parent note). Occasionally, I give reading pop quizzes to check for understanding from the previous night's reading/homework. Unlike scheduled quizzes or exams, pop quizzes cannot be made up. For the first missed pop quiz due to an absent (not tardiness), you will be excused with a valid absence note from a parent and/or doctor. *This policy is in place to alleviate chronic/excessive absences and/or tardiness.*

**22. LATE WORK:** Late work will result in half credit and may not receive substantial feedback (although you can always see me in person). Social Institution (SI) students have until the day they switch to Art and Religion or at the end of unit if they are part of the second side of SI to turn in a late assignment in order to receive half credit. After the mentioned time frame, late work will NOT be accepted. **STUDENTS MUST FILL OUT THE CORE 9 FORM AND TURN IN ALL LATE ASSIGNMENTS TO THE APPROPRIATE TRAYS IN FRONT OF MY CLASS OR RECEIVE A PENALTY. ALSO, EXPECT A DELAY IN THE GRADING OF LATE WORK.** Although not ideal, half credit is better than receiving a zero for a missing assignment, and so: *it's always better to turn in work late than not at all.*

## **Required Progress Meeting for Social Institutions:**

**23. PROGRESS MEETING:** Your success in Social Institutions is very important to me. Therefore, I am requiring a mandatory progress meeting (lunch/nutrition scheduled by appointment), one per semester with me to discuss your grades or any other issues/concerns/questions you may have. Failure to set up a meeting with me will give you a zero on Schoology for this assignment.

*Protocol to set up a Progress Meeting:*

- Review SI calendar (given at the beginning of every unit +posted in front of class) to see availabilities
- Email Mrs. Oh to confirm a date and time.  
Fill in your name on the class *Progress Meeting Calendar* located on the front board.

## **ADDITIONAL COURSE INFORMATION**

The following pages contain additional information that you'll need to know in order to be successful in this class. If you have any questions, please let me know immediately!

### **STAYING IN TOUCH**

Feel free to come to me immediately after class or during office hours with any questions or concerns you have about this class and your progress in it. I am also available via email; however, I do not respond to emails sent using Schoology or Turnitin.com. Please note that while I always respond to emails, I rarely check them after 8PM (this is why you need a study buddy!) so please allow for up to 24 hours for a response. Emails inquiring about specific grades are never answered; schedule a meeting or see me during office hours to discuss your performance on a specific assignment.

### **IMPORTANT WEB TOOLS**

#### **(1) Corebaby Email**

Check your corebaby email regularly! I will be sending out emails with important information regarding SI homework, CORE 9 news, etc. If you do not have an account, please go see Mr. Saavedra *immediately* in E10 during nutrition or lunch.

#### **(2) Schoology**

You can find daily SI agendas and course materials on your Schoology page. Check the site daily!

#### **(3) Turnitin.com**

We will be using turnitin.com frequently so please log on to the site and add your SI class.

Instructions:

1. Log on at the top right corner.
2. Click "add a class."
3. Find the appropriate class and add the class (See chart)

CLASS NAME	CLASS ID #	CLASS PASSWORD
OH 2017-18 (PERIOD 1A)	15635774	corebaby
OH 2017-18 (PERIOD 2A)	15635777	corebaby
OH 2017-18 (PERIOD 1B)	15635780	corebaby
OH 2017-18 (PERIOD 2B)	15635782	corebaby

## ASSESSMENTS

Active reading, note-taking, and in-class discussion are regular components of this class. More formal assessments in this are varied, and include, but are not limited to, the following:

Interactive Student Binder (ISB)	As the year progresses, you will be asked to track the growth of your learning and work habits by submitting a portfolio of your work. This portfolio will contain your class notes, active readings, assignments, and exams from the current unit. Additionally, I ask that you submit a brief reflection (1 page) in which you assess the strengths and weaknesses of your work, and plan for what you will do in the following unit to improve. I will then look over, grade, and return your portfolio before the unit's IUE.
Active Reading	I will frequently collect active readings from any of the previous class days. These checks will be <i>unannounced</i> , and will only be worth 10 points each. The goals of these checks are to give you quick feedback on these essential skills and to hold you accountable to making active readings a daily habit. I will return your active readings using the grading system. A copy of the active reading rubric (which convert the grade into feedback) should remain in your ISN at all times.
Maps	Societies and cultures take shape within geographic environments; moreover, in our globalized, interconnected world, it pays to know "what is where" so you can begin to think about why it's there. And so, for each unit, I will ask you to fill out and memorize a map of whatever geographic region we are currently studying. Maps must be neat and complete in order to receive a good grade. This is because your maps will serve as references for use during class discussion, and as study guide for regular map quizzes.
Essays/Long-term Writing Assignments	Writing is a major component of this course, and you will be required to write daily. You can also expect to have long-term writing assignments that will consist of detailed preparation, peer editing, and revision, as well as in-class, timed essay.
Projects	Projects in this class can take various forms, and include, but are not limited to investigations, debates, and Socratic seminars. Projects are typically completed in small groups. You will receive specific details about each project as they arise each unit, well in advance of the project's due date.

Quizzes and Exams	Quizzes and exams are a regular component of this class. These are short, in-class assessments designed to help you know whether you have memorized the key people, places, ideas, dates, and vocabulary for each unit historical study. <i>I will occasionally give pop reading quizzes</i> , however for short-answer quizzes or in-class/timed essay exams you will always receive the dates in advance.
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## PARTICIPATION

In order to be successful in CORE, you must have a voice. Because of this, you will receive a grade for participation. Your participation will be evaluated at the end of each unit (or before you switch sides of CORE, whichever comes first). In general, your other CORE teachers and I are looking for regular attendance and active engagement during class discussions and activities. Here “active engagement” means that you raise thoughtful questions, analyze relevant issues, build on others’ ideas, synthesize across readings and discussions, expand the class’s perspective, listen respectfully, self-regulate oral participation (that is, making sure you don’t talk too much or too little), and *appropriately* challenge assumptions and perspectives.

For more information, see the attached rubric.

Oral Participation Rubric  
(Evaluated at both the 10 and 20 week)

	A (Exemplary)	B (Proficient)	C (Developing)	D (Beginning)	F (Unsatisfactory)
Frequency and Quality of Class Participation	<i>Attends class and <b>regularly contributes</b> to the whole group in-class discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’s perspective, listening respectfully, self-regulating oral participation and appropriately challenging assumptions and perspectives.</i>	<i>Attends class and <b>contributes</b> to the discussion in the aforementioned ways; however, there is room for improvement.</i>	<i>Attends class and <b>sometimes contributes</b> to the discussion in the aforementioned ways.</i>	<i>Attends class and <b>rarely contributes</b> to the discussion in the aforementioned ways.  Does not attend class regularly, but participates when present.</i>	<i>Attends class and <b>never contributes</b> to the discussion in the aforementioned ways.  Does not attend class regularly.</i>

## GRADES

Your overall grade in Social Institutions will be determined as follows:

- Projects/Essays/Exams: 30%
- SI Interactive Student Notebook (ISN): 25%
- Homework: 20%
- Quizzes: 15%
- Participation: 10%

Minor assignments, such as active readings are graded using a check system and converted into points:

$\checkmark/+ = 20/20$        $\checkmark+/ \checkmark = 17/20$        $\checkmark = 15/20$        $\checkmark/\checkmark- = 13/20$        $\checkmark- = 10/20$   
 $\checkmark/+ = 10$        $\checkmark+/ \checkmark = 8$        $\checkmark = 7/10$        $\checkmark/\checkmark- = 6/10$        $\checkmark- = 5/10$

Major assignments, e.g., essays, projects, exams, and the ISN, are given letter grades, which are converted into points depending on the assignment. Letter grades adhere to the following scale:

A+ 98-100%	B+ 88%-89%	C+ 78%-79%	D+ 68%-69%
A 94%-97%	B 84%-87%	C 74%-77%	D 64%-67%
A- 90%-93%	B- 80%-83%	C- 70%-73%	D- 60%-63%
F 59% and below			

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(SAMPLE-THESE CAN BE FOUND IN THE FRONT OF CLASS)

CORE 9 FORM

YOUR WORK WILL NOT BE EVALUATED IF YOU TURN IN AN INCOMPLETE FORM AND/OR IF THE FORM IS FILLED OUT INCORRECTLY

STUDENT'S NAME: \_\_\_\_\_ TODAY'S DATE: \_\_\_\_\_ PERIOD: \_\_\_\_ SIDE: \_\_\_\_

TEACHER ASSIGNED:

G. OH      J. KIM      M. DEL PINO      A. FUENTES      H. DILLSI      V. LOCONTE      J. LIN

ASSIGNMENT TITLE: \_\_\_\_\_

ASSIGNED DATE: \_\_\_\_\_ DUE DATE: \_\_\_\_\_

ABSENT DATE(s): \_\_\_\_\_ (if you were absent, you must provide absent date(s))

CIRCLE THE FOLLOWING:

LATE

ABSENT

DISCREPANCY

(Please provide the assignment, an **engrade print-out**, and a brief explanation on the back of this form)

-----DO NOT WRITE BELOW THIS LINE-----

No Name \_\_\_\_\_ (1/2 credit)      Incomplete Form \_\_\_\_\_ (1/2 credit)      Incorrect Form \_\_\_\_\_ (1/2 credit)

Other \_\_\_\_\_

Graded By \_\_\_\_\_ Date \_\_\_\_\_ Points earned \_\_\_\_\_

Teacher Comments: \_\_\_\_\_



