



## Global Studies - Course Syllabus

2016-17

Instructor: **Eric Hamilton** Room 78

Website: [www.hamiltoncahps.weebly.com](http://www.hamiltoncahps.weebly.com)

E-mail: [eric.hamilton@district6.org](mailto:eric.hamilton@district6.org)

Phone: (541) 494-6250 (CAHPS main phone line)

---

### **Course Description:**

Students will identify and analyze a variety of issues, events, causes, systems, and organizations that impact our global community. Students will discuss historical trends and debate future outcomes regarding topics like globalization, modernization, religious, cultural, and political conflict, human geography and population trends, displacement, poverty, resource management, and other world issues. The aim of this course is to expose students to important issues, with the purpose of helping them develop global perspective and awareness. This course also teaches students how to effectively locate and evaluate information from a variety of media sources. Coursework will offer opportunities to explore global issues and consider ways that we can make a global impact locally. Students will use their skills and awareness to prepare an extended junior year project that will culminate in a public group presentation on an organization dedicated to global philanthropy.

### **Parent/Student Resources:**

Synergy Parent Portal: <a href="http://www.vue.district6.org/">http://www.vue.district6.org/</a>	To track grades, reports, standards alignment, and attendance
Central Point School District website: <a href="http://www.district6.org">http://www.district6.org</a>	For district announcements, policies, and expectations
Teacher website: <a href="http://hamiltoncahps.weebly.com">http://hamiltoncahps.weebly.com</a>	For assignment list and other helpful resources
Teacher Conference Appointment by email: <a href="mailto:eric.hamilton@district6.org">eric.hamilton@district6.org</a>	For scheduling meetings or for general questions and concerns
Oregon Social Sciences Academic Content Standards: <a href="http://www.ode.state.or.us/teachlearn/subjects/socialscience">http://www.ode.state.or.us/teachlearn/subjects/socialscience</a>	For information about Oregon Social Sciences Standards and how they apply to your child

### **Texts and Materials:**

We will NOT be using a traditional textbook for this course. The instructor will provide all necessary reading materials and texts. Hardcopies will be issued during class sessions and digital copies will be available through instructor website. Primary and secondary source materials will be drawn from digital and print media including but not limited to: newspaper, magazine and journal articles; speech, interview, and radio broadcast transcripts; textbooks, novels, journals and other traditional print media.

## **Course Learning Targets** (drawn from Oregon Social Sciences Content Standards):

### **Historical Knowledge**

*Students will refine and move towards mastery in their ability to...*

- Analyze cause and effect relationships of historical issues, events, and problems.
- Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources.
- Interpret historical perspectives through personal, local, state, tribal, national, and global narratives.

### **Geography**

*Students will refine and move towards mastery in their ability to...*

- Apply geographic skills, concepts, and technologies to gather, display, and analyze spatial information.
- Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.
- Evaluate how human cooperation and competition for resources shape the earth's political, economic, physical, and social environments.

### **Civics and Government**

*Students will refine and move towards mastery in their ability to...*

- Examine the relationship between government and citizens to evaluate the ways that civic participation occurs in local, national, and global communities.
- Engage in informed and respectful deliberation of local, national, and global issues.
- Evaluate the various functions of governments and their impact on society, culture, and citizenship.

### **Economics**

*Students will refine and move towards mastery in their ability to...*

- Examine the interdependence of economic systems and the ways they affect regional, national, and global decision-making.
- Explain how changes in regional and global markets are related to the availability of resources, production, distribution, and technological developments.

### **Financial Literacy**

*Students will refine and move towards mastery in their ability to...*

- Examine individual responsibility and the impact of decisions on regional, national, and global economies.

### **Social Science Analysis**

*Students will refine and move towards mastery in their ability to...*

- Define and clarify an issue so that its dimensions are well understood.
- Acquire, organize, analyze and evaluate information from primary and secondary sources.
- Describe various perspectives on an event or issue and the reasoning behind them.
- Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.

### **Grading:**

Student skills will be evaluated on a 0-5 based grading scale. Targeted skills and learning outcomes are assessed through a variety of assignments, projects, and exams. Assignments will be weighted based on purpose. Essential assignments must be completed and passed with a score of 3 or better in order to pass the class. Re-do or make-up opportunities on these specific assignments will be available IF all previous assignments have been handed in to instructor. Office hours are the appropriate time for discussion about re-do assignments and requests will be handled on an individual basis. For more information about the 0-5 grading scale, please refer to materials available on instructor website. Late work must be submitted within two weeks of the assignment deadline. Work submitted beyond the two week window will not be accepted.

## **STUDENT'S RESPONSIBILITIES**

The junior and senior years address the skills necessary to ensure college/career readiness, prepare students to be active/informed citizens of the 21<sup>st</sup> Century, and for successful performance on standardized tests (including SAT and ACT) and post-secondary options. It is important that students take lessons and the school environment seriously. To ensure that the best possible outcomes, students need to take responsibility and ownership of the following behaviors:

1. Be **actively involved** in class, **ask questions, contribute** to discussions
2. Complete **all assignments** (no matter the point value or grade weight). Your assignments are designed to help enrich your learning and provide the practice that is necessary to improve skills. They are not busy work.
3. **Ask for help and ask questions** of fellow students (when appropriate) and the teacher (when appropriate) when you are confused or don't understand.
4. **Utilize your teacher's office hours**. Please take the time to seek the help and support you need.
5. **Do your homework on time** so feedback can be given quickly and your involvement in group discussions and projects is valuable.
6. **Prepare in advance** for tests, quizzes, projects and group learning activities. Review notes, re-read material given in class, use any and all practice or suggested materials your teacher gives you.
7. **Do not distract** self and/or other students from the opportunity to learn. This includes turning your cell phone OFF before entering and keeping social media, texts, and emails out of the classroom.
8. **Follow the guidelines** set by the school and the district student behavior code; a cell phone referral will be issued as per CAHPS discipline policy.
9. Come to class **on time and prepared**. Information is missed when you are tardy and it causes class disruption. It is not the responsibility of your teacher or peers to furnish you with school supplies.
10. **In group-work, use the 95 / 5 rule** (95% work / 5% social).
11. Remember that **cell phones and other electronic devices should be OFF & out of sight** unless explicitly teacher approved for a given activity and then it must only be used in the manner approved.
12. **It is ok to have fun**, but remember when to "turn it off".

### **Attendance:**

Attendance and participation are **vital to your success** in school. Own your opportunity at success by seeking out what you missed. Your peers are great resources for finding out about the lessons for the day. Your teacher has a website that will often have assignments for the day(s) you missed. Utilize office hours to ask questions. Refrain from using class time to ask about missed materials, as this distracts from learning that should take place at that moment. **Athletes and club members:** It is YOUR responsibility to find out (IN ADVANCE) what you will miss for competition dates.

## **PARENTS**

**If you need to contact your student for an emergency** or other reason during the school day, outside of our lunch period, **PLEASE call the school phone number (541) 494-5260 and your student will be contacted.** **Please do NOT call or text your student's cell during class;** it causes disruption and demonstrates a lack of respect for the learning environment.

**The simplest way to reach me** is by email (eric.hamilton@district6.org). Times that I am most available for parent meetings are mornings between 7:45 and 8:30 (by appointment). Please give me at least 24 hours notice, so I can plan accordingly. If I receive your email or call after 3:30, please allow me 12-24 hours to respond. For student help outside of class, I am available weekdays from 7:45-8:35 and from 3:45-4:00.

## GLOBAL STUDIES SYLLABUS ACKNOWLEDGEMENT FORM

**Note:** Please read this syllabus carefully and sign it. Have your parents/guardians read it and sign it, and return to me by September 16<sup>th</sup>.

I have read and understand the course expectations and policies:

\_\_\_\_\_

*Print Student Name (Please print neatly)*

\_\_\_\_\_

*Student Signature*

You, your daughter/son, and I are partners in your students' education. You can foster his/her success by checking often about their progress and looking with them at their assignment completion and/or needs. Please plan on attending parent/student teacher conferences on November 24<sup>th</sup>-26<sup>th</sup> and March 18<sup>th</sup> -20<sup>th</sup>.

\_\_\_\_\_

*Parent/Guardian Signature*

\_\_\_\_\_

*Parent/Guardian Email – please print neatly*

Best Phone Number(s) to reach you

First preference: \_\_\_\_\_

Second option (if available): \_\_\_\_\_

It is often easiest to call during the day, is it okay to call you at work if there is something I would like or need to talk to you about your student?

Yes

No

If yes, work number: \_\_\_\_\_