

Name: _____
Date: _____
Period: _____

BIO-POEM

Line 1: (Your first name)

Line 2: Who is...

A. _____
B. _____

Line 3: Who is the brother or sister of...

Line 4: Who loves...

A. _____
B. _____

Line 5: Who feels...

A. _____
B. _____

Line 6: Who needs...

A. _____
B. _____

Line 8: Who fears...

A. _____
B. _____

Line 9: Who would like to see...

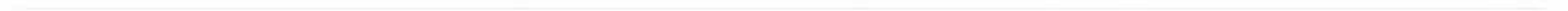
A. _____
B. _____

Line 11: Who is originally from...

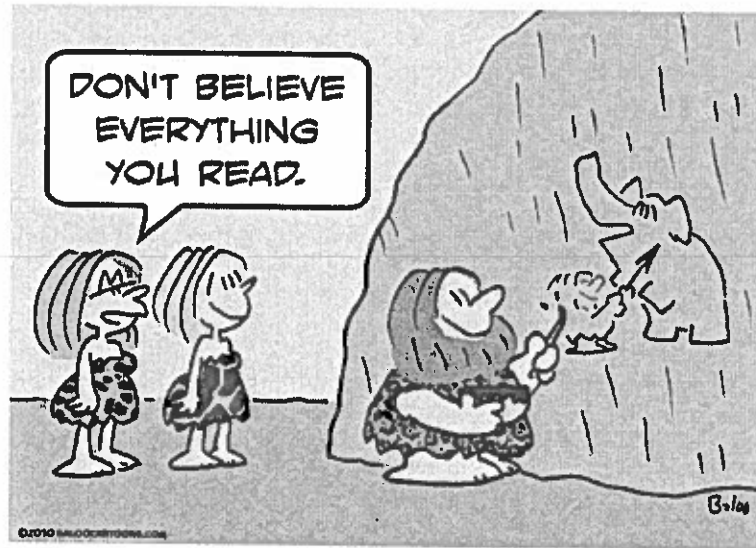
Line 12: Who is (Repeat Line 2)...

A. _____
B. _____

Line 13: Your last name...



SOCIAL STUDIES SEMINAR: WHAT'S IN THE NEWS?



Purpose: Because Social Studies Seminar covers all of history it is important to keep up with current events. The purpose of this weekly assignment is to give you extensive knowledge of what is happening in the world today and how those events relate to the past.

Product: You are asked to explore current events from around the world. Every day you must choose a different area of the world to explore. Here is what you are to turn in:

- A copy of an article that you have read from a well-recognized news source like the Washington Post, the Times of London, Foreign Affairs magazine, etc. Be aware of bias as you choose your sources. The way to counter bias is to be sure you pick articles from a wide range of newspapers, journals, and blogs. **Make sure that your article is about an important news event and not just something weird or strange. Article must be posted in a spiral or composition notebook.**
- A summary of the article you read. Your summary should be no longer than a single double-spaced page.
- Be prepared to discuss your article in class. The teacher will call on you at random to give a quick run-down of your article in a couple of sentences.
- Then be prepared to discuss with the teacher and the class the implications of your article in history and in the world today.

Due Dates: Your current event is due every Monday at the beginning of class.

Grading Scale: Each weekly current event review will count as a daily grade with the point value to be determined.

SOCIAL STUDIES SEMINAR:

HOW TO WRITE UP A CURRENT EVENTS ARTICLE



Product: You are asked to explore current events from around the world. Every A DAY you must choose a different area of the world to explore. Here is what you are to turn in:

- A copy of an article that you have read from a well-recognized news source like the Washington Post, the Times of London, Foreign Affairs magazine, etc. Be aware of bias as you choose your sources. The way to counter bias is to be sure you pick articles from a wide range of newspapers, journals, and blogs. **Make sure that your article is about an important news event and not just something weird or strange. Articles must be cut and passed into your spiral or composition notebook.**
- On the page next to the article you pasted, you are to write a summary of the article. Your summary should be no longer than a single page in your notebook.
- Be prepared to discuss your article in class. The teacher will call on you at random to give a quick run-down of your article in a couple of sentences.
- Then be prepared to discuss with the teacher and the class the implications of your article in history and in the world today.

Due Dates: Your current event is due every A Day at the beginning of class. It will not always be turned in, but is expected to be there every A Day during the beginning of class.

Grading Scale: Each weekly current event review will count as a daily grade with the point value to be determined.

Current Event Assignments – worth 20 points, max = 25 points

- ____ Your name (2 points) ____ Title of the article? (2 points)
- ____ Date - what date was this article written, or when does it appear in source? (2 points)
- ____ Source – Which newspaper, magazine or website did you use? (2 points)
- ____ Author – Who wrote the article? Indicate if there is no author named. (2 points)
- ____ 2 paragraph summary of the article. The first paragraph will be your summary of the article and the second will be your opinion, question or connections. Remember, a paragraph is at least **5 sentences**. (Each paragraph is 5 points)

Extra Credit:

- ____ Speak about the article in class, the day that it is due – 5 points



At the age of 12, William Earnest Henley fell victim to tuberculosis of the bone. A few years later, the disease progressed to his foot, and physicians announced that the only way to save his life was to amputate directly below the knee. His leg was amputated when he was 25. In 1875, he wrote "Invictus" from his hospital bed.

While incarcerated in South Africa's Robben Island prison for his political beliefs, Nelson Mandela recited the poem to other prisoners and was empowered by its message of self-mastery.

In the 2009 movie Invictus, produced and directed by Clint Eastwood, the poem is referenced several times. It becomes the central inspirational gift from Mandela, played by Morgan Freeman, to Springbok rugby team captain François Pienaar, played by Matt Damon, in advance of the post-apartheid Rugby World Cup hosted in 1995 by South Africa and won by the underdog Springboks.

Invictus

By William Earnest Henley

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced¹ nor cried aloud.
Under the bludgeonings² of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.

It matters not how straight the gate,
How charged with punishments the scroll.
I am the master of my fate:
I am the captain of my soul.

¹ Wince: to flinch or shrink away from

² Bludgeoning: the act of hitting or beating with the intent to injure

Name _____ Date _____

KWL Chart

What We Know	What We Want to Know	What We Learned

THEY WERE HERE FIRST!

The United States is only a little over 200 years old, but its history actually began thousands of years ago when the first immigrants came to North America. These earliest Americans crossed the Bering Land Bridge from Asia to the North American continent. They were probably hunting for woolly mammoths and bison. The descendants of these early Americans formed many large groups called **nations**, which were then divided into **tribes**.



Use colored pencils and the map on page 13 to help Sam get a good idea of where these Native American nations lived. You may need help from a U.S. map, too!

I. Use a blue pencil to label the following rivers and bodies of water.

- | | | | |
|----------------|---------------|-------------------|--------------------|
| Atlantic Ocean | Puget Sound | Lake Erie | Rio Grande |
| Pacific Ocean | Lake Huron | Lake Superior | St. Lawrence River |
| Gulf of Mexico | Lake Ontario | Lake Champlain | Colorado River |
| Chesapeake Bay | Lake Michigan | Mississippi River | Columbia River |

II. In 1650, eight major Indian nations were found in what are now the lower forty-eight states. Find each nation's territory and color it as directed.

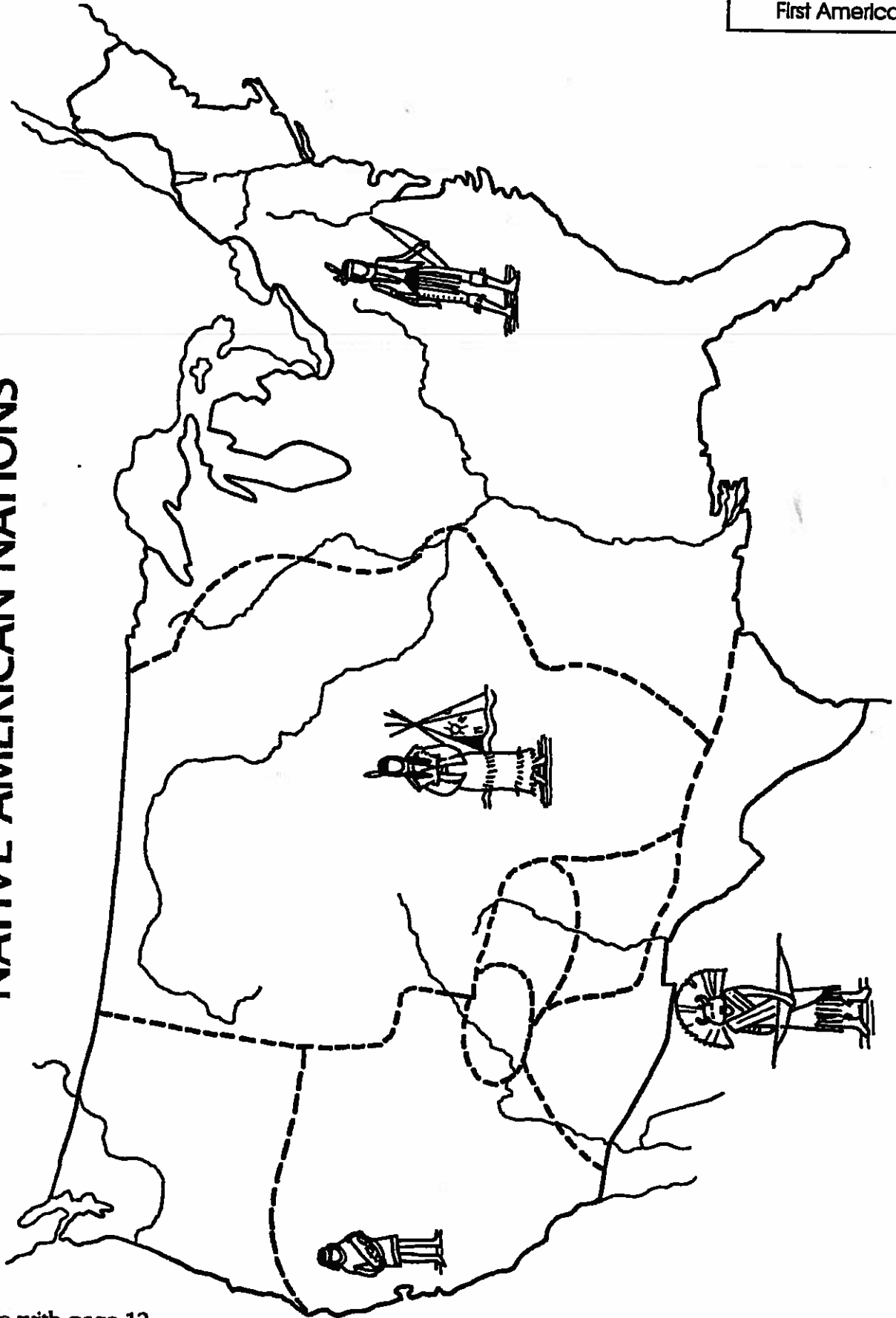
1. **ORANGE:** The Navaho Shepherds lived in this smallest area.
2. **YELLOW:** South of the Navaho Shepherds, in an area that extends along the Rio Grande River, were the Desert Dwellers.
3. **RED:** A group of Seed Gatherers lived in the small area to the north of the central section of the Desert Dwellers.
4. **RED:** Another group of Seed Gatherers lived in the large area that is west of the Navaho Shepherds and goes all the way to the coast.
5. **BROWN:** The Pueblo Farmers lived in the remaining small southwestern area.
6. **BLUE:** The Northern Fisherman lived along the northwestern coast.
7. **PURPLE:** The large central area was the land of the Hunters of the Plains.
8. **GREEN:** The remaining area was home to the Woodsmen of the Eastern Woodlands.

III. Choose one area and research it to find the names of some of the nations and tribes of this area.

Use with page 13.

Name _____

NATIVE AMERICAN NATIONS



Use with page 12.

Name _____

High School Course Syllabus
Contemporary Issues- Social Studies Seminar

Number of Credits: 1
Teacher: Mr. Ryan Gleason
Planning: B/C Day Period 6
E-mail: gleasonr@dcpsmd.org

Prerequisites: US History, Gov't, World Hist.
Room: E-144
Class Length: 50 mins

Mission Statement: *"I will finish my program of study and become college and career ready! I am the Viking Way: Responsible, Respectful, and Ready!"*

Course Description:

This course covers contemporary issues and selected historical topics. Students participate in seminars and conduct research related to social, political, economic, and/or moral problems.

Corse Standards:

Standard A: Geography
 Standard B: History
 Standard C: Political Science and Citizenship
 Standard D: Economics
 Standard E: Behavioral Science
 Standard F: Social Studies Processes

Textbook:

Due to the nature of this class, you will not receive a textbook for this class. Materials will be drawn from the internet, magazines, and newspapers.

Course Outline:

Units of Study: There will be flexibility in the time frame listed below.

<u>Unit</u>	<u>Term</u>
<i>Culture</i>	<i>1st term</i>
<i>Governance and Civics</i>	<i>2nd term</i>
<i>Economics</i>	<i>2nd term</i>
<i>Geography</i>	<i>3rd term</i>
<i>History</i>	<i>3rd term</i>
<i>Individuals, Groups, and Interactions</i>	<i>4th term</i>

Parents as Partners:

Parents should encourage their son/daughter to read the newspaper, news magazines, and watch news programs and discuss the importance of each American citizens civic duty. Go to www.edmodo.com and sign up for free to be provided with all types of related resources.

Grading Policy: *The DCPS policy (Rule 5210)*

The chart below illustrates the grading policy.

<u>Categories</u>	<u>Percent of Total Term Grade</u>	<u>Examples of Types of Assignments</u>
<i>Assessments</i>	<i>70%</i>	<i>Tests, Quizzes, Projects, (minimum 2 per term)</i>
<i>Other Criteria</i>	<i>20%</i>	<i>Classwork / Participatory/Class Project</i>
	<i>10%</i>	<i>/Homework (minimum 8 per term)</i>

<i>Components of Course Grade Calculations</i>							
	<i>Q1</i>	<i>Q2</i>	<i>Midterm Exam</i>	<i>Q3</i>	<i>Q4</i>	<i>Final Exam</i>	<i>Course Grade</i>
<i>Percentage</i>	<i>45%</i>	<i>45%</i>	<i>10%</i>	<i>45%</i>	<i>45%</i>	<i>10%</i>	
	<i>Semester 1 (S1)</i>			<i>Semester 2 (S2)</i>			
<i>Y1</i>	<i>50%</i>			<i>50%</i>			<i>100%</i>

Your grades will be based on homework and classwork assignments which will be worth 30% of your cumulative quarter grade and assessments (tests, quizzes, research projects, and mini-reports) will be worth 70% of your grade. I am human and can make mistakes, if you believe there is a mistake recorded or you disagree with a grade, come see me during my planning or e-mail me your problem. I am unable to deal with any grade issues while teaching. I want to give you a fair hearing, not thirty seconds while I am distracted.

The grading scale is as follows:

A= 90-100 percent B= 80-89 percent C=70-79 percent D= 60-69 percent
 E= 0-59 percent (*class must be repeated until passed if Year grade= 59% or below*)

Make-Up Work:

All late work will automatically be reduced to half credit. Students who submit work 10 or more days late without prior approval will not receive any credit and it shall be recorded with a zero. Upon returning to school with an excused absence all students have 5 or the number of days equal to the length of the absence or suspension to get all assignments that have been missed.

Students must complete the form located in the back of the classroom and place the completed form in the "Completed Slip" basket. All test make-ups will take place after school and must be given approval by the teacher.

Communication Policy:

PLEASE email me homework or requests for help with your full name and period in the subject line. PLEASE include your name and correct spelling and punctuation in your emails.

Students may see me after school for 25 mins. for tutoring on all assignments.

PLEASE look at Mr. Gleason's Moodle Website for updates related to the class.

Students may download the Remind101 app on their smartphones to receive updates on homework.

Behavior Expectations:

Students are expected to have a designated 3 ring binder for this class. It would be beneficial for students to have lined notebook paper and dividers for the inside the binder as well labeled classwork, homework, notes, and tests. Students are expected to have the necessary materials in class each day. Food is not allowed in the classroom. Phones will not be tolerated in the classroom. Turn them off, put them away, leave them in your locker.

Guidelines for Success:

1. Be on time and prepared to work every day. On time means in the room when the bell rings and being prepared means with a pen or pencil every day.
2. No food, gum, or candy is permitted in the academic area.
3. Show respect for yourself, your classmates, and the teacher at all times.

Consequences:

If procedures are not followed or expectations are not met the following will occur:

1. Warning
2. Call home
3. Detention (lunch or after school)
4. Referral to office for further disciplinary action with a call home.

Classroom Rules

American Government / Contemporary Issues

Teacher: Mr. Gleason

Room#: E-144



Collecting Assignments

- Every assignment given to you will receive a grade and it will count toward your final quarter grade.
- All assignments should be turned in on time. Assignments turned in late will receive half credit. Assignments turned in after 10 days with or without a valid absence will receive a zero.
- It is your responsibility to make up all absent work. Please refer to syllabus on how to request make up work.
- I will stay after 3:30pm on Tuesday and Thursday every day to tutor anyone who needs it and also give out make up work.
- All assignments should have: your name, date, class period, and title (name of the assignment at the top of your paper). If not, they will not be graded.



Once in the Classroom...

- ✓ Remain seated: **Raise hand in order to get up from your seat.**
- ✓ Start on Warm-Up: **Once in room, "its time to work".**
- ✓ After Warm-Up: **You may quietly talk with those around you.**
- ✓ **"Please" NO talking during announcements.**
- ✓ Listen: **Listen to all other students/teachers when they are speaking.**

Classroom Participation

- You should always raise your hand and wait to be called on by the teacher in class before you speak or get out of your seat.
- Students are encouraged by the teacher to speak during class every day.
- Students will be given participation points every day in class for answering questions.

(Classroom participation is not mandatory, those students who do not participate in class will be graded based on other activities.)



Cell Phone Policy

- No students should have their cell phones out in the classroom. This also refers to charging and listening to music.

Remind101

- Students should download the Remind101 App on their smartphones in order to receive homework updates sent directly to their phones.



Leaving the Classroom

- Students may only leave the classroom if it is an emergency. Passes will not be given to students for frequent trips out of class.
- All students must have a pass in order to leave the classroom. The only passes that will be accepted are Gold and approved by the office. The more time you spend out of class the more time you have to put into studying on your own. (And we both know you don't wanna do dat!)

Leave Me Alone Pass

- Each student will be given a pass. Passes must be used at the end of each quarter or turned in for extra credit. Must be left on desk and collected by the teacher. Pass can be traded in for extra points at the end of each quarter.

Classroom Materials

- ✓ Something to write with (pen/pencil)
- ✓ Notebook paper or journal
- ✓ Classroom binder/folder

MY SIGNATURE BELOW INDICATES I HAVE READ ALL THE RULES OF THE CLASSROOM AND I PLAN ON FOLLOWING ALL THESE RULES TO THE BEST OF MY ABILITY.

Signature: _____

Parent Signature / E-mail Address: _____

Tips on Taking Notes

1: Summarize

- a. do not try to write down every word that is said
- b. use symbols like arrows to make connections

2: Save some space

- a. Draw a line down your paper that reserves about $\frac{1}{4}$ of the page for additional information
- b. Draw another line down your paper that reserves about $\frac{1}{4}$ of the page for questions

3: (Outlining) Write down and arrange topics

- a. put a title and date at the top of the page each time you take notes
- b. put a topic title on the page when you switch to a different subject
- c. use subtitles under the main title when appropriate
- d. leave space between main topics in order to add connections between subjects
- e. use the center of your page to make the outline

Neolithic Revolution 8/8/01		
Questions		More Info
	I Hunter-Gatherers	
	a. nomadic	
	b. traveled light	
	c. grew in numbers as it warmed after Ice Age	
	II Settled Agriculture	
	a. sedimetary	
	b. needed storage (pots)	
	c. needed water	
	d. specialization	

4: Read your notes

- a. as soon as possible, read the notes you have taken carefully to see if they make sense and to see if they appear complete
- b. compare notes and ask for clarification

5: Use paper

- a. use all of the paper you need to take organized notes
- b. paper is cheap! Don't leave out any important information trying to save paper



Listening

Good Listening In Class "The classroom is the place to learn, and the classroom is the place to listen."

-William H. Armstrong

1) Listening is one of the most important skills you can develop to do better in school.

- It is the second most difficult skill. Reading is the most difficult.
- Form a good habit - good listening in class!
- Concentrate on what is going on in class - do not daydream.
- You cannot listen if you are talking!

2) Before class - think about what the class is going to be about

- What were the main points covered in the last class?
- Review what your assignment was for the class. During class - relate what you have already learned to what is being taught Did your homework have anything to do with the subject being taught during this class?
- Did your reading have anything to do with the subject?
- Does your general knowledge provide any information about the subject being taught?
- What comes to mind during the instruction?
- Concentrate on the subject being taught.
- Take notes on the main points.

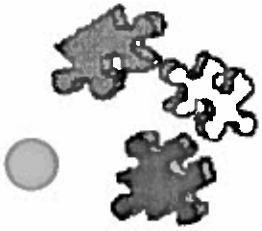
3) After class, review your notes and think about what was covered in class. Some people like to rewrite their notes.

- Some people like to underline and highlight important ideas and vocabulary.
- If you have a choice, try to sit near the front of the class -- you can usually listen better if you are in the front. Learning to listen - more details
- Good listening means you are paying attention.
- Try to hear what is said, not what you want to hear.
- Think "around" the topic and "between the lines."
- Relate it to what you already know.
- What is the main point?
- What is likely to be on the test?
- What is the teacher going to say next?
- Listen carefully to what the teacher says about an assignment and write it down in your assignment notebook right away.

4) Listen for these essential phrases from the teacher:

- This is important..."
- It is essential that you know this..."
- You will need to know this for the test..."Do not confuse listening with hearing.
- You can hear something but not be listening: "In one ear and out the other."
- To listen you must be thinking. Listening is an active, not passive activity.





Putting the Puzzle Together for Success

Student Expectations

Cambridge South Dorchester High School
Dorchester County School District

Class Expectations

1. **Respect yourself, the teacher & others**

- Show respect for the teacher, yourself and others at all times.
- Respect others property. Avoid touching or writing on anything that does not belong to you (including: desks, textbooks, walls, chalkboard, etc.)
- Respect yourself and the rest of us by using appropriate language to your friends and the teacher.

2. **Put forth your best effort at all times**

- Always do your OWN best work.
- Put learning ahead of getting good grades.
- Put quality ahead of just getting it done.



3. **Be prepared for class each day**

- Come prepared with all materials necessary: notebook paper, pens, pencils, and a highlighter.

4. **Follow directions when given**

- When directions are given, do your best to follow them the first time. If you are confused or have questions, ask. I would rather have you stop class to clarify than be off task while everyone else is working.

5. **Preserve a positive learning environment**

- Student's actions that interfere with teaching or learning in the classroom will NOT be tolerated.
- Use class time to learn history/government. Please do not spend your time grooming, sleeping, talking, text-messaging friends, or doing work for other classes.

6. **Take responsibility for your actions**

- If you are confronted by a rule or infraction, own up to it. Don't deny it, lie about it, or blame someone else.
- Minimize classroom interruptions by arriving to class on time and not leaving the classroom during the class. No students will be allowed to leave during lunch periods. The 10-10 rule will be followed at all times.
- Take responsibility for missed assignments.



Solve the Equation:

Brainstorm- What does the below equation mean?

*Hint: It has something to do with rules of the classroom

$$R - R = R \quad \& \quad R + R = R$$

Class Rules

Don't Be Flagged

1. Put all cell phones and electronic devices away.
2. Bottled water is accepted inside the classroom.
3. Arrive to class on time and ready to learn.
4. Complete Warm-Up when arriving to class.
5. Complete absent form if needed
6. Do not cheat, plagiarize, or copy work.
7. Use polite and appropriate language.
8. Turn in homework to the proper bin. *(or a coupon)*
9. Pick up after yourself before your leave.

1. In groups, think of a list of words that begin with the letter r that might relate to classroom rules.

2. Come up with an expression to fit the formula.

RULES OF CIVILITY

One of the important events in George Washington's life happened when he was a 16-years-old student and he copied into his notebook all 110 Rules of Civility. Translate the old-style wording into modern-day language and discuss the meaning of each rule.

1. Why are rules needed, and what purposes do they serve?

2. Is there a need for 110 rules or will just a few rules suffice?

Directions: Read each one of the scenarios below and explain which rule(s) the student is breaking or following using your knowledge of the classroom rules and expectations.

Read the numbered question that is on the card under your desk. When it's time to talk about class rules and procedures, the teacher asks students to check under their desks. The students find the index cards, and the teacher calls on the student who found the question with the number 1 on it. The student reads

1. **Kanye West walks into Mr. Gleason's classroom, slams his books on his desks, walks up to Mr. Gleason's desk and says that he needs to leave because he needs go to the bathroom.**

2. **As Taylor Swift is talking to Miley Cyrus on the phone explaining in curse words how she hates Government class; she calls out to Mr. Gleason that she needs a pencil and was absent yesterday.**

3. **Wiz Khalifa is used his homework coupon in class today instead of doing his homework. Using polite language he began his Warm-Up when he entered class by copying down the answer.**

4. **Bringing water to class Nicki Minaj did all her work left her barrowed pencil and went to class.**

