

# COURSE SYLLABUS - 6TH GRADE SOCIAL STUDIES

Mrs. Van Norman, Room 603  
St. Johns Middle School

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<b>WEBSITE:</b> <a href="http://rm603.weebly.com">http://rm603.weebly.com</a>	<b>CONFERENCE PERIOD:</b> 2nd Hour (8:48-9:38)

**COURSE DESCRIPTION:** Sixth grade Social Studies focuses on World Geography and Global Issues. This geography-based course introduces students to the physical and human geography of the world. Beginning with a spatial perspective, students explore different ways in which the Earth has been represented, how geographers use specific tools and technologies in geographic inquiry, and some of the limitations of these tools.

Students explore patterns of natural and human characteristics, and use case studies to examine how the physical environment has provided both benefits and obstacles to human society. In doing so, students explore how humans have used, adapted, or modified their environment as well as the consequences of those actions. Students then examine a variety of global issues that emanate from human activities such as migration and settlement, culture and cultural diffusion, population and demographic changes, resource use, and increasing networks of trade and economic interdependence. Students investigate how local, national, and international governmental and non-governmental organizations respond to contemporary issues. The different regions of the world will be used to illuminate examples of how these global issues or problems affect people in places around the world. The curriculum and accompanying materials encourage students to take a global view of their world.

**COURSE GOALS:** The goal of Social Studies 6 is for each student to demonstrate proficiency over the Grade Level Content Expectations and the Common Core State Standards for History and Social Studies as required by the State of Michigan Department of Education.

**UNITS TAUGHT:** Foundations of World Geography, The World in Spatial Terms, Population and Migration, and Culture.

## REQUIRED COURSE MATERIALS:

- Student planner and homework folder (provided for all students by SJMS)
- Red 1" binder (for Social Studies only)
- Red spiral notebook (for Social Studies only)
- Writing utensil(s)
- Sustained, Silent Reading (SSR) book

These materials should be brought to class everyday, unless otherwise instructed. It is helpful if you color code by class (for example, SS = Red) and **AND MOST IMPORTANTLY label all materials with your name, course name, and class period.** ALSO, if you can, we would greatly appreciate your contribution of a box of Kleenex to our classroom.

**COURSE RESOURCES:** Students will be using course-packs related to the MC3 curriculum. In addition, they will read select informational texts and online resources as related to our units of study.

**ONLINE RESOURCES:**

Classroom website: <http://rm603.weebly.com>

Infinite Campus (IC): <https://stjohnsmi.infinitecampus.org/campus/portal/StJohns.jsp>

SJMS Website: <http://www.sjredwings.org/middleschool>

**GRADING POLICY:** 6th grade Social Studies uses weighted grades for calculating a percentage. Students will be graded as follows: 60% classwork and 40% assessments. You will also see an ungraded progress monitoring section used to share ungraded tasks, activities, and expectations with you. All assignments are expected to be completed, regardless of the due date. Extra credit may be completed over the course of each trimester, but will only be utilized in the grade calculation if ALL assignments have been completed for that trimester. The only extra credit available is Social Studies Bingo. You can find all the resources for it on the classroom website.

**GRADING SCALE:**

	B+	89-87	C+	79-77	D+	69-67		
A	100-93	B	86-83	C	76-73	D	66-63	
A-	92-90	B-	82-80	C-	72-70	D-	62-60	F 59-0

**LATE ASSIGNMENT POLICY:** All assignments are expected to be completed regardless of the due date. I will accept work after the assigned due date, but points may be reduced. Better on time than late; but better late than never.

**BEHAVIORAL EXPECTATIONS:** This class follows the behavioral expectations laid out in the “SJMS Student/Parent Handbook.” In addition, I hold high standards when it comes to behavior in the classroom. I expect students to treat each other with respect, to listen to others, to follow directions, to take responsibility for their choices both academically and behaviorally, and to communicate openly with me (their teacher), their parents/guardians, and their classmates. The students and I will work together to create classroom expectations/norms. These will be for both the students AND the teacher. I believe in discipline over punishment. To me, discipline is the process of teaching positive behavior through reflection, communication, and consequences. If a student’s behavior becomes an issue, he/she will **almost always** receive a warning before any consequences are given. If that behavior continues to be problematic, the student will be asked to complete a “Behavior Reflections” worksheet (a copy can be found on my website) in which the student is asked to identify his/her disruptive behavior, reflect on the reasons for his/her behavior, and consider the consequences of his/her behavior. He/she will then write a short plan for improvement and sign it. Should the problem persist, the student will get that sheet signed by a parent/guardian and me (the teacher). If the behavior continues or a parent/guardian signature is not secured, a phone call home or further disciplinary action may be taken on a case-by-case basis.

**ACCEPTABLE USE AND STUDENT TECHNOLOGY:** Student technology may be used in class at the teacher’s discretion. To manage student device use, we follow the “Student Network and Internet Acceptable Use and Safety” policy located in the Technology Plan (<http://www.sjredwings.org/technology-plan/>)

**PLEASE COMPLETE AND DETACH THIS LAST PAGE AND RETURN TO MRS. VAN NORMAN BY FRIDAY, SEPTEMBER 23.**

I, \_\_\_\_\_, have read the information in this course syllabus. I  
(Print Student's Full Name)  
understand the policies in place in this class and I accept the responsibility of abiding by them.

\_\_\_\_\_  
Student Signature

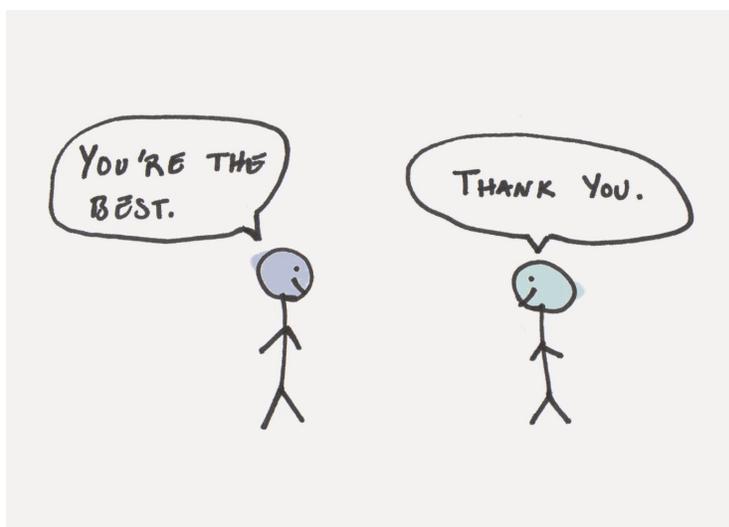
\_\_\_\_\_  
Class Hour

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**PLEASE BE SURE TO FLIP THIS SHEET OVER AND COMPLETE THE STUDENT INFORMATION SURVEY ON THE BACK!**



**Thank You!**

# STUDENT INFORMATION SURVEY

Dear Parents/Guardians,

Please take a few minutes to complete the following questions about your child. Please provide any and all information you think will help us as we get to know your child and his/her educational needs. **Please have your child return this sheet to me by Friday, September 23rd.** Feel free to send it back in a sealed envelope for privacy. Thank you!

Sincerely,  
Mrs. Van Norman

Parent's/Guardian's Name(s):

Email Address(es):

Child's Name:

Age:

General attitude toward school and learning: (enthusiastic, reluctant, anxious, excited, etc.)

Interests/Hobbies:

Special talents and/or things they are proud of:

What are your goals for your child this year? What do you hope to see him/her accomplish or overcome?

Is there ANYTHING else I should know to support your child in the classroom?