

Social Studies Syllabus – 6th Grade – Fruitport Middle School, 2020-2021

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Course Description: The sixth grade social studies curriculum introduces students to cultures of the World. Emphasis is placed on the contemporary geography of North America, South America, Europe, and Asia. Students study the geography of each of these world regions; explore the cultural and natural features that characterize each region, trace the movement of people, ideas, and products within regions; learn the differences in governments and economies of the regions; and the role of the region's economy as it relates to the global economy. Throughout the year, students will take an exciting adventure as they learn about their “Global Neighbors”.

Required Materials

Each student is expected to bring a **pen/pencil**, their chromebook, and their Social Studies folder (or binder with folders) to class everyday. When homework is assigned, the homework should be completed and brought to class the next school day.

Staying up to date

*The most effective way to stay up to date on what is going on in the classroom is to visit Google Classroom. Also, the classroom weebly will be used to help parents and students understand the general overview of the class. This weebly will have a link to the parent portal where you can check your child's grade and a day to day account of what we do in class. Assignments will be on Google Classroom.

Classroom Website: <http://mckeebyclassroom.weebly.com/>

Units of Study for 2021/2022 School Year

Units are listed in the order they will be taught during the school year. In addition, world atlas activities will be completed while studying the certain regions of the world.

Geography of the World

- How do geographers organize and study the world?
- How does the earth and its ecosystems impact you?

Foundations of Social Studies—Geography, Economics, and Civics

- What does it mean to be a “Global Neighbor?”
- What is the role of government?
- What are the different types of economic systems and how do they work?

North America: People, Places, and Issues

- Who are the people who live in North America?
- What are the different governments found throughout North America?
- What are the physical and human characteristics of North America?

South America: People, Places, and Issues

- Who are the people who live in South America?
- What are the different governments found throughout South America?
- What are the physical and human characteristics of South America?

Europe: People, Places, and Issues

- Google Slide project and presentation on European countries.
- Who are the people who live in Europe?
- What are the different governments found throughout Europe?
- What are the physical and human characteristics of Europe?

Asia: People, Places, and Issues

- Who are the people who live in Asia?
- What are the different governments found throughout Asia?
- What are the physical and human characteristics of Asia?

3 Essential Learning Standards for 6th Grade Social Studies

1. All students will understand the main purpose of government and describe the 4 types of government.
2. All students will compare and contrast several cultures around the world regarding government, economy, language, and other key characteristics.
3. All students will understand the importance of maps and other geographic tools to analyze the physical and human characteristics of places and regions.

Classroom Policies

Absent and Missing Work

Absent students will have two days to complete assignments and one week to make up a test. Absent work will be handed out by the teacher, but it is the student's responsibility to ask for it and check Google Classroom upon his/her return to school.

Chromebooks

Students will only be allowed on sites as instructed by the teacher. If a student completes their work prior to the end of class, they can read their novel or they can extend their learning by exploring the sites that are linked on the class' Google Classroom which pertain to what we are learning in class. Chatting, emailing, or playing video games without permission or in violation of the acceptable use policy will result in a loss of privileges.

Hall Passes

To minimize classroom disruptions and maximize student learning, I try to limit the amount of times students leave the room once class has started. As I understand that students may need to leave the room occasionally (for bathroom emergencies or having forgotten an assignment in a locker) each student will have 5 passes per marking period which they may use when they need to leave the room. Students should try to get drinks, grab supplies, and use the bathroom during passing time.

Homework

Homework is given throughout the year. It is the expectation that all homework is completed by the following school day, unless a different due date is given. **Completion of daily assignments, homework, and take home projects are the student's responsibility.**

Grading

Student grades are made up from scores on unit assessments, quizzes, map study activities, and daily assignments. It is strongly suggested that parents check their student's grades online at least once a week to review their child's grades and work completion. Visit www.Fruitportschools.net to sign up at the "Parent Portal".

The final marking period (or quarter) grades will be calculated by using the following distribution:

70% of final grade from scores on Unit Assessments

30% of final grade from scores on Daily Assignments

Classroom Behavior Expectations

Students are expected to arrive to class on time, have all of their materials (including any homework), and come to class with a positive attitude. Every student is expected to follow the FMS handbook and the FMS "LEADS" classroom expectations in order to be a successful student and to not impede the education of other students. Students are also expected to follow all school COVID-19 guidelines. Before a student is sent to the student recovery room or parent contact is made, they will be given the four C's (cue, clue, clarify, conference).

Classroom Behavior Procedure:

5Cs

Cue: Non verbal warning for the student to indicate the problem behavior.

Clue: 1st clear redirect. Student will be specifically told of the problem behavior.

Clarify: 2nd clear redirect. Instruction will stop and problem behavior will be addressed. Consequences will be explained.

Conference: 3rd clear redirect. Student will be relocated and will conference with the teacher when time permits.

Contact: Call to parent, behavior issue is recorded and student may be sent to the Student Recovery Room due to continued disruption.

**These are used with minor behavior issues, major issues of defiance, hurting others (emotionally or physically), major disruption, skipping, or issues where safety is a concern, and will require immediate removal from the classroom and referral to administration.