

# CRA Sixth Grade Geography/Social Studies Syllabus

Teacher: Kylie Pancich

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Room 207

**Course Information:** Sixth grade Social Studies focuses on the geography, history, and culture of the western hemisphere. Students will learn about the foundations of geography, North America, and Latin/South America. TCI, the social studies text, will be accessed online through Clever. Unit descriptions, daily/weekly agendas, and additional information can be found at: [https://staff.helenaschools.org/staff\\_page/kpancich/](https://staff.helenaschools.org/staff_page/kpancich/)

**Supplies Needed:**            \*Pens/Pencils            \*Earbuds            \*Folder for SS            \*Notebook

*At CRA Middle School we strive for Cooperative, Respectful, Achievers. Below you will find ways in which students will find success in Social Studies at CRA.*

<u>COOPERATIVE</u>	<u>RESPECTFUL</u>	<u>ACHIEVERS</u>
<ul style="list-style-type: none"><li>★ Follow directions.</li><li>★ Be prepared for class.</li><li>★ Use technology when given permission.</li><li>★ Put technology away when asked.</li><li>★ Be engaged, participate, and have fun.</li></ul>	<ul style="list-style-type: none"><li>★ Help others.</li><li>★ Show empathy.</li><li>★ Allow others to learn.</li><li>★ Be responsible for your own device/supplies.</li><li>★ Be kind when communicating to others.</li></ul>	<ul style="list-style-type: none"><li>★ Complete work on time.</li><li>★ Do your best.</li><li>★ Advocate for yourself.</li><li>★ Use technology to enhance learning.</li><li>★ Understand technology is for educational purposes.</li></ul>

## **Grading:**

**Grading Scale:** 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60% = F

- Homework/independent practice/other work will be weighted at 40% in quarterly grades.
- Tests/assessments will be weighted at 60% in quarterly grades.
- Redo, Rewrite, Retest
  - A student may choose to redo a test/assessment if they score lower than 70%.
  - If a student plans to redo a test/assessment, they must contact the teacher immediately after assessment results to determine the additional practice required and to determine the test retake date/time.
  - Students have one week from the original test date to retake or redo an alternate test during Advisor in the Social Studies classroom but must provide evidence of extended practice before.

## **Late work:**

- If an assignment has a yellow 'missing' indication in PowerSchool it will still be accepted for credit.
- Late work will be accepted for full credit until the end of the chapter assessment.
- Late work will be graded ASAP with the understanding that current assignments take priority in grading first.

## Scope and Sequence

(Standard Details: <https://www.socialstudies.org/standards/c3>)

<b>Unit 1: Foundations of Geography</b>	<b>Length: 10-12 Weeks</b>
<b>Standards:</b> D1.2.6-8, D1.4.6-8, D1.5.6-8, D2.Geo.1.6-8, D2.Geo.2.6-8, D2.Geo.3.6-8, D3.1.6-8, D4.2.6-8	
<b>Students will:</b> <ul style="list-style-type: none"><li>• understand the difference between absolute and relative location. (TCI: Lesson 1)</li><li>• locate major parallels and meridians. (TCI: Lesson 1)</li><li>• use latitude and longitude to determine absolute location. (TCI: Lesson 1)</li><li>• measure distance using scales. (TCI: Lesson 1)</li><li>• identify continents and oceans for a given hemisphere. (TCI: Lesson 1)</li><li>• understand how Earth-sun relations cause seasons. (TCI: Lesson 1)</li><li>• understand the relative merits of five map projections (TCI: Lesson 1)</li><li>• determine terminology and analyze six thematic maps to gather information about the world. (TCI: Lesson 2)<ul style="list-style-type: none"><li>◦ Political boundaries, physical features, climate zones, vegetation zones, population density, economic activity</li></ul></li><li>• label physical and political maps of the region. (TCI: Lesson 4)</li><li>• identify characteristics of the region's physical and human geography on a map. (TCI: Lesson 4)</li><li>• practice layering geographic information, similar to geographic information systems. (TCI: Lesson 4)</li><li>• apply steps in the geographic inquiry process. (TCI: Lesson 4)</li><li>• define the terminology specific to six types of thematic maps.(TCI: Lesson 4)</li><li>• will analyze six thematic maps to gather information about the world. (TCI: Lesson 4)</li></ul>	

<b>Unit 2: Latin America</b>	<b>Length: 10-12 Weeks</b>
<b>Standards:</b> D1.1.6-8, D2.Civ.1.6-8, D2.Civ.7.6-8, D2.Civ.11.6-8, D2.Civ.12.6-8, D2.Eco.1.6-8, D2.Eco.2.6-8, D3.1.6-8, D3.2.6-8, D3.3.6-8, D3.4.6-8, D4.1.6-8, D4.4.6-8	
<b>Students will:</b> <ul style="list-style-type: none"><li>• trace the migration routes of the first groups in the Americas. (TCI: Lesson 5)</li><li>• describe how Indigenous people view their environment. (TCI: Lesson 5)</li><li>• connect artifacts to hypotheses about the origins of Indigenous artifacts. (TCI: Lesson 5)</li><li>• analyze ways in which Indigenous people in different cultural regions adapted to their environments. (TCI: Lesson 5)</li><li>• evaluate the environmental health &amp; management of the Great Lakes ecosystem. (TCI: Lesson 7)</li><li>• examine the environmental challenges facing global freshwater ecosystems and the impending crisis in freshwater supplies. (TCI: Lesson 7)</li><li>• analyze the causes of, consequences of, and various solutions to urban sprawl. (TCI: Lesson 8)</li><li>• identify the effects of urban sprawl policies implemented in three North American cities. (TCI: Lesson 8)</li></ul>	

<b>Unit 3: People and the Environment</b>	<b>Length: 10-12 Weeks</b>
<b>Standards:</b> D1.1.6-8, D2.Eco.1.6-8, D2.Eco.2.6-8, D2.His.2.6-8, D2.Geo.2.6-8, D2.Geo.4.6-8, D2.Geo.12.6-8, D3.4.6-8, D4.1.6-8, D4.2.6-8	
<b>Students will:</b> <ul style="list-style-type: none"><li>• identify the causes and consequences of urbanization. (TCI: Lesson 14)</li><li>• explain how spatial inequality affects people living in Mexico City. (TCI: Lesson 14)</li><li>• examine standards of living around the world to understand that spatial inequality exists on a global scale. (TCI: Lesson 14)</li><li>• identify the successes and challenges of Indigenous peoples around the world in maintaining their traditional cultures in the modern world. (TCI: Lesson 15)</li><li>• examine the views of groups who have an interest in the preservation or use of the resources of the Amazon rainforest. (TCI: Lesson 17)</li><li>• analyze and discuss a series of questions to understand the competing viewpoints of these various groups. (TCI: Lesson 17)</li><li>• investigate ideas about addressing land use conflict in the rainforest and determine which would be most applicable to the Amazon region. (TCI: Lesson 17)</li></ul>	

## SYLLABUS ACKNOWLEDGEMENT

I acknowledge that I have read and understand Kylie Pancich's syllabus.

Parent/Guardian Name: \_\_\_\_\_

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

Best contact for parent: \_\_\_\_\_ (phone) \_\_\_\_\_ (email)

Student Name: \_\_\_\_\_ Social Studies Period: \_\_\_\_\_

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

Any other information you would like to share regarding your student:

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