

CRA Sixth Grade Geography/Social Studies Syllabus

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C.R. Anderson Middle School
Room 221

Course Information:

Sixth-grade Social Studies focuses on the geography, history, and cultures of the Western Hemisphere. Students learn about the basic foundations of geography and focus specifically on North America and Latin America.

Required Materials and Textbooks

Students can access TCI, the social studies text, online daily through Clever on their classroom laptops and they will be given instructions on how to access the online text and daily classwork the first week of school. Students will be assigned written work at times, so they will need a pencil and a folder that can hold lined paper, or a spiral notebook for this purpose. These will be stored in a consistent location in the classroom so students can access them daily. Therefore, students will need pens, pencils, earbuds/headphones, and either a folder with 50 sheets of paper or a small spiral notebook to be kept in the classroom.

Grading Policy:

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

- Each of our units will be structured in a similar way. First, a preview activity will get students thinking about the topic. Students will learn key vocabulary, and they will also do practice activities that help them better understand the unit's essential question. I will check or score student work in these early stages of learning, providing feedback on student progress. These practice scores will fall under the 'Classwork' category and will be worth 40% of students' total course grade.
- The final portion of each unit centers on student performance. It will be worth 60% of students' course grade. For the 'Assessments' category, students will generally either complete a project or take an assessment that allows them to show what they've learned from the unit.

Redo, Rewrite, Retest

- Students may choose to redo a test/assessment if they score lower than a 70%.
- If students plan to redo a test/assessment they must contact the teacher immediately after initial 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 unless the teacher agrees to a different arrangement.

Late Work

Late classwork will be accepted for full credit until the end of the unit/chapter assessment. Missing assignments will show as a zero in the gradebook until they are turned in. Students are encouraged to check PowerSchool regularly to identify missing or incomplete work, and to finish any missing work at home or in advisor if they are unable to finish during class or if they have missing work after an absence.

Classroom Expectations:

At CRA Middle School we strive for Cooperative, Respectful, Achievers.

Below are steps for success in Social Studies at CRA.

<u>C</u> OOPERATIVE	<u>R</u> ESPECTFUL	<u>A</u> CHIEVERS
<ul style="list-style-type: none">• Be prepared for class.• Follow directions.• Be an active, productive group member.• Stay on task and avoid distracting others from their learning.	<ul style="list-style-type: none">• Treat teachers and students with respect.• Encourage each other.• Be kind when communicating with others.	<ul style="list-style-type: none">• Give your best effort in class.• Complete your work on time.• Use technology appropriately to help you learn.• Take responsibility for doing your own work.

Communication, Parent Engagement and Important Dates

A weekly agenda will be posted in the Files tab in Teams at the beginning of each week, for students to get an overview of what we will be focusing on. You can view the detailed explanation of assignments daily in my class link in Teams. Parents/guardians can view the daily social studies class agenda by using their students' Teams login information at any time, or they can visit my teacher page at this [link on my district teacher page](#). To access PowerSchool and information specific to C. R. Anderson Middle School, go to <https://cra.helenaschools.org/>.

Grades are updated regularly on PowerSchool, where students and parents each have their own unique login. If parents do not have a username or password, please contact the main office at 324-2800. If you have questions about anything, please e-mail me at cwilliams@helenaschools.org or call me at 406-324-2790. In this link at the C. R. Anderson website, you will find calendar dates for parent-teacher conferences, midterms, and state testing dates: <https://helenaschools.org/2025-26-academic-calendar/>.

Course Description and Standards with Learning Objectives

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

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

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

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

Unit 4: Wrap-Up	Length: 4 Weeks
Standards: That will depend on what gaps students have in their learning, and what content they may need to review or wish to learn more about. IEFA standards will be included.	
Students will:	
<ul style="list-style-type: none"> • be able to describe what they've learned related to the people, places, and environment of the Western Hemisphere. <ul style="list-style-type: none"> • <i>The remaining student-focused learning targets will be based off student needs and/or interests.</i> 	

SOCIAL STUDIES SYLLABUS ACKNOWLEDGMENT

Please sign below and remove this page and return it to Mrs. Williams by Friday, September 5, 2025.

I acknowledge that I have read and understand Mrs. Williams's syllabus for the 2025-2026 school year.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Student Name: _____

Student Signature: _____