



**Sixth Grade Social Studies
Syllabus
Mrs. Sarah Jelinek**



Welcome to 6th Grade Social Studies! My name is Mrs. Jelinek and I am excited to be your teacher this year. Here is some basic information that will help you prepare for this school year.

Course Goals and Big Ideas

We will be studying the geography and culture of the Western world, including the following topics:

- Basic Geography
 - The Tools of Geography
 - Seeing the World Like a Geographer
- Canada and the United States
 - Settlement Patterns and Ways of Life in Canada
 - Urban Sprawl in America
 - Consumption Patterns in the United States
 - Migration to the United States
- Latin America
 - Spatial Inequality in Mexico City
 - Hurricanes in the Caribbean
 - Land Use Conflict in the Amazon Rainforest
 - Life in the Central Andes
 - Ancient Civilizations of the Western Hemisphere
- Europe and Russia
 - Supranational Cooperation in the European Union
 - Population Dilemmas in Europe
 - New Nation-States from the Old Soviet Empire

As we study each of these topics, we will learn about the region's geography, history, economy, climate, culture, resources, population, and relationship with other regions. We will work both individually and cooperatively to complete a variety of interactive, hands-on activities. We follow the State of Michigan Grade Level Content Expectations (GLCEs). If you would like to review these online, please visit the website:

<http://www.michigan.gov/mde/>.

Course Materials

To be successful in this class, you will need to have the following supplies:

- *Geography Alive* textbook (each student will receive their own copy at the beginning of the year)
- Binder with 5 dividers (we will label these in class)
- Pencils with erasers (no pens—only pencil will be accepted; pencils will not be provided)
- Personal three-ring hole puncher that clip into the binder
- Filler paper with holes
- Highlighters
- Colored pencils
- Markers
- Scissors

Note: If finances make it difficult to obtain any of the above supplies, please contact me privately.

Grading Policy

- 70% of your grade will come from assessments such as tests and projects
- 30% of your grade will come from daily assignments and homework

You will be graded on a point system. Each project, test, or assignment will be worth a given number of points, which you will know about beforehand. Occasionally, I will offer extra credit opportunities to enhance your grade.

A list of assignments and their due dates, along with upcoming projects and tests, will be posted in the classroom and on my website (see “Communication” below). All projects will come with checklists that allow you to see each step. I will also provide you with exemplary models for papers and projects, as well as study guides for tests.

Late Work Policy

Work that is late can be turned in until the end of the unit for a 25% reduction in grade. Work cannot be turned in after the unit test has been completed. This work should be placed into the Missing Work bin.

Absent Work Policy

If you are absent, it is *your responsibility* to see the Absent Work calendar and bins for all your work. This calendar shows what we did each day. The bins hold copies of the notes, activities, and assignments. It is also *your responsibility* to turn in absent work to the Missing Work bin with the word “Absent” at the top. You have the same number of days you were absent to make up your work. After this point, it will become Late Work.

No Name Assignments

Work that is turned in without a name will be placed in the No Name bin. If you did not get a paper back that you are confident you turned in, you should check in this bin first. If you find it, be sure to put your name on it and turn it into the Missing Work bin. Work that remains in the No Name bin at the end of a unit will be thrown away.

Organization

You will keep all of your work in a three-ring binder that is organized with five different tabs (these will be labeled in class). All work should be hole-punched and placed into the appropriate place in the binder. You should have your own three-ring hole puncher to clip into your binder. Do NOT store any papers in your book or another folder. All graded work will be placed into the binder as well.

Behavioral Expectations and Consequences

We will be using the STARR Positive Behavior System throughout the school. STARR stands for:

Safety: walk in the classroom, go around desks, keep your hands and feet to yourself

Tolerance: keep an open mind to the opinions and comments of others, even if they are different from your own

Achievement: try your hardest in everything you do

Respect: raise your hand and wait your turn to speak, be considerate and helpful to all people

Responsibility: come to class on time and prepared with all supplies and work

You are expected to be in class when the bell rings. If you are not, you will be marked tardy.

If you fail to meet these expectations, consequences include lunch detention, parent/guardian contact, after-school detention, and office referral.

Parents/Guardians: Tracking Your Student's Progress

With so many classes in middle school, it can be challenging to determine the progress of your child in an individual class. The easiest way to do this is by:

- Using Power School: This is an online grade book that can be accessed at any time. If you do not already have access to this resource, please see the Main Office to establish your account. Please note that grades are typically entered within several days of receiving the assignment.
- Asking your child to share their work with you. Sharing should consist of the child and interested party sitting down, reading, and discussing their work for a short amount of time. The emphasis is on the student initiating the conversation, though it would be helpful if you would inquire. (Note to Student: This is *not* an opportunity for your parents/guardians to do your work, but a time for you to share what is completed or receive assistance.)

Communication

Good communication is the key to success! I strongly encourage you to ask questions whenever you don't understand something. If you are shy about asking in front of other students or if you have a special need or concern that you would like to speak to me about privately, we can arrange a time to meet during lunch or before or after school. I am always happy to help you and want to make sure you are successful!

Another great way to communicate with me is via the Internet. My class website contains valuable information:

www.sarahjelinek.weebly.com

- List of weekly assignments, including links to files of the activities
- Helpful websites and other useful resources
- A forum to chat with your classmates about interesting things you've learned in class

I am also available to communicate via e-mail and phone. I will make every effort to return your e-mail or call within 24 hours. Please note that it is much easier for me to supply a faster response via e-mail.

E-mail: sjelinek@scslakeview-k12.com (preferred)

Phone: 586-445-4130 extension 2639

Sincerely,

Sarah Jelinek

Student & Parent/Guardian Syllabus Acknowledgement Form

Student Name: _____

I have read and agree to follow the syllabus requirements.

Student Signature: _____

Parent/Guardian Name: _____

I have read the syllabus with my student and understand the classroom requirements.

Parent/Guardian Signature: _____