

# BLUE HERON SCHOOL

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Victoria Kalscheuer, Principal  
Grades 6 - 8  
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## Grade 6 Social Studies: Course Syllabus 2022-2023

Dear Students and Parents/Guardians:

Welcome to 6<sup>th</sup> Grade Social Studies. We are looking forward to getting to know you and having a wonderful experience this year. The 6th grade students are divided between Mr. Oliveira and Mrs. Shively's Social Studies Classes. Below is a class overview. **Mr. Oliveira is your Social Studies teacher this year.**

### Social Studies Course Description:

In our study of ancient states and empires, we develop an understanding of the meaning of “civilization” and “culture” and how these ideas apply to the variety of autonomous societal organizations that have existed through history and that continue to exist. We also focus on written history and the ability to draw facts, information, and conclusions from written sources. Our writing focuses on well-written paragraphs with a theme, evidence, and elaboration. This is coupled with the use of correct spelling and grammar. We have carefully aligned our curriculum with the Grade Level Expectations for Social Studies, as well as the Common Core State Standards for English/Language Arts and Literacy in History/Social Studies. Students will be reading and writing on a regular basis both in class and at home. Throughout the year students will improve their reading strategies and critical thinking as they read both fiction and nonfiction texts. We will also be working on vocabulary related to the areas of study.

<b>Course Outline</b>			
<b>September - October</b>	<b>November – December</b>	<b>January - February</b>	<b>March – June</b>
Geography & And World Map	Ancient Mesopotamia Place-Based Learning Project- Blue Heron Orchard	Ancient Egypt	Ancient China, CBA, Place-Based Learning Project & Local History- (Students connect with community and surroundings of Port Townsend).

**It is important that students understand the themes of history presented in this class, and clearly demonstrate their comprehension.**

### **Key Standards**

#### **Social Studies-Essential Academic Learning Requirements (EALRs)**

**SS 1.3.1** Analyze how societies have interacted with one another in the past or present.

**SS 1.4.1** Understands the historical origins of civic involvement.

**SS 2.1.** Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

**SS 2.2.** Understands how economic systems function.

**SS 3.1.1** Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information

**SS 3.1.2** Identifies the location of places and regions in the world and understands their physical and cultural characteristics.

**SS 3.2.1** Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present.

**SS 3.2.2** Understands the characteristics of cultures in the world from the past or in the present.

#### **Reading Common Core State Standards (CCSS)**

**ELA RL/I 1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

**ELA RL/I 2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**ELA RI 8.** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### **ELA Writing - Common Core State Standards(CCSS)**

**ELA W1.** Write arguments to support claims with clear reasons and relevant evidence.

**ELA W2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**ELA W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1&2 above.)

**ELA W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and shorter time frames

**ELA Speaking and Listening - Common Core State Standards(CCSS)**

**SL 1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Textbook-***To See a World* Publisher-Houghton Mifflin

### **Place-Based Learning Projects:**

**Project #1 Orchard Project (Oct-Nov)** Essential Question: What is the value of an orchard?

**Project Overview:** Students will research the history of apples, survey the variety of apples in the orchard, learn about the value of an orchard and throughout the year, across content areas, participate in maintenance, harvest, and propagation of our apple trees.

**Project #2-Back to the Future (May-June)** Essential Question: How can we better know our community and understand our surroundings?

**Project Overview:** Students will research a topic of their choice about Port Townsend, “The City of Dreams” to gain an understanding of the town’s history. They will create a travel brochure that will help others learn more about Port Townsend, its people, and places that have made it unique.

**Community Partner:** Jefferson Historical Society

### **Expectations for Success:**

Students will continue to develop their organizational and interpersonal skills while working independently and in small groups. Every student is encouraged to enthusiastically contribute to the classroom activities and discussions.

**Self-Discipline:** Disruptions in the classroom hinder the learning process. We have classroom expectations, based on respect, responsibility, and cooperation that we believe are fair and will help the students learn. “Think Time” and other school behavior intervention strategies will be used when necessary. We believe that hard work and integrity are the keys to success in the classroom.

### **Daily Assignments and Work Habits:**

Sufficient class time will be provided for daily assignments; however, students who miss class or do not use their class time efficiently will need to complete the task as homework. It is essential that students complete their assignments on time. Students will record assignments in their student planners. In addition, all assignments with due dates will be on the class white board. When a student is absent from class, it is expected that they will check Google Classroom, to keep abreast of the curriculum. When returning from an absence, the student needs to find out what was missed. Google Classroom will be updated regularly as a resource for students and parents.

### **Late Work:**

It is expected that assignments will be turned in on time. However, students will receive reduced credit for late work when it is turned in **within two weeks** of an assignment’s due date. Assignments turned in after an absence will not be counted as late but will be expected to be completed in a timely manner.

### **Grading:**

All assignments have value and show evidence of learning. Thus, students need to complete assignments and tests to the best of their ability and submit that work to demonstrate growth. It is critical for students to be present and participate every day.

In addition, online grades will be available on Skyward, updated every two weeks. Please contact the office, if you need a reminder about your username and password.

The following standard grading is used for this class:

A	93- 100%	B	83 – 86.9%	C	73 – 76.9%	D	63-66.9%
A-	90 – 92.9%	B-	80 – 82.9%	C-	70 – 72.9%	D-	60-62.9%
B+	87 – 89.9%	C+	77 – 79.9%	D+	67 - 69.9%	F	59.9% and Below

Grading Categories:     Assignments & Projects 80%  
                                  Test & Quizzes 20%

#### Academic Integrity:

The student's individually-assigned work must be their own. If a student cheats or copies work and claims it as their own work, the student will receive reduced or zero credit on the assignment/test. The student may or may not (teacher discretion) have the opportunity to make up the grade. A parent/guardian will be notified with concerns about questionable academic integrity.

#### Required Supplies:

Blue Heron Planner                     One 2-pocket style folder                     Colored pencils                     Big eraser  
Pens and Pencils as needed         One spiral notebook (70 pages)         Ultra Fine Tip Sharpie (Black)

Bring a novel to class **EVERY DAY**

#### Cell Phone Policy:

Phones and electronic devices must be silenced and placed out of view in this class. Note to Parents: Please contact your child by calling the office and not call or text the student's cell phone. The Blue Heron Handbook has complete details on the phone policy.

#### Opportunities:

Talking with your student on a regular basis about what they are learning in Social Studies, checking Google Classroom, and reviewing assignments in your **child's planner** are key methods to support your child in this class. You will receive a Skyward username and password to check your child's grades online, and monitor their academic progress in Social Studies.

#### Before School Assistance

We are eager to assist students to succeed academically and are available before school from 7:50-8:20 a.m. Students should sign-up or make an appointment ahead of time to avoid any previously scheduled meetings. Let us know if you have any questions or concerns about your child's progress in Social Studies. **Email is the most efficient method for us to communicate.**

Sincerely,



Don W. Oliveira

Leslie Shively

Email address [doliveira@ptschools.org](mailto:doliveira@ptschools.org)

Classroom 379-4368

Website <https://blueheron.ptschools.org/elearning>

**6<sup>th</sup> Grade Social Studies**  
**Due Friday, September 9<sup>th</sup>**

## STUDENT HOMEWORK

1. Bring in your class supplies for Social Studies, especially an independent reading novel.
2. Show your parent/guardian how to log in to your Google Classroom account.
3. Sign below indicating that you have read and understand the class syllabus.

## PARENT HOMEWORK

1. Please sign below.
2. Let your child show you how to log in to their Google Classroom account.
3. *Optional*-In a million words or less, tell me about your student. What are their strengths, interests, challenges, hobbies, learning experiences, etc.

Note: If any student needs assistance in obtaining class supplies, please contact Mr. Oliveira at [doliveira@ptschools.org](mailto:doliveira@ptschools.org) or 379-4368. **Email works best!**

I HAVE READ AND UNDERSTAND THE CLASS SYLLABUS AND KNOW HOW TO ACCESS MY/MY CHILD'S GOOGLE CLASSROOM ACCOUNT.

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Student Name (Please Print)

Student Signature

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Parent/Guardian Name (Please Print)

Parent/Guardian Signature

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\*\*\*Please make sure ALL SKYWARD INFORMATION IS UP TO DATE, as Skyward Message will be used for some parent/guardian communication.\*\*\*

\_\_\_\_\_ Yes, my Skyward information (email and phone number) is up to date!

\_\_\_\_\_ No, my Skyward information is inaccurate. Please use the following:

Phone number: \_\_\_\_\_ Email: \_\_\_\_\_ (Please Print)

The best way to communicate with the parent/guardian is EMAIL or PHONE (please circle ONE)

If you selected PHONE, what is the best time to contact you? \_\_\_\_\_