



Sixth Grade Instructional Plan for Social Studies: First Semester

Course Overview

Welcome to 6th Grade Social Studies! This year, students will explore the world around them—starting with identify and describe the location and characteristic of major world regions, understand the influence of geography on societies, analyze different forms of government and economic system, explore cultural traits including language, religion, traditions and institutions and compare the rights and responsibilities of citizens around the world. The curriculum is built around the TEKS and emphasizes developing how the world works, geography, cultures, history, governments and global connections. We will use a blend of whole group lessons, small group instruction, hands-on activities, and technology. Students will regularly engage and explain their thinking both verbally and in writing. Instruction will be explicit, systematic, and scaffolded to support all learners in mastering grade-level expectations.

Throughout the year, students will:

- Students will learn about world geography.
- Students will identify and explain the geographic factors responsible for patterns of population in places and regions.
- Students will identify geographic factors such as location, physical features.
- Students will explain ways in which human migration influences the character of places and regions.
- Students will identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.
- Students will identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.
- Students will identify and analyze ways people have adapted to the physical environment in various places and regions.
- Students will describe ways people have been impacted by physical processes such as earthquakes and climate.
- Students will identify and describe common traits that define cultures and culture regions.
- Students will identify institutions basic to all societies, including government, economic, educational, and religious institutions.
- Students will identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development.
- Students will explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.
- Students will explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.

Contact Information

Teacher Name: Christina Sauls
Email: christina.sauls@midlandisd.net
Phone: 432-240-6000

Classroom Expectations

Our classroom is a safe learning place, which encourages teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will be good listeners to the teacher and to other's ideas. All students will be hard working contributors in the process of getting their education in order to be successful and reach their full potential.

Expectation 1: Be respectful

- Use appropriate voice level, raise your hand, and wait your turn to speak
- Listen carefully to all instructions and directions (wait your turn)
- Stay in your seat and wait for teacher permission

Expectation 2: Be responsible

- Be prepared and complete your work

Expectation 3: Be safe

- Always keep your hands and feet to yourself and report problems to a teacher.
- Walk at all times

Expectation 4: Be ready to learn and try your best every day

- Come to class on time
- Prioritize daily attendance



Sixth Grade Instructional Plan for Social Studies: First Semester

Positive reinforcement and clear routines will help students learn and meet these expectations. If expectations are not met, the teacher will first reteach and remind the student(s) of expectations. If a student continues to fail to meet expectations, they will be redirected, then parents will be contacted. If a student is unable to meet expectations after these preventative measures, an office referral will be made.

Attendance Policy & Its Importance

Regular attendance is vital to your child's academic development. Sixth grade is a pivotal year in Social Studies-students will begin to apply and justify their thinking, solving and experimenting activities. When students attend daily, they stay current with new skills, deepening their knowledge of the world, develop thinking skills, and practice important habits that support lifelong learning.

Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

Learning Objectives

By the end of the first semester, students will be able to:

Using Lowman students will develop Social Studies skills such as:

- Geography: The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes.
- Identify and explain the geographic factors responsible for patterns of population in places and regions.
- Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.
- U.S & Canada.
- Latin America
- Europe.

Course Resources

- Chromebook (provided by Midland ISD)
- Journals and writing utensils (part of the school supply list)
- LOWMAN.

Grading Policy

According to Midland ISD Grading Policy:

Teachers are expected to use a variety of types of student work performance to assess student achievement. The teacher should choose those which are most appropriate to the class, the students, and the TEKS/SEs under study. Students will receive minor assignment feedback within three to five school days. Major assignments such as research projects, group projects, and research papers or other long-term projects shall receive a final cumulative grade within ten school days. However, the teacher shall award interim minor assessment grades for individual steps in the process.

Major assignments - 60% Minor assignments - 40% which may include homework; however, homework may not constitute more than one fourth of the minor assessment summative grade.

MAKE UP WORK DUE TO ABSENCES

All students shall be allowed to make up work when they are absent from class. Students have the total number of school days absent plus one additional school day in which to complete the assignments. In certain circumstances where a prolonged illness or family emergencies are involved, an arrangement will be made between student and teacher for additional time to complete make-up work.

LATE & MISSING WORK

Missing assignments and grades earned below 70 are allowed to be corrected. These assignments will be given a two-week window. Any outstanding assignments after the two-week window will receive a final grade of 50. Any corrected work submitted within the two-week window will be assigned a maximum grade of 70.

Class DoJo (School-wide System of Communication)

Our campus uses ClassDoJo to communicate with families. Please ensure you join our class for important updates.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!