

Middle School Course Syllabus Grade 6 World Geography and Cultures

School:
Teacher's Name:
Room Number:
Best time to contact:
Phone number:
Email address:

Prerequisites: none

Course Description:

Students in grade 6 will receive an in-depth study of geography. Areas of study pertaining to geography are: the five themes of geography that includes the study of location, regions, climate, population, migration, culture, distribution of natural resources, and environmental issues. Students will continue studying geographic themes through the study of major regions around the world.

Course Standards: This course is aligned with the Wisconsin Model Academic Standards and the Common Core Disciplinary Literacy Standards in History. Model Academic Standards can be viewed at www.dpi.wi.gov and Disciplinary Literacy Standards can be viewed at www.corestandards.org

Lifelong Learning Standards:

School Board Policy 6418 outlines the following standards for lifelong learning: Knowledgeable Learner, Complex Thinker, Effective Communicator, Self-Directed Learner, Quality Producer, and Contributing Citizen.

The Big Ideas and Essential Questions:

<p>Big Ideas: Models Symbols Patterns Production/Consumption Cultural Universals <i>*More inclusive big ideas and essential questions available in the curriculum unit plans.</i></p>	<p>Essential Questions: Does geography define us or do we define geography? Are factors that constitute global patterns dependent or independent of each other and are some factors more important than others? To what degree is our world interdependent? What is an American?</p>
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KUSD School Board-Approved Instructional Materials:

Chu, Gregory H., Ardwick, Susan, and Holtgrieve, Don. (2011) *My World Geography*. Pearson

Methods of Assessment:

Multiple assessments, both formative and summative will be used to help students achieve course standards. **Formative assessment** is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve a student's achievement of intended instructional outcomes. Formative assessments are seldom used as part of a final grade calculation. **Summative assessment** is designed to provide information regarding the level of mastery of the course standards. *

*Excerpts taken from "Distinguishing Formative Assessment from Other Educational Assessment Labels" by the Council of Chief State School Officers (CCSSO). The article can be viewed at: <http://www.ccsso.org/Documents/FASTLabels.pdf>

KUSD School Board-Approved Grading Scale:

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A+ = 98 – 100%	B+ = 86 – 89%	C+ = 76 - 79 %	D+ = 66 - 69 %
A = 93 – 97%	B = 83 – 85%	C = 73 - 75 %	D = 63 - 65 %
A- = 90 – 92%	B- = 80 – 82%	C- = 70 - 72 %	D- = 60 - 62 %
F = below 60%			

Nothing in the District's student progress reporting policy or these procedures is intended to conflict with approved programming for a student with an Individual Education Plan (IEP), a Section 504 plan, or a Limited Language Plan (LLP).

KUSD School Board Policy on Make-Up Work:

Students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension or truancy, unless the work is submitted later than agreed upon deadlines.

Student and Parent Resources:

The textbook used for US history is available on-line at phschool.com/social_studies/. The site is password protected. Students will receive unique passwords from their teachers.

Teacher/Parent Communication:

Every effort will be made by the teacher to respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day upon which the inquiry is received. (Developed as a parallel to State Statute 118.40(8)(d)3.)

Posting of Grades:

Every effort will be made by the teacher to post grades on the student information system for review by parents and students within five to seven school days. (Long-range, major projects may require additional time for evaluation.) Missing work should be indicated within two school days of the due date.