

BLUE HERON SCHOOL

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Victoria Kalscheuer, Principal
Grades 6 - 8
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Grade 7 Social Studies: Course Syllabus 2021-2022

Dear Students and Parents/Guardians:

As we adapt to this ever changing environment we will work towards providing a challenging, engaging and rewarding Social Studies curriculum. I look forward to getting to know you and having a wonderful experience this year. Below is a class overview.

Social Studies Course Description:

In our study of the progression from ancient states and empires to the countries and governments of the Renaissance, we will continue to 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 will also compare a variety of religions to better understand their effect on the social and political development of Western Civilization. Moreover, we will concentrate on written history and the ability to draw facts, information, and conclusions from written sources. Our writing will focus on well-written paragraphs, and well-organized essays. 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.

The Second Semester will be entirely devoted to **Washington State History**. You will receive a detailed class overview at that time.

September - October	November – December	January
Ancient Greece	Ancient Rome	Middle Ages & World Religions

It is important that students understand the themes of history presented in this class, and clearly demonstrate their comprehension
Key Standards for the Semester

Washington State Learning Standards for Social Studies

- C1.6-8.1 Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.
- C2.6-8.1 Explain a variety of forms of government from the past or present.
- C3.6-8.1 Analyze how societies have interacted with one another.
- C4.6-8.1 Describe the historical origins of civic involvement.
- E1.6-8.1 Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.
- E2.6-8.1 Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.
- E2.6-8.2 Explain how scarce resources have affected international trade in the past or present.
- E3.6-8.1 Explain the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.
- E4.6-8.1 Explain the distribution of wealth and sustainability of resources in the world.
- E4.6-8.2 Explain barriers to trade and how those barriers influence trade among nations.
- G1.6-8.1 Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.
- G1.6-8.2 Identify the location of places and regions in the world and understand their physical and cultural characteristics.
- G2.6-8.1 Explain and analyze how the environment has affected people and how people have affected the environment in world history.
- G2.6-8.2 Explain the geographic factors that influence the movement of groups of people in world history.
- G3.6-8.1 Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.

History/Socials Studies and Reading Common Core State Standards (CCSS)

RH1- ELA RL/1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RH2- ELA RL/1 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.

RH8- 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.

History/Socials Studies and ELA Writing - Common Core State Standards(CCSS)

WHST1- ELA W1. Write arguments to support claims with clear reasons and relevant evidence.

WHST2- 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.

WHST4- 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.)

WHST10- 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.

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. There will be homework assigned to allow students additional independent practice of skills taught in class and to prepare students for participation in class the next day. Therefore, it is essential that students complete their homework 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 GoogleClassroom, to keep abreast of the curriculum. When returning from an absence, the student must 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 partial credit for late work when it is turned in **within two weeks** of an assignment's due date. The highest grade a student can receive after two weeks late, which meets the assignment criteria, is a C. 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%	F	59.9% and Below
A-	90 – 92.9%	B-	80 – 82.9%	C-	70 – 72.9%		
B+	87 – 89.9%	C+	77 – 79.9%	D	69 - 60 %		

Grading Categories: Assignments, 60%

Test & Quizzes 20%

Projects 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 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 Composition Notebook Reading Novel
Pens and Pencils as needed One spiral notebook (70 pages) 3x5 notecards (optional)

Opportunities:

Talking with your student on a regular basis about what they are learning in Social Studies, checking the weekly Playlist and Google Classroom, and reviewing assignments in your student'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 his/her academic progress in Social Studies.

Extra Assistance

I am eager to assist students to succeed academically and am 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 me 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.**

Welcome to 7th Grade Social Studies, remember history is the story of all of us,
Sincerely,

Don W. Oliveira

email address doliveira@ptschools.org

Classroom 379-4368

Class website www.ptschools.org (Select "Teachers" then "Don Oliveira")

Most Placed Based Learning such as "Maritime," and "A Moment in WA State History" occurs in the Spring Semester.

Due Friday, September 16th

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. *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, Don W. doliveira@ptschools.org, or 379-4368. **Email works best!**

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

Student Name (Please Print)

Student Signature

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

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? _____