
2018-2019 / Social Studies-Geography / English Language Arts

INSTRUCTOR

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INTRODUCTION

Welcome to 6th grade Humanities! This year you will be challenged to build upon your existing knowledge and command of the English language as well as the history of Europe, Latin America, Australia, and Canada. You will begin from your own personal starting points in reading, writing, speaking, geography, and history. You will progress and improve in all areas throughout the course of the school year. Everyone in this classroom will be successful! Our SMART goal is that 100% of students will pass the Milestone.

The bulk of the work in this class will be project-based, where you will be working individually and/or in partnerships/groups to create intelligent and innovative projects that demonstrate a thorough understanding of the topics covered in class. You will be given ample time to complete these projects, and will receive ongoing feedback from the instructor and from your peers. The teaching style of this course will resemble a pre-AP course as we prepare to embark on higher education.

This year, you will become a more experienced reader through analysis, critical thinking, and discussion of a wide range of literature through socratic seminars and other activities. We will read books, excerpts, articles, and other written material together as a class, in small groups, and individually. You will participate in online and in-person book club discussions, where you will have the opportunity to respond to a variety of

literature. Additionally, you will be required to read a book of your choice nightly. Our classroom library is open for signing out books daily. My hope is that you will develop a life-long passion for reading throughout this Humanities course! Perhaps even divulge in writing novels yourself.

As a writer, you will explore and use written language in complex and creative ways. You will write in a variety of genres (narrative, expository, and persuasive), continually revising your work based on critique from your peers and your teacher. Additionally, there will be opportunities to participate in writing critique/revision with the other Humanities class!

In learning about the issues facing people all around the world today, you will analyze the geographic, economic, religious, and cultural factors that influence the various developing nations we will study. You will be encouraged to brainstorm solutions to the issue of world hunger, as well as consider what you can do to help as a contributing member of society.

PBL's

(Project Specifications and Calendars will be sent to families before the start of each new project)

- ❑ Time Travellers
- ❑ Democracy: Then & Now
- ❑ Are We Doomed? Mayan Civilization
- ❑ Europe: 1095 AD and All That
- ❑ Holocaust & Genocide Exhibition

MAJOR UNITS

1. Europe
2. Latin America
3. Canada
4. Australia

WRITING

- P.E.G. Writing
- Journal Entries
- Blogging
- Pen Pals
- Creative Writing
- “The Genre Journey”

LITERATURE

- ★ Read Alouds
- ★ Literature Legends
- ★ Magazines
- ★ Newspapers
- ★ Historical Texts
- ★ Digital Resources
- ★ Classroom Library
- ★ Audiobooks

FIELD TRIPS

- ❖ College Visit (Kennesaw University)
- ❖ College Visit (Spelman College & Morehouse College)
- ❖ Trade School (Le Cordon Bleu Culinary)
- ❖ Washington D.C. (4 days)

CLASS CULTURE

In order to reach our full potential, all students and teachers need to strive to create a peaceful, safe learning environment. This is achieved through mutual respect and acceptance of a variety of ideas, opinions and beliefs. As a member of this team, you are expected to:

- Always be on time, be in your seat, and be ready to learn at the start of class.
- Come to class prepared (with all necessary classroom materials)
- Be respectful (use appropriate language, always consider how your words and actions affect others, and communicate your thoughts and feelings in a kind manner)
- Work cooperatively (recognize that you will not always work with a partner/group of your choice, and work cooperatively with all of your peers)
- Ask questions (I love your questions! Please don't hesitate to ask me anything you are wondering about!)
- Persevere: Never give up
- Turn in "quality" work
- Follow WACS's school-wide rules and procedures

ADDITIONAL INFORMATION

Responsible, Respectful, and Remarkable

Student's conduct grade is based on their ability to contribute academically in the classroom. As a department, we will be assessing students' ability to follow the 7 habits that contributes successfully to academic achievement. In an authentic, rigorous and intentional learning environment, the students will be assessed on their ability to:

1. Be Proactive
2. Begin with the end in mind
3. Put first things first
4. Think win-win
5. Seek first to understand, then be understood
6. Synergize
7. Sharpen the saw

Collaborative Discussions

Socratic Seminars: Students will be engaged in multiple collaborative opportunities throughout the year as they discuss important and controversial topics in a collegial manner.

Debates: Throughout the curriculum, students will be presented with argument/claim topics where they will need to take a stand and support their stance with evidence backed up with research.

Homework

Weekly homework will be distributed on Mondays primarily through Google Classroom, and most homework is due nightly unless otherwise stated. Generally, you will have homework 2-3 times per week.

Late Work Policy

Students are required to turn in all assignments on the given due date and time. Most assignments are due at the beginning of class. Students will be informed if this is not the case.

Homework, class work, and project work turned in late will receive a maximum of a 3, and must be turned in within two weeks of the due date. Special circumstances regarding late work can be discussed on an individual basis, but will only be approved at the teacher's discretion. Please feel free to get in touch with me via email to discuss special circumstances/ accommodations.

Absent Work Policy

If a student is absent on a given due date, he or she may submit the work assigned prior to the absence or on the day of his/her return. Any previously assigned work submitted after the student's return date is considered late. If a student is absent, it is his/her responsibility to check the appropriate folder on Google Classroom and/or Common Curriculum to get the necessary materials. It is also his/her responsibility to ask a peer or teacher for any notes or warm-ups that he/she may have missed.

It is the student's responsibility to find out about, and turn in, any missed assignments due to absences.

The student will have as many days as he/she was absent to complete the missed assignments before assignments will be considered late. These make up days will begin the day the student returns to school.

If a student knows he/she will be absent ahead of time, please inform the teacher to receive any available assignments prior to the absence. Any student who plans to be absent for 5 or more consecutive days may set up a contract for independent study through the teacher.

Students will submit the work for credit upon their return.

TeacherEase

It is the responsibility of both the student and his/her parents to regularly check the student's grades. You will receive a username and password at the beginning of the school year; this will allow you to access grades on a regular basis. Please let me know if you lose or forget your username and/or password. Please see me as soon as possible if you have any questions or concerns about a grade. Blank grades or unexplained zeroes may be "no name" assignments, make up work, or assignments that have not been graded in full. These entries will become - and remain - zero if not turned in by the end of the semester.

Available Help

I want every student to be successful, and firmly believe that every student has the potential to do so. Students and parents should feel free to contact me at any time with questions or concerns about anything. I am willing to work with any student on an individual or group basis outside of class if additional assistance is needed. Students, please come to me at the first sign of confusion, lack of understanding, frustration, etc. Students may set up tutoring appointments with me any day, as needed. If your child is interested in attending tutoring, please have him/her sign up for tutoring one day in advance. The tutoring sign-up sheet can be found on Google calendar, and morning tutoring will be held in the appropriate classroom.

Additional Recommendations for Parents

Please ensure that your child is reading and/or being read to at home every day, as this is nightly homework. I also encourage you and your child to take a trip to your neighborhood library to explore new and exciting books and different genres! Please know that I have an extensive classroom library for all students to enjoy as well. Please also encourage your child to write when inspired to do so. If possible, post a world map somewhere in the house, and use it a reference tool for planning vacations, discussing what he/she is studying, etc. Thank you in advance for all of your support!

Final Note to Students

Each one of you is loved and appreciated here at WACS. I ask these 3 things of you: Be kind, be respectful, and always try your best. I promise to do the same.