



Mrs. Schaezner's 6th Grade Humanities

2015-2016



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**Mission
Statement**

Stoller Middle School is committed to promoting a safe, supportive learning community that fosters high academic achievement and lifelong learning.

**District Goal for
2010-15:**

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

Humanities: The humanities program will heavily integrate all aspects of the reading and writing processes along with the social studies. This includes the commonly known subjects of reading, literature, writing, listening and speaking that naturally dovetail with geography, history, and current events. Your child will keep a humanities spiral where we keep track of most of our learning and discussions.

Literature: We will be studying a variety of literature and literary elements through the use of our district adopted *Themes* textbook. Students will be asked to use reading lists and select independent reading novels that tie in with the current unit of study, or "theme". Our class read-aloud will be used as a springboard for discussions, mini-lessons and word studies. During our Enrichment classes students will continue working on improving their reading skills through a variety of activities.

Independent Reading: Students are expected to read a minimum of 80 minutes a week outside of the humanities classroom. They are to have their novels with them each and every day in all core classes, along with Enrichment. In addition to the before school time students are given 10 -15 minutes each day to read in their Enrichment classes.

Writing: A big focus of 6th grade is the writing of a well-constructed paragraph. Throughout the year we will focus on the narrative and expository modes of writing and will often tie the writing mode of study to our literature and social studies investigations. We will also be writing in our Learning Logs, completing journal entries and keeping track of our growth in different subject areas through a variety of self-assessments, reflections and projections.

Quotes: We will use the Quote of the Week to practice both writing and reading skills. The "Big Q" tackles not only expository writing, but also connecting to the written word. Students will try to determine the author's purpose and apply the quote to their own lives.

PARENTS and GUARDIANS: The Quote of the Week requires a much higher level of thinking than the answering of silly questions that we work on during our journal writing time. **I encourage parents to please discuss the quote with your child, help him/her gain meaning. Share with him/her various applications to the real world, while asking for him/her to connect it to his/her own life in the past, present or future.**

Social Studies: Geography is the major emphasis of 6th grade studies.

We'll begin with the cultural universals and possibly the five themes of geography, which will set the stage for future investigations of the World, North America and the Asian cultures as we work to learn about the world in which we live, and how we fit.

The Nitty Gritty

Binder and Planner:

Use of the 3 ring-binder and planner is mandatory at Stoller. Each day students will write down all of their assignments, in their planner, as soon as class begins. Assignments will be placed on the white board, posted on my web page and sent home via e-mail. Students are expected to use their binders & planners at home to help track their schoolwork assignments and due dates.

Supplies needed in Humanities each and every day:

- | | |
|--|---|
| -Pencil pouch with the following:
pencil, pen, eraser, highlighters,
glue stick, colored pencils, scissors, tape | -Spiral in Binder
-Planner
-Novel |
|--|---|

Students will not be allowed to return to their lockers to get materials without being tardy.

Textbooks:

The World and Its People, and *Geography Alive* are our two texts that we use for social studies. Copies are kept and used in class. If you wish, you and your child may check out a copy of *The World and Its People* to keep at home. See our assistant in the Media Center for assistance. Other textbooks used are available for in class use only. Novels will be checked out to students and will often need to go back and forth from home to school daily.

Grades:

Students and I will be working together to measure their progress in various humanities learning targets through the use of a proficiency scale. Ability will be assessed from Working Towards Proficiency to Highly Proficient for each target addressed.

Developing-----Working Towards-----Proficient-----Highly Proficient
(1) (2) (3) (4)

All humanities learning target assignments (tests, projects, classroom practice and homework) will be graded using the proficiency scale (1,2,3,4). Final grades will be calculated on an A-F scale using the District guidelines and formulas.

Behavior Learning Targets (BLT):

- **Responsibility:** Plan, organize and complete assigned tasks accurately and on time.
- **Self-Direction:** Exhibit work ethic, performance and integrity.
- **Communication:** Communicate and work effectively within a group.

We have spent the first few weeks going over expectations, rules and procedures for our classroom and incentives for doing well in humanities, as a class, in addition to individual success. Behavior grades will reflect how well students work as an overall 6th grade humanities student at Stoller Middle School.

Thank you so much for sharing your child with me. I'm looking forward to a fun and fantastic year.
~Dawn Schaenzer

Middle School Learning Targets, Grade 6

READING TARGETS

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

- I can find evidence to support inferences and analysis of a text with guidance.
- I can provide the main idea or theme of a text and summarize the key details.
- I can determine or clarify the meaning of unknown vocabulary using a range of strategies (context clues, word stems, reference materials).
- I can describe how plot unfolds and how the characters respond.
- I can describe how an individual, event, or idea is introduced and explained in a text.

I can analyze an author’s craft and structure.

- I can determine the meaning of words and phrases and analyze how specific words impact meaning and tone.
- I can analyze how a sentence, chapter, scene, or section fits into the text and helps develop the main idea, theme, setting, or plot.
- I can explain how the author develops the point of view of the narrator or speaker of a text (literary).
- I can determine an author’s point of view or purpose and explain how it’s revealed in the text (informational).

I can analyze knowledge and ideas from multiple sources.

- I can compare and contrast the experiences of reading, listening to, or viewing a story, drama, or poem.
- I can compare and contrast how two or more works address similar themes and topics.
- I can integrate information from different media or formats to develop a coherent understanding of a topic or issue.
- I can evaluate claims in a text that are supported by evidence and those that are not.

LA.06.RD.ALT.01

- LA.06.RD.AST.01.1
- LA.06.RD.AST.01.2
- LA.06.RD.AST.01.3
- LA.06.RD.AST.01.4
- LA.06.RD.AST.01.5

LA.06.RD.ALT.02

- LA.06.RD.AST.02.1
- LA.06.RD.AST.02.2
- LA.06.RD.AST.02.3
- LA.06.RD.AST.02.4

LA.06.RD.ALT.03

- LA.06.RD.AST.03.1
- LA.06.RD.AST.03.2
- LA.06.RD.AST.03.3
- LA.06.RD.AST.03.4

SPEAKING & LISTENING

I can engage effectively in collaborative discussions on a variety of topics and issues.

- I can come to discussions prepared.
- I can understand my role in classroom discussions.
- I can question and respond in ways that show I am engaged.
- I can demonstrate understanding of multiple perspectives through reflection and paraphrasing.

I can effectively present information.

- I can present information that is organized and clear.
- I can use appropriate body language, eye contact, volume, and speed during oral presentations.
- I can use digital media and/or visuals to display information.
- I can present information in my own words to demonstrate understanding of my topic.

LA.06.SL.ALT.01

- LA.06.SL.AST.01.1
- LA.06.SL.AST.01.2
- LA.06.SL.AST.01.3
- LA.06.SL.AST.01.3

LA.06.SL.ALT.02

- LA.06.SL.AST.02.1
- LA.06.SL.AST.02.2
- LA.06.SL.AST.02.3
- LA.06.SL.AST.02.4

RESEARCH**I can conduct effective research.**

- I can use a given question or thesis to guide my research.
- I can gather and organize information from multiple sources.
- I can report basic citation information.

LA.06.R.ALT.01

- LA.06.R.AST.01.1
- LA.06.R.AST.01.2
- LA.06.R.AST.01.3

LANGUAGE**I can use conventions and language correctly.**

- I can use conventions and language to enhance my writing.
- I can use pronouns correctly.
- I can spell correctly and use punctuation to set off details related to the subject.
- I can vary sentence patterns and maintain style and tone.

LA.06.L.ALT.01

- LA.06.L.AST.01.1
- LA.06.L.AST.01.2
- LA.06.L.AST.01.3
- LA.06.L.AST.01.4

WRITING**I can write arguments to support claims.**

- I can produce writing in a style appropriate to task, purpose, and audience.
- I can use the writing process.
- I can introduce claim(s) and organize the reasons and evidence clearly.
- I can support claim(s) with clear reasons and relevant evidence.
- I can use transitional words and phrases to create clarity.
- I can provide a concluding statement or section.

LA.06.W.ALT.01

- LA.06.W.AST.01.1
- LA.06.W.AST.01.2
- LA.06.W.AST.01.3
- LA.06.W.AST.01.4
- LA.06.W.AST.01.5
- LA.06.W.AST.01.6

I can write informative/explanatory texts.

- I can produce writing in a style appropriate to task, purpose and audience.
- I can use the writing process.
- I can introduce a topic and organize ideas.
- I can develop a topic using relevant facts, information, and examples.
- I can use transitional words and phrases to create clarity.
- I can use precise language and domain-specific vocabulary to explain the topic.
- I can provide a concluding statement or section that supports the information.

LA.06.W.ALT.02

- LA.06.W.AST.02.1
- LA.06.W.AST.02.2
- LA.06.W.AST.02.3
- LA.06.W.AST.02.4
- LA.06.W.AST.02.5
- LA.06.W.AST.02.6
- LA.06.W.AST.02.7

I can write narrative texts.

- I can engage and orient the reader in my writing.
- I can use the writing process.
- I can use narrative techniques.
- I can use transitional words and phrases to convey sequence.
- I can use precise language, relevant description, and sensory details.
- I can provide a conclusion of the narrated experiences or events.

LA.06.W.ALT.03

- LA.06.W.AST.03.1
- LA.06.W.AST.03.2
- LA.06.W.AST.03.3
- LA.06.W.AST.03.4
- LA.06.W.AST.03.5
- LA.06.W.AST.03.6

SOCIAL STUDIES

I can identify and describe significant events and cultures within geographic regions.

- I can demonstrate an understanding of historical and current events, people, religions, and cultures.
- I can use a variety of geographic tools.
- I can describe different forms of government.
- I can explain basic economic concepts.

LA.06.SS.ALT.01

- LA.06.SS.AST.01.1
- LA.06.SS.AST.01.2
- LA.06.SS.AST.01.3
- LA.06.SS.AST.01.4

I can apply my knowledge to analyze information (source documents, data, maps, graphs, charts, models) and develop a relevant conclusion with appropriate evidence.

- I can accurately analyze information to reach a relevant conclusion.
- I can support my conclusions with relevant evidence.
- I can give basic arguments for and against an issue.
- I can analyze relationships.

LA.06.SS.ALT.02

- LA.06.SS.AST.02.1
- LA.06.SS.AST.02.2
- LA.06.SS.AST.02.3
- LA.06.SS.AST.02.4