

Sixth Grade Social Studies Syllabus 2019-2020

Course Outcome:

Course Description: *Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.*

Sixth Grade Social Studies Curriculum can be found on the KCS webpage.

Modules and *approximate* pacing:

Dates	Module	Approximate Test Date	Days in Module
8/12 – 8/26	Module 1: Foundations of Human Civilizations	8/26	11 days
8/28 – 9/26	Module 2: Mesopotamia	9/26	21 days
9/27 – 10/29	Module 3: Egypt	10/29	18 days
10/30 – 11/18	Module 4: Israel	11/18	13 days
11/19 – 12/13	Module 5: India	12/13	16 days
12/16 – 12/20	Project/Make Up Time, if needed		5 days
1/7 – 1/28	Module 6: China	1/28	15 days
1/29 – 3/2	Module 7: Greece	3/2	23 days
3/3 – 4/9	Module 8: Rome	4/9	23 days
~4/10 – 5/8	TCAP Review & Testing		
~5/1 – 5/21	The Lightening Thief Book Study	TBD View Lightening Thief Video for book to video comparison	

Situations beyond our control could definitely impact these dates. We will notify students of test date changes as soon as we know them.

Materials: Students will be expected to maintain an organized notebook. Students are expected to come to class prepared everyday with the following items:

1. 1 inch binder
2. paper - wide ruled
3. # 2 pencils
4. Materials given out from teacher for class use.

***Donations of pencils, colored copy paper, and Jolly Ranchers (or other incentives for participation) to the class would be greatly appreciated.**

Resources:

School-based: Textbook *HMH Ancient Civilizations*. Students will be assigned individual books for the school year. Online access will be given to all students.

Various internet websites and instructional videos pertaining to relevant curriculum will be used from time to time.

Outside resources: Discovery Education, Nearpod online classroom, UsTestprep along with a variety of primary source materials that complement our curriculum. "The Lightning Thief" Video

Objectionable Material: Alternative assignments may be given upon parent's written request.

Please include parent name, child's name, and reason for objection to the assignment. Requests should be turned into the teacher prior to the due date.

Expectations:

Attendance: A wide variety of teaching strategies such as note taking, collaborative learning, and skills review will be used in the classroom. It is imperative that the students be present for class. Many of the activities are difficult to make up after the class has taken place. Poor attendance can directly affect a students' learning.

Skills: Students will be expected to comprehend data analysis, map skill, fact/opinion, predicting, compare/contrast, primary/secondary sources, summarizing, sequencing, and similarities/differences. Writing will be emphasized as the TN Ready standards are implemented.

Grades: Students will be graded based on a variety of assignments, including quizzes, tests, weekly assignments, and classroom projects. All module tests will count 100 points each. The final grade will be determined based on the total number of points earned on all assignments divided by the total number of points possible.

A	93% - 100%
B	85% - 92%
C	75% - 84%
D	70% - 74%
F	0% - 69%

Standardized Testing: Social Studies will be taking the TCAP test this year. This test will be given during the two testing windows given by the state.

Assignments and Projects: All assignments and projects will be clearly described and given specific due dates. Projects will have rubrics and students should reference these rubrics while completing the project. Due dates will be announced.

Collecting and completing absent and late work is the student's responsibility.

Absent Work: According to KCS policy, a student will have 3 days upon return to school to **request** a missed assignment. One day will be given for each day missed for **completing** make-up work. For example, John is absent Monday. He collects his make-up work on Tuesday. The assignment is due Wednesday. After that due date, the assignment is late. Students receive full credit for work completed by the due date.

Late Work: Work becomes late when the student does not submit the completed assignment by the stated due date. Late work will be accepted for reduced credit for two weeks from the date the assignment was given or until the content is evaluated, whichever deadline is first. Once the content is evaluated, work from that module and/or lesson will no longer be accepted for credit. Late work will be assessed with the highest possible score potential of 80%. Late work of poor quality will not be accepted for credit.

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Retakes: If students are offered the opportunity to retake an assignment/test, students will have 5 school days in which to schedule the retake. In order to be eligible for a retake the students must complete all of their assignments and/or an action plan. The grade earned on the retake will replace the initial grade. Retakes are based on teacher discretion. NO RETAKES ARE OFFERED IN HONORS CLASSES. *

Emergency Situations: In recognition of emergency situations, teachers will use professional judgment and student history to determine if an exception to this policy is in order. If an exemption is granted, the teacher will set a reasonable deadline for work completion and submission.

Extra Credit: Grades should reflect mastery of skills; as a result, no extra credit is offered per Knox County Policy.

Plagiarism:

According to Harbrace Handbook, 15th edition:

Plagiarism is defined as “presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased.”

It includes, but is not limited to the following:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

Consequences of Plagiarism

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.

*IEP mandates precede school policy.

Board Policy I-431

Issued: 7/95 Revised 6/08

The Board affirms that it is essential that the teaching about religion – and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following:

Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs, provided it is essential to the learning experience in the various fields of study and is presented objectively;

The emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and

Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.

Assistance: Students can receive assistance from me at any time during the day that I am not teaching or in a meeting, also before school until 8:30, after school until 3:45, and during Special Help/Study hall on Fridays.

Communication Information:

Email: trista.curns@knoxschools.org (The very best way to contact me.)

Email: kim.dalton@knoxschools.org (The very best way to contact me.)

Email: michelle.best@knoxschools.org (The very best way to contact me.)

School Phone: 865-539-7891

Student Agenda: Write a note in your student’s agenda if you have a question.

Gradebook/Aspen This site will have information about classes and assignments. It will be updated weekly. Gradebook will display student assignments and grades.

Videos and ancillary materials may contain religious content listed in the 6th grade standards.

All or part of the listed videos may be shown in social studies as part of the study units. There will also be Discovery Ed, You Tube, and various other sources of videos that are approved by Knox County Schools and have been previewed by the teacher.

- *History of the World: Turks, Africa, South America, and Europe*
- *History of Roman Civilization (3 parts)*
- *Early Civilizations*
- *The Chronicles of Young Indiana Jones-Egypt and the accompanying documentaries*
- *Egypt and Mesopotamia*
- *History Alive for Students: Living in the Roman Empire*
- *History Alive for Students: Living in Ancient Greece*
- *Egypt: Gift of the Nile*
- *Ancient Civilizations for Children: Ancient Mesopotamia*
- *Ancient Civilizations: The Land of the Pharaohs*
- *Ancient Civilizations: Athens and Ancient Greece*
- *Ancient Civilizations: Rome and Pompeii*
- *Understanding the World's Religions: Hinduism*
- *Understanding the World's Religions: Buddhism*
- *Understanding the World's Religions: Judaism*
- *Understanding the World's Religions: Christianity*
- *What is an Archaeologist?*
- *Artifacts*
- *Journals Through History Series*
- *The Lightning Thief*
- *Hercules*
- *The Ten Commandments*
- *Prince of Egypt*

Select Primary source documents and supporting texts may also contain religious references:

- excerpts from the *Epic of Gilgamesh*
- digital collections of Egyptian Pyramids, including the Pyramids and Sphinx at Giza; digital collections of the Pyramid Texts on the wall of the burial chamber of the Pyramid of Teti, Saqqara; digital collections of documents written on papyri
- excerpts from the epic Hindu literature *Bhagavad Gita*; excerpts from *Ramayana*; excerpts from *Mahabharata*
- excerpts from Hindu Search for Divine Reality: *The Upanishads*; excerpts from the Buddha's *Two Lessons*
- excerpts from The Mandate of Heaven: *The Classic of History*; excerpts from Confucius' *The Analects*, excerpts from *The Lament of the Nomad Flute* by Lady Wenji
- excerpts from Homer's *Iliad and the Odyssey*; excerpts from Pericles' *Funeral Oration*; excerpts from *Alexander* by Plutarch; excerpts from *Aesop's Fables* (or the Aesopica); excerpts from Aristotle's *The Athenian Constitution*; excerpts from *The Battle of Marathon*; excerpts from *Everyday Life in Ancient Greece* (4th Century BC)
- excerpts from Roman Literature, including Ovid's *Metamorphoses*, excerpts from the Dead Sea Scrolls, *The Essenes' Manual of Discipline*, excerpts from Plutarch's *The Assassination of Julius Caesar*, (44 BC), excerpts from Plutarch's writings on Spartacus and Seneca's descriptions of gladiators; excerpts from the *Old Testament* and *New Testament*; Items to view: art sculptures depicting Romulus and Remus, Ancient bust of Julius Caesar, discovered by French archaeologist divers scouring the bottom of the Rhône in the southern town of Arles, which Caesar founded in 46 B.C., digital collections of authentic ancient Roman Art and Architecture, including: the Colosseum, arches, arenas, aqueducts, baths, and bridges

*If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials may be provided. The request should include your name, the child's name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.

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Please detach and return only this portion of the syllabus to Mrs. Curns, Ms. Dalton, or Ms. Best

Please check one:

_____ I have access to the syllabus on Aspen.

_____ Please email me the syllabus to this email address: _____

_____ Please send a copy of the syllabus home with my child.

Parent Name _____

Student name _____

Parent Signature _____

Preferred phone _____

Preferred email _____