



6th Grade Social Studies, World History Ginger Cook

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. Students will be learning about world religions in the 6th grade curriculum. In Module 2, 3, 7, and 8 we are studying polytheism with Sumerian, Egyptian, Greek and Roman gods and goddesses. We are studying Judaism (Module 4), Hinduism (Module 5), Buddhism (Module 6), and Christianity (Module 8). This course will be the first concentrated study of world history and geography, and will utilize appropriate informational texts and primary sources.

- **Honor Students: If your child is taking honors social studies, they are required to process 6th grade curriculum in a more in-depth manner. Increasing rigor will expose students to new ideas, skills, and concepts that allow for academic growth. Writing in social studies will occur often; students will take what they have learned and write summaries as well as possible essays.**

Curriculum Link: to review 6th grade Social Studies standards, please see the link below for more information.

https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf

INSTRUCTION:

- **General Pacing:**
Students move through 8 different modules to successfully master all 6th grade S.S. state performance indicators:
 - **Module 1:** Human Origins in Africa through the Neolithic Age
 - **Module 2:** Mesopotamia c.3500-1200 B.C./B.C.E.
 - We discuss polytheism
 - **Module 3:** Ancient Egypt: c.3000-1200 B.C./B.C.E.
 - We discuss polytheism
 - **Module 4:** Ancient Israel c.2000 B.C./B.C.E.-70 A.D./C.E.
 - We discuss Judaism, monotheism & polytheism
 - **Module 5:** Ancient India
 - We discuss Hinduism, Buddhism & polytheism



- **Module 6:** Ancient China
 - We discuss Confucianism, Legalism, & Buddhism
- **Module 7:** Ancient Greece: c.80-300 B.C./B.C.E.
 - We discuss polytheism
- **Module 8:** Ancient Rome: c.500-B.C./B.C.E. 500 A.D./C.E.
 - We discuss Christianity, monotheism, & polytheism
- **Materials Needed:**

A student should have their computer with them daily, in class, **charged** and ready to use. The following materials are needed in class daily: pens/pencils, erasers, personal pencil sharpener, colored pencils, notebook paper, **BLUE** folder, and glue sticks.
- **Resources:**
 - **Textbooks:** The textbook we use is *Into Social Studies: Ancient Civilizations* and the publisher of this text is Houghton Mifflin Harcourt. Students will have access to the online textbook and will be shown how to access the textbook during the first few weeks of class.
 - **Online Resources:**
 - *CommonLit*
 - *EdPuzzle*
 - *Flipgrid*
 - *Padlet*
 - *Quizzizz*
 - *BrainPop*
 - *Kahoot!*
 - *Others as Needed*

Movie List- All or parts of the listed videos may be shown in social studies as part of the study of each module. There will also be Discovery Ed, You Tube, and Brain Pop 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*
- *Alexander the Great: Ruler of the World*
- *History of Roman Civilization (3 parts)*
- *Early Civilizations*
- *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: Mesopotamia, Human Origins, Egypt, Rome, Greece, China, India, Israel*
- *Chaos in the Empire: Constantine/Diocletian*
- *Story of the Roman Empire- full documentary BBC*
- *Life of Christ Animation*
- *Ancient Rome Struggles for Power*
- *Mr. Nicky: Ancient Mesopotamia, Rome, Greece, China, India, Egypt, Israel, Human Origins*
- *G.R.A.P.E.S. you tube*
- *Silkworm farm you tube*
- *Roman Religion*
- *Punic Wars*
- *Greek Mythology Series*
- *Rules of the Roman Republic*
- *Persian Wars*
- *Epic of Gilgamesh*
- *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 will 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.

ASSESSMENT:

- **Grading Policy:**

Grades are earned according to proficiency of materials mastered. Students are expected to earnestly complete every assignment. Social Studies grades will be divided into two categories. Daily work, homework, quizzes, projects, module tests, and benchmark tests will be a part of the **formative** category worth 90% of the student's grade. TCAP scores will be a part of the **summative** category worth 10% of the student's grade. Extra credit opportunities for students are given at specific times throughout the semester and are related to the content. Original assignments must be completed with quality work.

Knox County Schools' grade scale is as follows:

A	90-100
B	80- 89
C	70- 79
D	60- 69
F	0- 59

- **Explanation of Assignments & Projects:**

- **Daily Work:** Assignments that are given during class is for students to work and cover the skill/standard that's being taught for that day. For the most part, these assignments are due by the next class period. Parents and students can look on the Canvas calendar for due dates of each assignment.
- **Test & quizzes:** A pre-test is given before each module to assess where students are in their knowledge for each module and is not taken as a grade. A post-test is given at the end of each module to show students growth from the beginning of the module to the end of the module with the grade added into Aspen. Quizzes are assigned periodically as "spot checks" to assess students throughout each module.



Projects: One project will be assigned each semester to allow students to be creative in showcasing what they have learned. **Honor's students maybe assigned more projects during the semester depending on the module that's being taught.**

- **Benchmark Tests:** Benchmark tests are given each nine weeks throughout the school year to assess the standards that were taught during that time period.
- **Make-Up Work Policy:**
Please note that if a student has missed a class, it is the student's responsibility to check the folder for their class period to receive their missed work. Please note the Knox County policy on make-up work in your student handbook.
- **Late Work Policy:**
Students who do not complete assignments on time may receive a ten-point reduction on that assignment. Once a test has been administered for each module of study, **students will no longer be able to turn in missing work for that module**. Students will then receive a 50 for that assignment and a 50 will bring down their social studies grade. A notation will be added to Aspen that the student did not turn in their assignment.
- **Grade Posting Policy:**
One way in which I am able to communicate with the student and parent is through Parent Portal. In order to give timely feedback, I will update grades at least once per week.

GENERAL EXPECTATIONS:

- **Students:**
 - **Attendance Policy**
Parents/guardians have the legal responsibility to ensure that their child is fully participating in virtual and in-person school by monitoring their progress and time spent on daily course work. When a student is unable to participate in daily instruction, parent notes/doctor notes should be submitted. See Knox County Board of Education Attendance Policy (J-120) regarding absence documentation.
 - **Classroom Expectations:**
 - **Be Ready**
 - Arrive on time with charged Chromebook
 - Come to class with supplies needed
 - Stay on task
 - Participate in all activities
 - **Be Respectful**
 - Communicate and engage with positive interactions
 - Raise your hand and don't yell out
 - Turn off/put away phone and other distractions



- **Be Responsible**
 - Submit assignments on time
 - Organize workspace and materials
- **Be Safe**
 - Sit appropriately in the desk
 - Keep aisles clear
 - Keep hands, feet & objects to yourself
- **Honor Code**
 - Students will complete their own work and ask for help from the teacher when needed.
- **Teacher:** *Ginger Cook*
- **Communication Strategy:** Although you can leave a message through the school office, the easiest way to reach me is through email. I will respond to email within one business day.
- **Email:** virginia.cook@knoxschools.org
 - **Canvas:** will be updated to meet the needs of my students.
 - **Parent Square:** I will use Parent Square to send parents messages about topics covered in class, specific homework assigned, upcoming tests, projects and much more. Please download the app and be ready to stay informed.
- **Intervention Strategy:**

Beginning in September, on Tuesdays and Thursdays from 3:30-5:00, tutoring will be available at the school. Please call the school office at 865-594-1300 to request a copy of the tutoring form.
- **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.

Cheating is defined as representing any other person’s work or work from any source as your own.



CONSEQUENCES OF PLAGIARISM

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either re-doing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents will be notified if a student is caught plagiarizing.

Per Tennessee State Board of Education Policy, the following MUST be posted on each syllabus:

Board Policy 1-431

Issues 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.
- Additionally, if a course features religion within the curriculum and instructional materials, this information must be included within the syllabus, and the syllabus must be posted. Within the syllabus, teachers must include specific religion-aligned selections that will be used throughout the year or semester.

Please tear off and return to the social studies teacher.

I have read this syllabus and understand the requirements and regulations.

Student Signature: _____

Parent Signature: _____