



6th Grade Social Studies/World History

Teacher Communication:

Ms. Virginia "Ginger" Cook- Room 311

Email: virginia.cook@knoxschools.org (**Email & Canvas inbox are the best ways to contact me, or through Remind text.)

Phone number: 594-1300, extension: 41244

How will I communicate with my students?

- I will post grades to Aspen at least once per week.
- I will post announcements, assignments, and resources to Canvas each week.
- I will communicate expectations in this syllabus.
- I will communicate daily with my students in class.

How will I communicate with my families?

- I will email parents using the email address listed in Parent Portal.
- I will post grades to Parent Portal at least once a week.
- I will post announcements, assignments, and resources to Canvas each week.
- I will communicate course expectations in this syllabus.
- I will send reminders through Parent Square and the Remind App

Course Description:

Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th & 7th grade. *This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

Instruction throughout this course will follow the Tennessee State Standards for 6th grade social studies:

<https://www.knoxschools.org/cms/lib/TN01917079/Centricity/Domain/1013/Sixth%20Grade%20Standards.pdf>

Social Studies Practices:

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06). Broad practices are listed below. Details for each practice can be accessed through the standards link above.

- SSP.01 Collect data and information from a variety of primary and secondary sources
- SSP.02 Critically examine a primary or secondary source
- SSP.03 Synthesize data from multiple sources
- SSP.04 Construct and communicate arguments citing supporting evidence
- SSP.05 Develop historical awareness



- SSP.06 Develop a geographic awareness

Instruction and General Pacing:

In this course, students will progress through 8 different modules to successfully master all 6th grade S.S. objectives:

Module 1: Foundations of Human Civilization: (c. 10,000-3500 BCE) Students will learn proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution. [approximately 15 days]

Module 2: Ancient Mesopotamia: (c. 3500-1700 BCE) Students will analyze the geographic, political, economic, and cultural structures of the civilization of ancient Mesopotamia. [approximately 19 days]

Module 3: Ancient Egypt:(c. 3000-700 BCE) Students will analyze the geographic, political, economic, and cultural structures of ancient Egypt. [approximately 19 days]

Module 4: Ancient Israel: (c. 2000-500 BCE) Students will analyze the geographic, political, economic, and cultural structures of ancient Israel. [approximately 12 days]

Module 5: Ancient India: (c. 2500-400 BCE) Students will analyze the geographic, political, economic, and cultural structures of ancient India. [approximately 14 days]

Module 6: Ancient China: (c. 2500 BCE-200 CE) Students will analyze the geographic, political, economic, and cultural structures of ancient China. [approximately 18 days]

Module 7: Ancient Greece: (c. 800-300 BCE) Students will analyze the geographic, political, economic, and cultural structures of ancient Greece. [approximately 24 days]

Module 8: Ancient Rome: (c. 500 BCE-500 CE) Students will analyze the geographic, political, economic, and cultural structures of ancient Rome. [approximately 24 days]

Religion Standards:

The following TN State Standards require the study of different religions for our curriculum. These standards will be approached from a historical point of view. Instruction will not promote or disprove any aspects of these religions. Should you or your student feel uncomfortable discussing these issues, please let me know and an alternate assignment will be given.

6.04 Identify and explain the importance of the following key characteristics of civilizations: culture, government, religion, social structure, stable food supply, technology, and writing

6.10 Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life

6.16 Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids.

6.22 Describe the origins and central features of Judaism: Key Person(s): Abraham, Moses, Sacred Texts: The Tanakh (i.e., Hebrew Bible), Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility

6.28 Describe the origins and central features of Hinduism: Key Person(s): origins in Aryan traditions, Sacred Texts: The Vedas, Basic Beliefs: dharma, karma, reincarnation, and moksha



6.29 Describe the origins and central features of Buddhism: Key Person(s): Siddhartha Gautama (Buddha), Sacred Texts: Tripitaka, Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana

6.33 Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged as solutions to this problem.

6.34 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and *The Analects* emphasized the concepts of kinship, order, and hierarchy to address these problems.

6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus.

6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life.

6.59 Describe the origins and central features of Christianity: Key Person(s) Jesus, Paul, Sacred Texts: The Bible, Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah

Board Policy 1-431, 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.

Materials Needed:

The following materials are needed in class daily: Chromebook (**charged and ready to use**), pens/pencils, erasers, colored pencils, notebook paper, **BLUE** folder, and glue sticks.

Resources:

The following resources are connected with and may be used to enhance our Curriculum Standards. Additional resources (not listed below) may also be used. In the event of this occurrence, all resources used will be in compliance with Instructional Materials Policy & Procedure I-211.

1. Textbook: Into Social Studies: Ancient Civilizations. 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.
2. Websites: Center for Civic Education, docsteach.org, Bill of Rights Institute, www.discoveryeducation.com, Literacy Programs PreK-12 | Scholastic Education Solutions, www.ushistory.org, Khan Academy, Study.com, Internet History Sourcebook



(Primary Source database), [Stanford History Education Group](#), [National Geographic](#), [Brain Pop](#), [History Channel](#), [www.biography.com](#),

[World Population](#), [Quizziz](#), [Quizlet](#), [Kahoot](#), [Blooket](#), [Padlet](#), [Flipgrid](#), [EdPuzzle](#), [CommonLit](#), [World History Encyclopedia](#), [Mr. Donn's Ancient History](#), [PBS](#), [BBC](#), [National Parks videos](#), [www.npr.org](#), [Teacher Tube/YouTube](#), [CMS Curriculum Companion](#), [Flocabulary](#).

3. Videos: 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, Buddhism, Judaism, 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, and various other videos/video clips that have been approved by KCS and previewed by the teacher

Alternative for objectionable material: 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 material 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. Please email this request to me at virginia.cook@knoxschools.org. If you do not have access to email, please send your request in writing to the Holston front office. My response to you will verify that the request was received. If you do not receive a response, please call the office and leave a message for me to call you.

Expectations:

"Learning is not a spectator sport" (Romack, 2010). Learning is an activity which requires hard work, including the 4 P's: Preparation, Practice, Performance, and Perseverance. The expectations for this class incorporate these concepts. The expectations are as follows:

- . **Always follow the teacher's first request. Listen.**
- . Be on Time, Ready, and in proper Dress Code. (In your seat and working on the "Warm-up" or "Bell-Ringer")
- . Be Prepared to Work. (with necessary tools for learning—Every class, every day)
- . Be Respectful (respect others and property & behave in a way that is considerate of everyone's right to learn)
- . Be Here. Be Awake. Be on Task. (Actively Participating, in person or virtual, and completing all assignments)
- . Be Organized and complete your work to the best of your ability.

Grading:

Grades are a reflection of the student's ability to demonstrate knowledge, understanding, and analysis of specific state standards. Students are expected to earnestly complete every assignment. All teachers at Holston Middle School will be working on equitable grading practices for the 2024-2025 school year. We will have two reporting categories: formative (daily grades and classroom quizzes/tests) and summative (TNReady). Daily grades, weekly quizzes and tests will make up 90% of a student's grade. The TCAP assessment will make up 10% of a student's grade. The daily grade is determined by a combination of various assignments and assessments. Throughout the modules, many formative assessments will be utilized (daily assignments/activities, class notes, projects and exit tickets). Classwork will be due on the day it is assigned. Due dates for extended assignments/projects and dates for quizzes/tests will be posted on Canvas.



Knox County Schools' grade scale is as follows:

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

Aspen:

Aspen: Grades can be checked regularly on the Aspen website (parent portal). Grades will be updated at least once per week.

Studying/Homework:

Students are required to study at home on a regular basis. I recommend **15-20 minutes a night** of studying when homework is not given. Study guides, presentations used in class, and other resources will be posted on Canvas. Canvas assignments are organized by date. Study activities that may help your child score higher on the quizzes and tests: making flash cards that cover the concepts taught in class, reviewing posted study guides, reading over presentations used in class, getting someone to quiz the student over information, reviewing the videos and other resources on Canvas. Students who do not pass quizzes and tests may be assigned study logs and/or remediation assignments.

Make up Work:

It is the students' responsibility to ask for work that they need to make up. If a student has questions about missing work or due dates, they will need to see me/email me before or after school (not during class). If you know your student will be absent for several days, please notify the attendance secretary or myself so that I can either compile work to be completed at home or instruct the student on details of work that will be missed. Students who miss a quiz or test will take the quiz or test on the day they return from an absence. Students may schedule a time with the teacher to take a missed quiz or test before or after school. Check your student's HMS handbook for more details about make up work.

Late work:

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.

GENERAL EXPECTATIONS:

Student Expectations

- Students must adhere to the KCS Policy J-260 Dress Code.
- Students are expected to follow KCS Policy J-191 Misbehaviors and Disciplinary Options to provide a safe and respectful environment for teachers and students.
- Students are expected to follow the KCS Policy I-220-3 when utilizing technology. Proper behavior, as it relates to the use of computers, is no different than proper behavior in other aspects of school activities. All users are expected to use the



computers and computer networks in a responsible, ethical, and polite manner. **KCS reserves the right to monitor all technology resource activity.**

- Students are responsible for the content posted through their login and account activity. Sharing or using usernames and passwords with others or using other's usernames and passwords is strictly prohibited.
- Follow KCS grade-level expectations for digital citizenship.
(<https://www.common sense.org/education/digital-citizenship/curriculum>)
- Students will attend in-person lessons with teachers.
- Students will be expected to adhere to all assessment policies for diagnostic, benchmark, and Standards Based Assessments.
- Students are expected to check Canvas or other teacher communication formats daily.
- Students are expected to be active participants in activities as directed by the teacher.
- Submit assignments as directed by the teacher.
- Advocate for personal needs and additional support when needed. Students are expected to meet the teacher policy regarding assignment submission, late work, and incomplete work. Students are expected to meet all deadlines.
- Students will be held accountable for meeting classroom policies.
- Students must understand they must be properly dressed and cannot use inappropriate or threatening language in the school building..

BEST PRACTICES

- ❖ Be appropriate and respectful in your actions.
- ❖ Listen to the educator or individual speaking.
- ❖ Stay engaged throughout the lesson or activity.
- ❖ Ensure that all work is your own.
- ❖ Bring a charged laptop to class every day.

Parent Expectations

- Parents are expected to set up a dedicated learning space in the home - free from distractions and interruption (pets, siblings, television, etc...).
- Parents are expected to check KCS platforms (Canvas and ASPEN) for assignments and grades.
- Parents are expected to provide schools and teachers with the most current contact information (phone numbers, emergency contact, and address).
- Parents are expected to maintain open lines of communication (phone and email) with teachers and communicate any concerns or questions to the teacher.
- Parents are expected to ensure that the student is communicating appropriately with teachers and classmates (email, chat feature, etc.).
- Parents are expected to adhere to the Civility Code KCS Policy B-230.
- Parents are expected to ensure that the student follows the KCS dress code. (J-260)
- Parents are expected to ensure that the student follows the established classroom rules.
- Parents are expected to ensure that the student follows the KCS grade-level expectations for digital citizenship.
(<https://www.common sense.org/education/digital-citizenship/curriculum>)
- Parents are expected to support academic integrity by allowing students to work independently and by monitoring resources used.
- Parents are expected to monitor student work and ensure that assignments are submitted according to directions by the teacher. This includes due dates and format.
- Parents are expected to ensure that all KCS policies and procedures are followed.
- Parents are expected to read, review, and follow the KCS Responsible Use Policy (Knox County Schools Procedure (I-220-3).

Teacher Expectations

- Teachers will utilize educational communication services (e.g. Remind, Canvas, Aspen) to remain in contact with families and students.
- Teachers will provide and post syllabi on Canvas at the beginning of each term to communicate expectations.
- Teachers will communicate expectations for assignment deadlines and point/percent penalties (if any) for late work.



- Teachers will uphold specialized education plans, including IEPs, ILPs, and 504s.
- Teachers will approach teaching with a spirit of professional collaboration, both within their school-level content areas and among colleagues across the district.
- Teachers will collaborate with content-area/grade-level PLCs to remain aligned with the determined curriculum and pacing guide.
- Teachers within the same school will work together to ensure consistently high expectations and best use of technology.
- Teachers will provide a variety (multiple) of ways to ensure students understand and can demonstrate mastery of the content standards.
- Teachers will regularly monitor progress to ensure that students are on-track/on-pace.

Device Use/Misuse:

Failure to comply with these standards may result in temporary or permanent consequences.

Improper use of any computer or the network is prohibited. This includes the following:

- Use of racist, profane, or obscene language or materials
- Using the network for financial gain, political or commercial activity
- Attempting to or harming equipment, materials or data
- Attempting to or sending anonymous messages of any kind
- Using the network to access inappropriate material
- Knowingly placing a computer virus on a computer or the network
- Using the network to provide addresses or other personal information that others may use inappropriately
- Accessing of information resources, files, and documents of another user without permission
- Vandalism, any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system, or any of the agencies or other networks to which the district has access is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district guidelines and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.
- Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited. Forgery or attempted forgery of documents or currency is prohibited. Deliberate attempts to create, copy or modify official documents or currency using district technology resources may be viewed as a violation of district guidelines and, possibly, as criminal activity under applicable state and federal laws.

Student Attendance Policy:

Student success is dependent upon attending every class, every day. Parents/guardians have the legal responsibility to ensure that their child is fully participating in school by monitoring their progress. When a student is unable to attend school, parent notes/doctor notes should be submitted. See Knox County Board of Education Attendance Policy (J-120) regarding absence documentation. Attendance is taken in Social Studies class every day. If your student is present for the school day, but misses Social Studies class (field trips, ATS, RLC, ball games, spelling bee, Show Choir, etc.), he or she will be marked absent for that class period - no exceptions.

Intervention Strategy:

Students who need intervention will be offered 1:1 or small group assistance/tutoring from the teacher on an as needed basis. Additional help will be offered on Canvas on an as needed basis. In addition, after-school tutoring will begin in September.



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 should be involved in making the decision.

This syllabus requires both parent and student signatures. Please read and answer the questions on the last page and return to Ms. Barlow. Return only the last page. Please keep the rest of the syllabus at home to reference throughout the year.



Directions: Please fill out this short questionnaire and return to Ms. Cook by Friday, August 16, 2024. Only return this page. Keep the rest of the syllabus at home to reference throughout the year.

1. My child's strengths are...

2. My child's area(s) needed to be strengthened...

3. My concerns, questions, etc....

Please discuss each of the following key items with your student and initial each item. Your initialing indicates that you and your student understand each of the following:

- _____ Studying for 15-20 minutes each night and/or completing homework is essential.
- _____ Study logs and remediation assignments will be given to those students who do not pass quizzes and tests.
- _____ **Copying another student's work or allowing a student to copy your work, on any assignment, is not allowed.**
- _____ Students are responsible for checking Canvas and the Absent Work folder for missed assignments.
- _____ All students need a sturdy **BLUE** folder (plastic preferred) for class.

***By signing below, I am acknowledging that I have read and understand Ms. Barlow's 6th Grade Social Studies syllabus.

Parent Signature: _____ Please print name: _____

Student Signature: _____ Please print name: _____

Phone number to reach parent/guardian: _____ Does this number accept text messages? _____

E-mail address of parent/guardian: _____



**Ms. Cook's 2024-2025
6th Grade Social Studies Syllabus
Holston Middle School**

I will be using the Remind app to send important messages home throughout the school year. Please list **any additional** cell phone numbers and/or email addresses that you want added to the Remind App:
