

Sixth Grade Social Studies Syllabus 2016/2017

COURSE OUTCOME:

Course Description - Sixth grade Social Studies covers from the time of nomadic wanderers through the end of the Roman Empire.

The expectations, assignments, and assessments are different in Honors Class than in Standard Social Studies Class.

Tennessee Department of Education Social Studies curriculum is online at: http://www.tennessee.gov/education/standards/social_studies/SS_Sixth_Grade.pdf

INSTRUCTION:

Topics

MODULE 1: Human Origins through Neolithic Age/18 days

MODULE 2: Mesopotamia/17 days

MODULE 3: Ancient Egypt/18 days

MODULE 4: Ancient Israel/14 days

MODULE 5: Ancient India/17 days

MODULE 6: Ancient China/18 days

MODULE 7: Ancient Greece/26 days

MODULE 8: Ancient Rome/26 days

Pacing

The pacing guidelines will be adjusted as needed throughout the year.

Pacing varies for each module. Module Test dates will be given to the students several days prior to the test.

Materials needed

notebook used only in SS with pocket dividers

pencil pouch

pencils, pens, colored pencils

highlighter

notebook paper

sticky notes (2 x 2 suggested)

glue stick, tape, and stapler

Resources

***Pearson My World History* textbook and supplemental materials – Students may access the textbook online at <http://www.pearsonsuccessnet.com>. The username is gresham01 and the password is student6 (all lowercase).**

Movie List- All or parts 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 Brain Pop videos that are approved by Knox County Schools and have been preview by the teacher.

- *History of the World: Turks, Africa, South America, and Europe*
- *Alexander the Great: Ruler of the World*
- *Great Geography*
- *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*

*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:

Student Expectations

Students are expected to achieve proficiency or better on each Standard tested.

Proficiency Levels

Exceeding Expectations 93 - 100

Meeting Expectations 85 - 92

Approaching Expectations 75 - 84

Attempting Expectations 70 - 74

Insufficient Evidence 0 - 69

Makeup/Late Work and Homework

Should be completed within 3 days of returning to school after an absence. Late work will be accepted but students should complete it in a timely fashion. A zero indicates the student did not turn in assignment/quiz

Homework – When homework is assigned, it can be from class notes or a handout. The textbook will not be required.

The grading scale is:

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

Grades are determined by:

Standard Social Studies

Standards based quizzes (SBQ), module tests, midterms, and projects/ 90%

Daily assignments/ 10%

Honors Social Studies;

Standards based quizzes (SBQ), module tests, and projects/ 85%

Daily assignments/ 5%

Mid-term/ 10%

A Social Studies field test will be given in the spring but will not impact student's grades.

Students can retest SBQs after making sure all assignments have been correctly completed and satisfactorily completing additional assignments over the Standard being tested. They must retest prior to taking the Module test for that unit. Module tests cannot be retested.

*With the support of Knox County, Gresham Middle School has developed alternative grading practices to better reflect student mastery (Standards Based Grading).

Assignments and Projects

Students will be given information such a due dates and detailed instructions as assignments are given.

Portal Posting Policy

One way in which I am able to communicate with the student and parent is through Parent Portal. Please check Parent Portal on a regular basis. I will post within one week of the SPI grades.

GENERAL EXPECTATIONS:

Students

Attendance Policy

Attendance is taken in each class and students encouraged to attend.

Classroom Policy/Procedures

Expected Student Behavior

Follow 1st request

Be respectful of others, verbally and non-verbally

Be on time and prepared to learn

Do your best all the time

Heading Papers

All assignments turned in will have the student's first and last name, date, and class period in the top right hand margin of their paper.

Passing out/Turning in papers or materials

Students will pass their papers/materials in a quiet, orderly manner. This procedure will be practiced in class.

Start of class

Students will quietly enter the classroom, fill out their agenda, and do the starter question during the first five minutes of class.

Honor Code

All students are expected to follow the Honor Code. They are to do their own work. They are expected to not allow another student to look at their quizzes/tests or to attempt to look themselves.

Teacher

Parent Communication

Parent/Teacher communication is welcome. I can be reached by phoning the school office and leaving a message (689-1430), or email Emily.dennison@knoxschools.org (preferred). I will also be sending messages on Remind. Please sign up.

Conferences

Conferences can be scheduled with the team from 2:45 – 3:15 everyday except Wednesday and Thursday. There will also be two evening conference dates scheduled.

Parent Portal

I will post important dates and assignments on the portal pages. These will be updated regularly and should be checked often. Graphic organizers, notes and study sheets may also be posted.

Intervention Strategy

Students will be able to retest all Standards Based Quizzes. This must be done prior to the scheduled Module Test. Students will be provided with additional study material. Homeroom will be utilized for tutoring whenever possible.

PLAGIARISM

Per Knox County Policy:

According to *Harbrace Handbook*, 15th edition:

“Plagiarism is defined as presenting someone else's ideas, research, or opinion as your own without giving 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 either redoing the assignment within a specific time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.

The Tennessee sixth grade Social Studies curriculum covers the following religions during these standards:

1. Module 1: Human Origins in Africa through the Neolithic Age
 - a. 6.6 Identify and explain the importance of the characteristics of civilizations, including: developed systems of religion, learning, art, and architecture.
2. Module 2: Mesopotamia
 - a. 6.11 Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.
3. Module 3: Ancient Egypt
 - a. 6.18 Cite evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the
4. Module 4: Ancient India
 - a. 6.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism.
 - b. 6.27 Write a narrative text describing how Siddhartha Gautama's (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion.
5. Module 5: Ancient China
 - a. 6.33 Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.
 - b. 6.34 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
 - c. 6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty.
6. Module 6: Ancient Israel
 - a. 6.41 Describe the monotheistic religion of the Israelites, including: (C, H)
 - i. the belief in one God (monotheism)
 - ii. the Ten Commandments
 - iii. the emphasis on individual worth and personal responsibility
 - iv. the belief that all people must adhere to the same moral obligations, whether ruler or ruled
 - v. the Torah and the Hebrew Bible as part of the history of early Israel
 - b. 6.45 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.
7. Module 7: Ancient Greece
 - a. 6.56 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Athena), and events, and where and how we see their names used today.
 - b. 6.57 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology.
8. Module 8: Ancient Rome
 - a. 6.68 Describe the origins and central features of Christianity.
 - i. Monotheism
 - ii. the belief in Jesus as the Messiah and God's Son
 - iii. the concept of resurrection
 - iv. the concept of salvation
 - v. belief in the Old and New Testaments
 - vi. the lives, teachings and contributions of Jesus and Paul
 - vii. the relationship of early Christians to officials of the Roman Empire
 - b. 6.72 Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.

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

- 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 publically posted. Within the syllabus, teachers must include specific religion-aligned selections that will be used throughout the year or semester.

Dear Parent/Guardian,

If you have any questions regarding information in the syllabus, email or call me. I am looking forward to meeting you at Orientation/Open House. Please sign (if needed) and return this form to me as soon as possible after reading the information.

Thank you,

Emily Dennison

I have read and understand the Social Studies Syllabus. I am withholding permission

for my child, _____, to view the videos on the attached list.

Parent/Guardian Signature _____

Date _____