6th Grade Social Studies Course Syllabus

Centennial Campus Magnet Middle School

2014-2015

**Course Description:** The focus for sixth grade social studies is to expand students’ understanding of history through the study of people and events before the era of European exploration and settlement. This study focuses not only on the significance of geography in the development of the human story but also on the everyday lives, problems, and accomplishments of the people and their roles in developing social, economic, and political structures of the major civilizations.

**Materials Needed For *All* Core Classes:**

2 - Expanding file folder, letter size, 7-pocket, reinforced

1 - package of 5x8 index cards, ruled, 100 pack, white

4 - composition books, marble cover, wide ruled, 100 sheets

1 - black, fine point, Sharpie marker

1 - Flash Drive, USB, 4 GB, slide design

1 - pencil case, 3-hole

2 - Dozen #2 pencils (sharpen)

1 - package of 12 assorted color pencils (sharpen)

1 - package of highlighters, chisel tip, 6 pack (yellow, blue, green, pink, orange, purple)

1 - package of washable markers, classic colors, 8/set

1 - pencil and crayon sharpener (double barrel canister)

1 - package of folders, 2 pocket with prongs (blue, red)

3 - spiral notebooks, 1 subject, wide ruled, perforated, 100 page (assorted colors is fine)

2 - packages of wide ruled paper, 120 pack

2 - packages 3x5 index cards, ruled, 100 pack, white

2 - boxes facial tissue, 200 count

1 - disinfecting, bleach free, wipes in canister

**6th Grade HOWL Expectations:**

**Honor:** Respect all school property, each other, and your teachers

**Order:** Come prepared for call everyday in a safe, orderly fashion

**Wisdom:** Ask questions in a polite manner when you do not understand. Be responsible for your own personal growth as a learner and leader.

**Leadership:** Make positive choices for yourself and set a positive example for others.

**Classroom Consequences**

* First offense: formal warning, redirection
* Second offense: classroom Time-Out, parent contact (email/ phone)
* Third offense: Team Time-Out, Silent Lunch, parent contact (email/ phone)
* Fourth offense: Cross-Team Time-Out, Administrative Referral

**CCMMS Grading Policy:**

**Homework:** Homework grades will be given on homework assignments where feedback on accuracy is provided. Homework grades will not be given for completion only. Homework will count no more than 15% of the overall grade for each quarter. Core teachers may assign up to 15 minutes of homework per class nightly.

**Classwork and Assessments:** Assignments will be completed by the assigned due date. Classwork and assessment grades will not include deductions based on behavior ( ex: talking during a presentation, no name on paper). Assignments not turned in AND not aligned to the missing work guidelines (see below), will be given a ZERO. Each Friday includes a Grade Recovery where students will be provided time to work on assignments.

**Missed Work:** If the absence is approved in advance and if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the students return to school. Teachers will use discretion and may make exceptions based on the students circumstance. If the make-up work has not been assigned in advance, for 1 to 3 days, the student will have one day for each day they were absent to turn in missing work. For absences exceeding 3 days, the student may have 2 days for each day they were absent to turn in missing work. Special consideration will be given in the case of extended absences due to illness or injury.

**Course of Study:**

**Unit 1: Geography (2 weeks)**

Essential Questions:

* How can we differentiate the geographic characteristics of a region, including continents and oceans that influence the expansion and decline of civilizations?
* How do the causes (scarcity of resources, conquests, desire for wealth) and effects (disease and trading) the movement of people, goods, ideas affect societies and regions over time?
* In what ways can we use maps, charts, and graphs to explain data about geographic phenomena?
* How and why have civilizations, societies, and regions used, modified and adapted to their environments?
* How are charts, graphs, and historical narratives valuable resources for explaining a particular event or issue over time?

**Unit 2: The Ancient Americas (2 weeks)**

Essential Questions:

* How does migration of people, goods, and ideas transform societies and influence the course of history?
* Why is it often necessary for humans to modify their environment (or adapt to it) in order to survive and thrive?
* Are a culture’s religious beliefs separable from its political and/or economic ideals and practices?
* How does a people’s environment impact their personal and societal economic decision-making?
* What do societies develop different systems of social structure and how do these systems impact the daily lives of their citizens?
* Are art, architecture and writing a reflection or an influencer of a society’s values?

**Unit 3: The Ancient Middle East (4 weeks)**

Essential Questions:

* How have technological advancements determined the success and/or failure of civilizations throughout history and which technological advancements have had the most profound impact on the historical record?
* Why (and in what ways) is man’s ability to manipulate the environment so fundamental to the ability to develop and sustain large-scale civilizations?
* In what ways are political systems influenced by and a reflection of a society’s location and place?
* Why have every known large-scale civilization developed a written code of law?
* How can the arts (written, performance, architectural, etc.) be used to better understand the beliefs, values, and histories of past civilizations?
* How did the various religions of the Middle East impact the development, longevity, and decline of ancient civilizations and how have they continued to impact the modern world?

**Unit 4: Ancient Greece (3 weeks)**

Essential Questions:

* How do invasions, conquests, and migrations affect various civilizations, societies, and regions?
* In what ways do physical features and human characteristics of a place influence the development of civilizations, societies, and regions?
* What impact did structures of various governmental systems (ex: democracy, absolute monarchy, and constitutional monarch) have on society?
* What ideas shaped political thought in various civilizations, societies, and regions?
* What conclusions can you draw about the requirements for (ex: age, gender, and status) and responsibilities of (ex: paying taxes and military service) citizenship under various governments?
* How does conflict, compromise, and negotiation over the availability of resources (natural, human, and capital) impact the economic development of various civilizations, societies, and regions?
* How is culture reflected though the values of civilizations, societies, and regions?
* In what ways did religion transform various societies, civilizations, and regions?

**Unit 5: Ancient Rome (3 weeks)**

Essential Questions:

* What are the most important factors contributing to a society’s ability to grow in size and influence? (ex: The Roman Empire’s influence spread from the Italian Peninsula to an area covering the entire Mediterranean World as well as much of Europe, Central Asia, and Northern Africa)
* How can a society’s geographical location impact its ability to expand its political and economic influence?
* Why did the Founding Fathers of the United States model our government on some of the principals from the governments of Rome and Athens but not on others?
* How did the unequal distribution of wealth between the classes determine the rights and daily lives of Roman citizens?
* How do a people’s belief reflect and influence their values? (ex: the myth of Romulus and Remus)
* Why was Christianity able to spread throughout the Roman Empire and become the dominant religious and political institution in Europe?

**Unit 6: The Byzantine Empire (2 weeks)**

Essential Questions:

* How does the location of cities influence the trade throughout Europe, Asia, and the Middle East?
* How did historical figures contribute to the shaping of the Byzantine Empire?
* What are the similarities and differences between the Roman Catholic Church and the Eastern Orthodox Church?
* How did the development of written laws influence the civilizations in Europe and the Middle East?
* What impact did conquests and invasion have on the political, economic, and cultures of the Byzantine Empire?

**Unit 7: The Expansion of Islam (2 weeks)**

Essential Questions:

* How has the legacy of Islamic expansion shaped political, economic, and social realities of peoples living across northern Africa, the Middle East, and Central Asia?
* How did the human and environmental characteristics of the Arabian Peninsula shape the beliefs, actions, and lives of Muhammad and his followers?
* Would Islam have spread as quickly or successfully had it not originated along the trade routes of the Arabian Peninsula?
* What advantages and disadvantages are inherent in a Theocratic system of government? Can they be overcome?
* In what ways are the laws of Islam similar to those of other religions in the Middle East? What does this tell us about their followers then and now?
* What do the artistic and architectural traditions of Islamic artists tell us about their culture as a whole?
* In what ways are the religious beliefs of Islam similar to those of other religions in the Middle East? What does this tell us about their followers then and now?

**Unit 8: The European Middle Ages, Renaissance and Reformation (3 weeks)**

Essential Questions:

* Why do civilizations and eras (Rome, the Middle Ages) end?
* Why does history (Greece, Rome, Europe, the US) repeat itself?
* How do new technologies (the printing press, the internet) hasten the spread of change and is this a good thing?
* Can one man (Charlemagne, Martin Luther) really change the world?
* How important are location and place to a society’s (Rome) longevity and impact?
* How has disease (The Black Death) shaped the history of mankind?
* Does an increase in individual freedoms (The Magna Carta) lead to societies that are more or less “free”?
* Is protection worth poverty or servitude (Feudalism)?
* Are wealth and artistic expression linked?
* Which has a greater impact on individuals and society: religion, wealth, or power?

**Unit 9: Ancient Africa (2 weeks)**

Essential Questions:

* What role did key historical figures and cultural groups have in transforming society?
* What factors influence the movement of people, goods, and ideas and what are the effects of that movement on societies and regions over time?
* How does conflict, compromise, and negotiation over the availability of resources (natural, human, and capital) impact the economic development of various civilizations, societies, and regions?
* How is quality of life impacted by the economic choices of civilizations, societies, and regions?
* How is culture reflected through the values of civilizations, societies, and regions?
* In what ways did religion transform various societies, civilizations, and regions?

**Unit 10: Ancient India (3 weeks)**

Essential Questions:

* What is the impact of natural resources to the physical environment and human interaction that affected the economic activities of various Asian civilizations?
* What are the similarities and differences of Hinduism and Buddhism?
* What is the impact of social divisions within the caste system on the political, economic and social systems of South Asia's society?
* How is government impacted on the emergence, expansion and decline of various Ancient Indian empires?
* What geographic factors influenced the emergence, expansion and decline of civilizations, societies and regions in South Asia?
* How do behaviors and practices of individuals and groups impact the political, economic and social significance of historical events, issues, individuals and cultural groups?

**Unit 11: Ancient China (3 weeks)**

Essential Questions:

* How does the outcome of war influence the culture of the victor and the loser of the conflict?
* How does geographic isolation influence the development of culture?
* How does international trade influence the development of civilizations and the quality of individuals' lives?
* How are the rights of citizens and political leaders influenced by religious and cultural beliefs?
* How do religions both inform and reflect cultural beliefs?
* How does technology equal change?

**Parents/Guardians:**

I have read the syllabus for the sixth-grade social studies course, and I understand the course’s grading policy, homework policy, intended units of study, and items that my child must bring in daily to be prepared.

Parent/Guardian signature:

Child’s name:

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**