Camp Creek Middle
Grade 6 Social Studies
2024-25 Course Syllabus

Course Title: Grade 6 Social Studies

Teacher Names	Emails	School Information
Ms. Tamisha Brown	Brownt9@fultonschools.org	**Website:**
Ms. Tonia Edmond	Edmondts@fultonschools.org	https://campcreek.fultonschools.org/
Mr. Kaelon Willis	Willisk7@fultonschools.org	**Telephone Number:** 470.254.8030

Tutorials: TBD

Course Description:

In this course, students will learn about significant people, places, and events in the development of Canada, Latin America, Europe, and Australia. The purpose of the Fulton County Schools Social Studies Program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a society which is culturally diverse, democratic and globally interdependent. Goals for the Program and, therefore, this course, are that each student will:

- Demonstrate a knowledge of the fundamentals of social studies
- Learn to apply the skills necessary for processing information
- Make informed and reasoned decisions
- Demonstrate an awareness of and respect for cultural diversity
- Demonstrate democratic principles and actively participate in civic processes
- Evaluate the nature of the global community.

In the course, students will use maps to retrieve social studies information, and they will be expected to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solving problems and making decisions.
The 6th grade Social Studies curriculum covers geography, civics and government, history, and economics of countries throughout:

Grading Policy and Scale:

- Major - 50% (Summative Assessments & Culminating Projects)
- Minor - 40% (Quizzes & Classwork)
- Practice - 10%

Fulton County Schools assigns numerical grades based on the following scale:

A=100-90 *B=80-89* *C=70-79* *F=69-0*

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Curriculum Guide:

Unit 1 August 7 – 28	**Geography of Europe** Students will locate selected features of Europe, explain environmental issues in Europe, explain the impact of location, climate, natural resources, and population distribution on Europe, and describe selected cultural characteristics of Europe.
Unit 2 August 29 – October 11	**Development of Europe** Students will describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression, explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust, and explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.
Unit 11 September 12 - September 26	**Personal Finance** Students will understand that income is received from work and is limited, understand that a budget is a tool to plan the spending and saving of income, understand the reasons and benefits of saving, understand the uses and costs of credit.
Unit 3 October 16 – November 8	**Political Development in Europe** Students will explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)], and describe the two predominant forms of democratic governments: parliamentary and presidential.
Unit 4 November 11 – December 12	**Economic Systems in Europe** Students will analyze different economic systems, analyze the benefits of and barriers to voluntary trade in Europe, and describe factors that influence economic growth and

	examine their presence or absence in the United Kingdom, Germany, and Russia.
Unit 5 January 8 - 31	**Development of Canada** Students will locate selected features of Canada, explain the impact of location, climate, distribution of natural resources, and population distribution on Canada, explain the impact of environmental issues in Canada, explain citizen participation in the Canadian government, analyze different economic systems, give examples of how voluntary trade benefits buyers and sellers in Canada, describe factors that influence economic growth and examine their presence or absence in Canada, and describe Quebec's independence movement.
Unit 6 February 3 – March 7	**Geography of the Caribbean and Latin America** Students will locate selected features of Latin America, explain environmental issues in Latin America, and explain the impact of location, climate, natural resources, and population distribution on Latin America.
Unit 7 **March** 10 – April 4	**History of the Caribbean and Latin America** Students will describe the influence of African slavery on the development of the Americas, describe the influence of the Spanish and the Portuguese on the language and religions of Latin America, explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States, and explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.
Unit 8 April 14 -April 18	**Political Developments in the Caribbean and Latin America** Students will explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)], and describe the two

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	predominant forms of democratic governments: parliamentary and presidential
Unit 9 April 21 - 25	**Economic Systems in the Caribbean and Latin America** Students will analyze different economic systems, give examples of how voluntary trade benefits buyers and sellers in Latin America, and describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.
Unit 10 April 28 – May 16	**Development of Australia** Students will explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language, locate selected features of Australia, explain the impact of location, climate, distribution of natural resources, and population distribution on Australia, explain forms of citizen participation in government, describe the economic system used in Australia, give examples of how voluntary trade benefits buyers and sellers in Australia, and describe factors that influence economic growth and examine their presence or absence in Australia.

Progress Report Distribution

4.5 week Progress Report	9 week Progress Report	4.5 week Progress Report	Semester 1 Report Card	4.5 week Progress Report	9 week Progress Report	4.5 week Progress Report	Final Report Card
9/13/24	10/18/24	11/21/24	**1/16/25**	2/14/25	3/22/25	4/30/25	**5/30/25**

Student Support
Social Studies Instructional Coach: Latoya Baker (BakerL2@fultonschools.org)
CCMS Counselors: Bryon Kellam (kellam@fultonschools.org)

Attendance/Make-Up Work:
Regular attendance in this class is essential for each student to be successful. Students are expected to attend class daily and arrive on time. Students that are absent can submit work that was missed due to their absence. The number of days the student was absent are the number of days he/she has to submit the work for full credit.

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Student Misses Work Due to Absence (Excused/Unexcused)

- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task for full credit.

- Teachers may begin deducting points from late/missing assignment, assessment, and/or task (maximum of a 25%deduction), but only after the deadline has not been met. A deadline is typically equal number of days the student was absent.
    - After 1 week late, a teacher deducts 5 points
    - After 2 weeks late, a teacher deducts 10 points
    - After 3 weeks late, a teacher deducts 15 points
    - After 4 weeks late, a teacher deducts 20 points
    - After 5 weeks late, a teacher deducts 25 points

- A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, and/or task.

Provision for Improving Grades/Recovery:

All students will have one (1) opportunity each nine weeks to redo/retake one (1) major assignment/assessment.

- Eligibility for a redo/retake is for students who receive a 75 or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than 75.
- Student redo/retakes must be completed before the next major assignment/assessment is given or five school days before the end of a marking period if there is not another major assignment/assessment given (exceptions can be made for students who have excused absences during this five-day window). (Excerpted from Fulton County Schools Board Policy)

Materials Required

Pencils
2 Composition Book
2- 2 pocket folders
Colored Pencils
Glue sticks
Earbuds
Scissors

Texts and Replacement Costs

Georgia 6th Grade Social Studies Student Workbook (Gallopade) Replacement Cost $17.99

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CLASSROOM EXPECTATIONS:
Camp Creek Middle School will use The Warrior PRIDE for guiding student behavior and learning. Please review the Fulton County Schools Discipline Policies to gain a better understanding of the behavioral expectations for students. Fulton County's explanation of discipline offenses and possible consequences are listed in the Fulton County Schools Handbook. https://www.fultonschools.org/codeofconduct

- **P-**Prepared
- **R-** Respectful
- **I-** Integrity
- **D-** Discipline
- **E-** Effort

Standard Class Rules: Be Prompt*Be Prepared*Be Responsible*Be Respectful

• Be in your seat with necessary materials when the bell rings.
• Raise your hand to speak or stand.
• Follow directions the first time they are given.
• Keep cell phones out of sight.
• Keep hands, feet, and objects to yourself.
• No put-downs, teasing, or other inappropriate words.

Artificial Intelligence
Limited AI Use with Teacher Permission:
In this course, the use of generative AI tools is permitted only with explicit teacher approval for specific assignments. AI can serve as an aid to enhance understanding and interaction with course content, within the boundaries of academic integrity. If AI tools are used, all AI-generated content must be accurately cited, and students are responsible for the integrity and correctness of their submissions, including any content derived from AI tools. It is essential to critically evaluate AI outputs to ensure they meet academic standards. Unauthorized use of generative AI, without proper citation, is considered a violation of the Fulton County Schools Code of Conduct and may result in disciplinary action.

CAMP CREEK MIDDLE SCHOOL HONOR CODE:
The Camp Creek Middle School Honor Code is in effect at all times. Cheating will not be tolerated!
Cheating is defined as giving or receiving information in any form that is related to a gradable experience including the use of sources of information other than those specifically approved by the teacher either during or outside of class. Students are required to sign honor pledges as applicable for major tests, projects, and/or papers.

Examples of Cheating include, but are not limited to:

• **Plagiarism –** using words or ideas from a published source without proper documentation; using the work of another student (e.g. copying another student's homework, composition, or project); using excessive editing suggestions of another student, teacher, parent or paid editor.
• Looking on someone else's paper during a test or quiz.
• Cheat sheets of any kind.
• Knowingly accepting or giving information concerning the contents of a test or quiz.
• Changing the appearance of computer printouts.
• **Allowing another student to web-based activities using your name and login information.**

Any student found to be in violation of the Honor Code on any assignment will receive a **zero** on the assignment in question with **no opportunity to make up**. Violations may be considered by faculty in making future recommendations. Memberships in honor clubs will be jeopardized.

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SYLLABUS CONFIRMATION:

I confirm that I have read and acknowledge all the information contained in this syllabus and will work with my student & teacher to successfully complete this course. If I have questions, I will contact the teacher.

Course Name: **Grade 6 Social Studies**

Teacher Name: _____

Student Name (print): _____

Parent(s)/Guardian(s) Name (print): _____

Parent(s)/Guardian(s) Signature: _____

Parent(s)/Guardian(s) E-mail Address (if applicable): _____

Parent(s)/Guardian(s) Phone Number: _____

Scan the qrcode to read and review the syllabus for the 2024-2025 school year in 6th grade Social Studies. Please have your student to return this form upon revieing the syllabus to their Social Studies teacher.