

6th Grade Social Studies Syllabus

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Room Number: A1

Course Description:

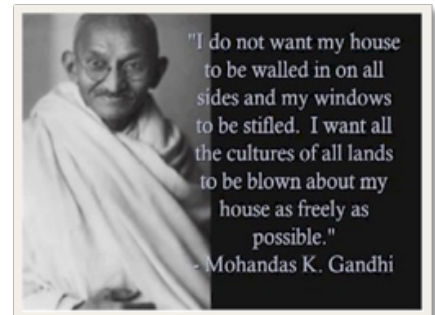
As a result of sixth grade social studies, students will understand the elements of culture. The year begins with an introduction of world geography, followed by a thorough examination of the five major world religions. We continue our study of culture by exploring the diverse continents of Asia and Africa. Students will work in cooperative, inquiry based teams to learn about the religion, terrain, population, economic and political systems, food, arts and social norms of their countries. As students utilize reading, writing and thinking processes, they will seek to identify the similarities and differences to their own American culture. Differentiated resources will be provided as students are taught to read for information on each of these topics. Critical thinking, making and defending conclusions and judgments, and reporting findings in a variety of ways are key components of the class. Ultimately, students will be expected to synthesize new information into coherent written and oral summaries and multi-media presentations. Please Note: Course content and pace may be modified based on student need and interest. This syllabus will be updated as needed to reflect these changes.



Enduring Understandings

Students will understand that:

- there are elements that can be found in all world cultures, some are the same and others are different from our own
- physical geography impacts culture
- understanding geography provides a frame of reference for understanding global issues
- people organize systems to promote stable, productive, and safe communities
- having accurate information about world religions fosters understanding, acceptance, and peace
- understanding the past helps us to understand the present and plan for the future
- all countries face economic, social, and environmental problem
- the artifacts, everyday objects, art, and documents of a culture reveal something about their values and way of life
- good readers engage in a variety of ways in order to comprehend text
- sharing work opens up the possibility for deeper and broader meaning
- learning something new is a process that involves locating appropriate resources, taking notes, thinking critically, and making the information your own.



Unit One - World Geography- World Religions

Content



Geography

- Learn the continents, countries, and oceans of the world
- Use an Atlas
- Learn and apply map skills to learn geographic information
- Analyze the advantages/challenges posed by geography and the influence of geography on all other aspects of development and on settlement patterns, including the spread of religion.

World Religions

- Learn the foundational tenets of each major world religion: Christianity, Judaism, Islam, Hinduism and Buddhism.
- Determine similarities and differences.
- Watch informational videos and interviews focused on the lifestyles of those who practice each religion throughout the world
- Analyze how these religions have influenced the development of specific cultures and how they are still an active part of these cultures today.

Reading, Writing, Research Skills

- Learn and apply varied methods for reading informative text, such as SQ4R
- Annotate texts and take notes using graphic organizers
- Separate fact from opinion
- Answer questions using text evidence
- Develop organization and study skills using folders, Hapara, Google docs, Teacher websites, Online games, flashcards, study guides etc.
- Draw logical, evidence-based conclusions based on relevant evidence
- Write well organized, objective summaries including clear topic sentences followed by major points from research and using the conventions of Standard English.
- Write well-organized informational essays

Listening and Collaboration Skills

- Learn effective, respectful ways to participate and contribute in collaborative groups, including self advocacy, support of others, effective listening, encouraging words, recognizing quality work.
- Work in collaborative groups to discuss and analyze new information.
- Listen to other's ideas, build on those ideas, and share these ideas with the class.

Summative Assessment

- Religions of the World test - short answer and constructed responses focused on the information taught in the unit.
- Written summaries focused on assigned topics. Responses are guided by and graded with an established department rubric..

Unit Two: Asian Studies

Content

Asia

- Learn the elements of a cultural study: religion, terrain, population, economic and political systems, food, arts and social norms.
- Study the countries of China, Saudi Arabia, India, and Japan and determine how the interaction of cultural elements creates a unique country.
- For each country studied, China, Japan, India, Saudi Arabia, learn facts and statistics, study the lifestyles of different people, and analyze the contributions of specific individuals.
- Draw evidence-based conclusions and compare/contrast the cultural elements of the countries studied in the unit with the United States.
- For each country, determine how geography and natural resources influence the development of the country.



Medieval China

- Apply literal and inferential reading skills to learn about Medieval China.
- Learn and explain the concepts of the dynasty and the role of the emperor.
- Learn and explain the basic beliefs of Confucius and how these beliefs influenced the dynasties of China and the lifestyle of the people.
- Compare and contrast characteristics and contributions of the Tang and Song Dynasties and learn the lasting influence of the dynasty period on China.
- Understand how ancient civilizations influenced the development of future civilizations.

Geography and Map Skills – Continent of Asia and Oceans

- Learn and apply map skills to learn geographic information
- Analyze the advantages/challenges posed by geography and the influence of geography on all other aspects of development and on settlement patterns, including the spread of religion.
- Draw conclusions about the impact of geography on the development of a country.

Reading, Writing, Research Skills

- Apply effective methods for reading informative text (taught in unit one and practiced throughout the year)
- Throughout the unit of study, work in a small group to conduct research focused on a specific country (this will culminate in a Culture Fair presentation and parents will be invited)
- Write well-structured objective summaries
- Identify similarities and differences among countries studied in the unit
- Write a compare/contrast extended paragraph
- Write an informative essay using effective structure and organization of content. Essay is based on a personal choice topic (e.g. art, sports, education, food) from the student's target country. This information is also incorporated into the student's Culture Fair presentation

Viewing Skills

- Watch informational videos and interviews focused on the lifestyles of those who live in the countries studied
- Determine main ideas and supporting details and take notes from a documentary film
- Separate fact from opinion
- Use critical thinking skills to draw logical, evidence-based conclusions based on relevant evidence

Listening and Speaking Skills

- Collaborate to build on each other's ideas, create a unified oral and visual presentation, and determine roles for the Culture Fair presentation

Summative Assessment – Culture Fair

- Each student researches and writes two-three scripts based on elements of his/her assigned country and presents this information to an audience on Culture Day. Google Slides will be used to create visuals designed to enhance the written scripts. Students are graded on their research, script writing, communication skills as well as their ability to manage time and tasks (responsibility).

Assessment and Grading Policy:

Each marking period is 25% of the final grade. There are three categories of assessment: formative, interim and summative; each category carries a specific weight toward the overall marking period grade. In addition, each assessment within the category carries a specific point value.

Formative (20%): checks for understanding, homework, reflections, participation

Interim (50%): quizzes, map assessments, written responses, classwork

Summative (30%): tests, summaries, culminating projects

Re-takes (Interim Assessments):

Students who earn a D or lower on an interim assessment, may retake the assessment after they have met with the teacher for extra help. The grade earned on the retake assessment will be the average of the retake and the initial grade, or, in some cases, the retake grade may replace the initial grade. This decision will be based on the type of assessment. Opportunities to revise writing assignments may be offered based on the assignment given.

Students must make every effort to submit work on time. Late work impacts the entire class since teachers cannot discuss answers/ideas until all work is submitted. In addition, students who hand in their work late have additional time and opportunity that has not been afforded to other students. As a general rule, late work, *excluding* homework assignments, will be penalized for each day late, up to five school days, generally: maximum grade of A- (1 day late), B (2 days late), C+ (3 days late), C- (4 days late), D (5 days late), and not accepted after five days. The acceptance of late homework is at the teacher's discretion. Since teachers often review the homework answers in class, it is not possible to accept homework after work is reviewed. Teachers will share their practices with each class. Please note: If a student is in the building on a specific day, they have an obligation to submit a pre-assigned project/assignment to the appropriate teacher(s). Late arrival or early dismissal is not an acceptable excuse for late submission or a pre-assigned project/assignment. In addition, if a student reports to the nurse instead of a class, they have an obligation to submit any pre-assigned project/assignment to the appropriate teacher(s). **If a student arrives late to school, leaves early, or reports to the nurse instead of a class, they must submit pre-assigned project/assignment to the appropriate teacher(s) or the work will be considered late.** Note: Students cannot pass a class for a quarter unless all summative assignments are submitted and reflect a good faith effort.

Make-Up Work Due to Excused Absence

1. The student must schedule make-up work directly with the teacher on the day he/she returns to school.
2. Incomplete work after one calendar week will result in a grade of zero unless extended, alternate dates have been assigned by the teacher (e.g., a laboratory experiment).
3. If a long-term project was assigned earlier in the marking period, the project is due on the pre-assigned date or the date the student returns to school. (If a *long term* excused absence occurs prior to the due date of the project, please see item number 5.)

4. In the event of a pre-arranged absence to go on a field trip or college visit, the student must speak with the teacher before the absence; homework is expected on the return day.
5. Students should always consult the teacher's website to see if there is homework they can do while at home and before returning.
6. In the event of a longer excused absence, the student and parent must consult with the guidance counselor who will help to arrange a make-up schedule which must then be followed. The counselor may call for a parent-teacher meeting to help with this process.

Submission of Late Work

Students must make every effort to submit work on time. Late work impacts the entire class since teachers often cannot discuss answers/ideas until all work is submitted. In addition, students who submit late work have additional time and opportunity that has not been afforded to other students.

As a general rule, late work will be penalized. The acceptance of late homework is at the teacher's discretion. Since teachers often review the homework answers in class, it is not possible to accept homework after answers are given. Teachers will share their homework policy with each class.

Please note: Late arrival or early dismissal is not an acceptable excuse for late submission of a pre-assigned project./assignment. If a student is in the building on a specific day, he/she has an obligation to submit a pre-assigned project/assignment to the appropriate teacher(s). In addition, if a student reports to the nurse instead of a class, he/she has an obligation to submit any pre-assigned project/assignment to the appropriate teacher. **If a student arrives late to school, leaves early, or reports to the nurse instead of a class, he/she must submit pre-assigned projects/assignments to the appropriate teacher(s) or the late work policy will apply.**

Materials:

Students should organize hand-outs and notes in a two-pocket folder labeled Social Studies. Chromebooks will be expected to be charged and ready to use daily. In addition, students are expected to supply their own writing utensils, black sharpies and colored pencils for mapping.

Class Expectations:

Creating a climate of caring, responsibility, and respect is most important as we learn and work together.

Caring:

- Care about the work you complete.
- Care about the effort you put into class.
- Care about supporting the work of others.

Responsibility:

- Ask questions when you don't understand.
- Come prepared to class with your materials and homework.
- Always do your best work.

Respect:

- Be respectful of me, your peers, the classroom, and the cultures about which we study. Disrespect will result in a phone call home, and if continued, after school detention.

<u>SVS Learner Habits:</u>

- *Perseverance*
- *Responsibility*
- *Self-Awareness*
- *Engagement*

Students will reflect on and be graded on their ability to demonstrate these habits of mind.