

**SOCIAL STUDIES SYLLABUS**  
**LEVEL: 6<sup>TH</sup> GRADE**  
**INSTRUCTORS:**  
**MR. BALLY & MRS. HOETTE**  
**YEAR: 2009-2010**



"What exactly will we be covering during the year?"

We are glad you asked! Surprisingly, we will be covering millions of years of history in just one year of 6<sup>th</sup> grade. Below are the unit headings, essential questions, as well as topics within the content:

<p><b>Geography Skills</b>  <i>*How does the study of geography contribute to the understanding of people, places, and the environment both past and present?</i></p>	<ul style="list-style-type: none"> <li>• 5 themes of geography</li> <li>• Understanding boundaries</li> <li>• People and places</li> <li>• Mapping the past</li> <li>• Geographic terms</li> </ul>
<p><b>Earliest Peoples and Archaeology</b>  <i>*How do archaeologist try to overcome the obstacles they face when using artifacts to form theories about the cultures and lives of people from the past? How does new information change our perceptions?            *How important is it for us to explore and understand the origins and/or evolution of our species?</i></p>	<ul style="list-style-type: none"> <li>• Examining archaeology</li> <li>• Primary vs. Secondary Sources</li> <li>• Sources of historical information</li> <li>• Fact, Reasoned Judgment, Opinion</li> <li>• Scientific shortcomings</li> <li>• Development of culture</li> <li>• Lineage of early species</li> <li>• Hunters and gatherers</li> </ul>
<p><b>The Development of Ancient Civilizations</b>  <i>*Under what circumstances should human cultures attempt to change the processes that shape our natural environment?            * Does the emergence of civilizations necessarily signify progress?</i></p>	<ul style="list-style-type: none"> <li>• Compare selected ancient river civilizations (Sumer/Mesopotamia)</li> <li>• Development of culture: politics, economics, religion, social, intellect, and aesthetics.</li> <li>• Religious traditions</li> <li>• Inventions and innovations</li> </ul>
<p><b>Ancient Egypt</b>  <i>* To what degree do people depend on each other for their survival as individuals? How does this interdependence affect the survival of a civilization?            How do different members of a civilization contribute to its success?</i></p>	<ul style="list-style-type: none"> <li>• Analyze history of ancient Egypt from about 5000 to 50 BCE</li> <li>• Impact of the Nile</li> <li>• Comparison with Mesopotamia</li> <li>• Impact of mythology</li> <li>• Qualities of Egyptian art</li> <li>• Contributions to technology</li> </ul>
<p><b>Ancient Greece</b>  <i>Why do people form governments? What are the key needs that are met by the establishment of a government? How are the needs of the individual balanced with those of society within governments?</i></p>	<ul style="list-style-type: none"> <li>• Analyze history of ancient Greece from about 2000 to 300 BCE</li> <li>• Greek mythology and religion</li> <li>• Persian and Peloponnesian Wars</li> <li>• Contributions of Greek Philosophers</li> <li>• Comparison of Athens and Sparta</li> </ul>
<p><b>Ancient Rome</b>  <i>Why do civilizations rise and fall? After a civilization falls, what impact does it have on history?</i></p>	<ul style="list-style-type: none"> <li>• Analyze history of Ancient Rome from about 700 BCE to 500 CE</li> <li>• Roman beliefs</li> <li>• Development of democratic features</li> <li>• Military domination</li> <li>• Role of emperors</li> <li>• Contributions in art, architecture, technology, science, literature, etc.</li> </ul>

*"What materials do I need for your class?"*

- . A 1 or 1.5" Three-Ringed Binder
- . Textbook (Keep at home)
- . 2 Erasable Pens and 2 Pencils
- . 1 Pack of Colored Pencils
- . 2 Ultra Fine-Tipped Black Sharpies
- . Personal Sharpener, Ruler, & Scissors
- . Loose Leaf Lined Paper
- . Pencil Case/Sleeve for Binder

*"The moment we have all been waiting for.....Grades!"*

Grades will be based on a total points system that includes the following:

TESTS (60-150 points each): At the end of each unit there will be a traditional test that will allow students to demonstrate their understanding by using the skills and knowledge they have acquired throughout the unit. In other words, tests will not only measure how well a student has memorized a procedure or fact, but more importantly, how well students can apply their knowledge and think critically. +*TEST GRADES MAY NOT BE DROPPED*

PERFORMANCE PROJECTS (100-300 points each): This section will include a variety of projects ranging from research papers to mapmaking to collaborative group work. The total points assigned to projects are a significant portion of the overall grade. +*PROJECT GRADES MAY NOT BE DROPPED*

QUIZZES (20-60 points each): In order to determine how students are doing during a unit of study, quizzes will be given periodically. The format of quizzes will range from the traditional question and answer, to working in pairs, to illustrations of knowledge using drawings, presentations, or essays. +*THE LOWEST QUIZ SCORE MAY BE DROPPED*

HOMEWORK (5-30 points each): Since there is plenty of material to cover during this course, homework is assigned quite often. Homework assignments will come in the form of outlining, responding to certain questions, and current events reports. +*THE LOWEST HOMEWORK SCORE MAY BE DROPPED*

PARTICIPATION (5-50 points each): One of the most important expectations is that when students come to class, they participate. It is essential to the success of the class and for student understanding that everyone participates in exercises, which are either done individually, in pairs, or in groups. +*PARTICIPATION GRADES MAY NOT BE DROPPED*

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+ If absent, be prepared to complete missed assignments, tests, or quizzes immediately upon return. Exceptions are made for extenuating circumstances and extended absences.

\*I have included the option to drop one quiz score and one homework scores because I understand that students have a multiplicity of other obligations and activities. Keep in mind that low scores will NOT be dropped until FINAL grades are calculated for the marking period.

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*"Am I allowed to turn in late work...and if so, what happens?"*

Performance Projects: 1 day late = 1 letter grade deducted from the overall score  
2 days late = 2 letter grades deducted from the overall score  
3 days late = Etc...

Homework: Late homework will only be accepted for 1/2 credit on the following day.

*"What is the best way for parents and students to reach you Mr. Bally and Mrs. Hoette?"*

In General: If a parent or student needs to know what is going on in class or when an assignment is due, please visit the Central Middle School website at <[www.greenwickschools.org/cms/](http://www.greenwickschools.org/cms/)>.

Parents: The best way we can be contacted is through school email.

Students: Talking to us before or after class is obviously your first course of action. You may also email me if you have a concern or want to set up an appointment.

*We are looking forward to an exciting and rewarding school year with all of you...*

*We have read and understand the Course Syllabus for  
Mr. Bally's and Mrs. Hoette's 6<sup>th</sup> Grade Social Studies Class:*

Student Name (Please Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

\*Please Note:

This document must be returned to Mr. Bally with both a student and parent signature to receive credit. This is a crucial first step towards building a common understanding between student, teachers, and parents.