

SYLLABUS: 2021-22

Subject: Social Studies

Instructor: Mr. Wilkinson Room: 303 Periods: 3 & 7

Email: mwilkinson@sandi.net

Textbook: World History (Ancient Civilizations)

Link to Online Textbook:

file:///prdechome12/12/125/125412/Downloads/6th_Grade_-_World_History_Ancient%20Civilizations.pdf

All assignments are aligned with the history-social sciences critical concepts and proficiency scales, as described in the following link:

https://docs.google.com/document/d/1WX9YVznTT41XtCgDBMS2y8c_UxmSAEkFDIZDEkgUX5w/edit

History-Social Sciences Critical Concept: Overview

DISCIPLINARY SKILLS

- **Continuity and Change (2C)** How can we make sense of the complex patterns over time?
- **Multiple Perspectives (MP)** How can we better understand the people and the environment of the past and present?
- **Causality (Cau)** What are the root cause of events that happen and what are the impacts?
- **Civics (Civ)** How does understanding the systems and structures of government promote civic participation?
- **Geography (G)** How does understanding human and physical geography, and its relation to societal structures impact history both past and present?
- **Economics (E)** How is economics related to and influenced by historical societal factors? How has the concept of financial literacy changed over time and what is its impact on the economy?

LITERACY SKILLS

- **Evaluating Sources (ES)** How can we use corroborating, contextualizing, sourcing, and close reading to evaluate a source.
- **Using Sources (US)** How can we critique claims and counterclaims with evidence and reasoning?

COMMUNICATION AND ACTION

- **Informed Action (IA)** How can we use our understanding to conceptualize and enact self and community transformation?

Scope, Sequence, and Standards for Weeks 1-6 (P1)

(Note: All weeks are subject to change)

WEEK 1

Chapter 1: Uncovering the Past (Pages 2-23)

- **Overview:** In this chapter, students are introduced to the work of historians and archaeologists. They will learn about the study of history.

BIG IDEAS:

- **Studying History (Section 1):** Historians use of many kinds of clues to understand how people lived in the past.

- **Studying Geography (Section 2):** Physical geography and human geography contribute to the study of history.

WEEK 2, 3, 4

Chapter 2: The Stone Ages and Early Cultures (Pages 24-47)

- **Overview:** In this chapter students will study our earliest ancestors and the beginning of agriculture.

BIG IDEAS:

- **The First People (Section 1) 6.1.1:** Prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language.
- **Early Human Migration (Section 2) 6.1.2:** As people migrated around the world they learned to adapt to new environments.
- **Beginnings of Agriculture (Section 3) 6.1.3:** The development of agriculture brought great changes to human society.

WEEK 5, 6

Chapter 3: Mesopotamia and the Fertile Crescent (Pages 52-83)

- **Overview:** In this chapter, students will learn about the history and achievements of the Sumerians and other peoples of the Fertile Crescent.

BIG IDEAS:

- **Geography of the Fertile Crescent (Section 1) 6.2.1, 6.2.2:** The valleys of the Tigris and Euphrates rivers were the sites of the world's first civilizations.
- **The Rise of Sumer (Section 2) 6.2.3:** The Sumerians developed the first civilization in Mesopotamia.
- **Sumerian Achievements (Section 3) 6.2.9:** The Sumerians made many advances that helped their society develop.
- **Later Peoples of the Fertile Crescent (Section 4) 6.2.4:** After the Sumerians, many cultures ruled parts of the Fertile Crescent.

Scope, Sequence, and Standards for Weeks 7-12 (P2)

(Note: All weeks are subject to change)

WEEK 7, 8, 9

Chapter 4: Ancient Egypt (Pages 84-117)

- **Overview:** In this chapter, students learn about the history, culture, and achievements of ancient Egypt.

BIG IDEAS:

- **Geography and Early Egypt (Section 1) 6.2.1, 6.2.2:** The water and fertile soil of the Nile Valley allowed a great civilization to develop in Egypt.
- **The Old Kingdom (Section 2) 6.2.3:** Egyptian government and religion were closely connected during the Old Kingdom.
- **The Middle and New Kingdoms (Section 3) 6.2.6, 6.2.7:** During the Middle and New Kingdoms, order and greatness were restored in Egypt.

- **Egyptian Achievements (Section 4) 6.2.5, 6.2.9:** The Egyptians made lasting achievements in writing, architecture, and art.

WEEK 10, 11, 12

Chapter 6: Ancient India (Pages 140-177)

- **Overview:** In this chapter, students will study the ancient civilizations of India and the two major religions that developed there.

BIG IDEAS:

- **Geography and Early India (Section 1) 6.5.1, 6.5.2:** Indian civilization first developed on the Indus River.
- **Origins of Hinduism (Section 2) 6.5.3, 6.5.4:** Hinduism, the largest religion in India today, developed out of ancient Indian beliefs and practices.
- **Origins of Buddhism (Section 3) 6.5.5:** Buddhism began in India and became a major religion.
- **Indian Empires (Section 4) 6.5.6:** The Mauryas and the Guptas built great empires in India.
- **Indian Achievements (Section 5) 6.5.7:** The people of India made great contributions to the arts and sciences.

Scope, Sequence, and Standards for Weeks 13-18 (S1)

(Note: All weeks are subject to change)

WEEK 13, 14, 15

Chapter 7: Ancient China (Pages 178-217)

- **Overview:** In this chapter, students will learn how Chinese civilizations developed and about the contrasts between China and other cultures.

BIG IDEAS:

- **Geography and Early China (Section 1) 6.6.1, 6.6.2:** Chinese civilization began with the Shang dynasty along the Huang He.
- **The Zou Dynasty and New Ideas (Section 2) 6.6.3, 6.6.4:** The Zhou dynasty brought political stability and new ways to deal with political and social problems in ancient China.
- **The Qin Dynasty (Section 3) 6.6.5:** The Qin Dynasty unified China with a strong government and a system of standardization.
- **The Han Dynasty (Section 4) 6.6.6:** The Han dynasty created a new form of government that valued family, art, and learning.
- **Han Contacts with Other Cultures (Section 5) 6.6.7, 6.6.8:** Trade routes led to the exchange of new products and ideas among China, Rome, and other peoples.

WEEK 16, 17, 18

Chapter 8: The Hebrews and Judaism (Pages 222-249)

- **Overview:** In this chapter student will learn about the history, religion, and culture of the Jewish people.

BIG IDEAS:

- **The Early Hebrews (Section 1) 6.3.3, 6.3.4:** Originally desert nomads, the Hebrews established a great kingdom called Israel.
- **Jewish Beliefs and Texts (Section 2) 6.3.1, 6.3.2:** The central ideas and laws of Judaism are contained in the sacred texts such as the Torah.

- **Judaism over the Centuries (Section 3) 6.2.7:** Although they were forced out of Israel by the Romans, shared beliefs and customs helped Jews maintain their religion.

Scope, Sequence, and Standards for Weeks 19-24 (P3)

(Note: All weeks are subject to change)

WEEK 19, 20, 21

Chapter 9: Ancient Greece (Pages 250-281)

- **Overview:** In this chapter students will learn about the history, and culture of ancient Greece.

BIG IDEAS:

- **Geography and the Early Greeks (Section 1) 6.4.1:** Greece's geography and its nearness to the sea strongly influenced the development of trade and the growth of the city-states.
- **Government in Athens (Section 2) 6.4.2, 6.4.3:** The people of Athens tried many different forms of government before creating a democracy.
- **Greek Mythology and Literature (Section 3) 6.4.4:** The ancient Greeks created great myths and works of literature that influence the way we speak and write today.

WEEK 22, 23, 24

Chapter 10: The Greek World (Pages 282-313)

- **Overview:** In this chapter student will learn about the events and accomplishments of ancient Greece.

BIG IDEAS:

- **Greece and Persia (Section 1) 6.4.5:** Over time the Persians came to rule a great empire which eventually brought them into conflict with Greece.
- **Sparta and Athens (Section 2) 6.4.6:** The two most powerful city-states in Greece, Sparta and Athens, had very different cultures and became bitter enemies in the 400s BC.
- **Alexander the Great (Section 3) 6.4.7:** Alexander the Great built a huge empire and helped spread Greek culture into Egypt and Asia.
- **Greek Achievements (Section 4) 6.4.8:** Ancient Greeks made lasting contributions in the arts, philosophy, and science.

Scope, Sequence, and Standards for Weeks 25-30 (P4)

(Note: All weeks are subject to change)

WEEK 25, 26, 27

Chapter 11: The Roman Republic (320-347)

- **Overview:** In this chapter, student will learn about the founding of the Roman republic, the republic's further developments, and the crises the republic faced.

BIG IDEAS:

- **Geography and the Rise of Rome (Section 1) 6.7.1:** Rome's location and government helped it become a major power in the ancient world.
- **Government and Society (Section 2) 6.7.2:** Rome's tripartite government and written laws helped create a stable society.
- **The Late Republic (Section 3) 6.7.3:** The later period of the Roman Republic was marked by wars of expansion and political crises.

WEEK 28, 29, 30

Chapter 12: The Roman Empire (348-375)

- **Overview:** In this chapter, student will analyze the history and lasting contributions of the Roman Empire.

BIG IDEAS:

- **From Republic to Empire (Section 1) 6.7.4:** Julius Caesar and Augustus led Rome's transition from a republic to an empire.
- **A Vast Empire (Section 2) 6.7.3:** After Augustus became emperor, the Roman Empire grew politically and economically, and life improved for the Roman people.
- **Rome's Legacy (Section 3) 6.7.8:** Many features of the Roman culture were copied by later civilizations and continue to influence our lives today.

Scope, Sequence, and Standards for Weeks 31-36 (S2)

(Note: All weeks are subject to change)

WEEK 31, 32, 33

Chapter 13: Rome and Christianity (Pages 376-399)

- **Overview:** In this chapter, student will learn about the development of the Christian faith and its influence on the Roman Empire.

BIG IDEAS:

- **Religion in the Roman Empire (Section 1) 6.7.5:** The Roman Empire accepted many religions, but it came into conflict with Judaism.
- **Origins of Christianity (Section 2) 6.7.6:** Christianity, based on the teachings of Jesus of Nazareth, spread quickly after his death.
- **The Early Christian World (Section 3) 6.7.7:** Within 300 years after Jesus's death, Christianity had spread through the empire and became Rome's official religion.

WEEK 34, 35, 36

Chapter 14: The Fall of Rome (Pages 404-423)

- **Overview:** In this chapter, student will analyze the decline of the Roman Empire and learn about the Byzantine Empire, which survived for several centuries in the East.

BIG IDEAS:

- **Fall of the Western Empire (Section 1) 7.1.2:** Problems from both inside and outside caused the Roman Empire to split and the western half to collapse.
- **The Byzantine Empire (Section 2) 7.1.3:** The Roman Empire split into two parts, and the eastern Roman Empire prospered for hundreds of years after the western empire fell.

GRADING POLICY: All assignments are graded on the 100-point system, see grading scale below. All assignments are also weighted from 1-5, determined by difficulty level of the assignment.

LIST OF ASSIGNMENTS: Weight of the assignments are shown in the parentheses.

- **Cornell Note Packet (5)**
- **3 Week Projects (5)**
- **2 Week Projects (4)**
- **1 Week Projects (3)**

GRADING SCALE:

A=90-100%

B=80-89%

C=70-79%

Rework=0-69%

- KLA's (2)

LATE ASSIGNMENTS:

- **No Academic or Citizenship Penalty:** A student's academic and citizenship grade cannot be lowered for assignments turned in late. **Exception:** A student's academic grade will be lowered if the student fails to turn in any late assignment before the teacher's designated cut-off date.
- **Cut-off Date/End of the Grading Period:** All late assignments must be turned in by the end of the grading period the assignment was given. Any assignment not turned in by the end of the grading period will receive a 50% grade. **Exception:** An absence that prevents the student from meeting the cut-off date.

CITIZENSHIP GRADES:

- The newly adopted citizenship grades for this year are: (E)=Exceeds, (M)=Meets, (I)=Inconsistent, and (U)=Unsatisfactory
- Please view the following link to read the complete citizenship adoption:
https://docs.google.com/document/d/1KHv_J5durRTLhgFCDoHENuc9zUgJLfwGe9LO2aI2w/edit

TUTORING DAY:

- Thursdays from 2:45-3:30 p.m.
- By appointment only: Students must give at least a one-day notice that they would like to attend. Two or more students must make an appointment, or tutoring will be cancelled. This is a district policy.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____