Holston Middle School 2016-2017

World History

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Instruction

* Course Description:

Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.

* **Honor students are required to process 6th grade curriculum in a more in depth manner. Increasing rigor will expose students to new ideas, skills, and concepts that allow for academic growth.**
* General Pacing:

*Student move through 8 different modules to successfully master all 6th grade S.S. state performance indicators:*

* **Module 1:**Human Origins in Africa through the Neolithic Age (10%)
* **Module 2:**Mesopotamia c.3500-1200 B.C/B.C.E (10%)
* We discuss polytheism
* **Module 3:**Ancient Egypt: c.3000-1200 B.C./B.C.E (10%)
* We discuss polytheism
* **Module 4:**Ancient Israel c.2000 B.C./B.C.E.-70 A.D./C.E. (10%)
* We discuss Judaism & monotheism
* **Module 5:**Ancient India (10%)
* We discuss Hinduism, Buddhism & polytheism
* **Module 6:** Ancient China (12%)
* We discuss Confucianism, Daoism, Legalism, Buddhism
* **Module 7:** Ancient Greece: c.80-300 B.C./B.C.E. (20%)
* We discuss polytheism
* Module 8: Ancient Rome: c.500-B.C./B.C.E-500 A.D./C.E. (18%)
* We discuss Christianity, monotheism, & polytheism

**Board Policy I-431**

**Issued 7/95 Revised 6/08**

**The Board affirms that it is essential that the teaching about religion – and not of a religion, be conducted in a factual, objective, and respectful manner in accordance with the following:**

* **Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs, provided it is essential to the learning experience in the various fields of study and is presented objectively;**
* **The emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and**
* **Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.**
* **Additionally, if a course features religion within the curriculum and instructional materials, this information must be included within the syllabus, and the syllabus must be publically posted. Within the syllabus, teachers must include specific religion-aligned selections that will be used throughout the year or semester.**
* Required Materials:
* Pens/Pencils
* Colored pencils
* 1 inch binder & notebook paper
* Glue sticks
* **Wish list items:** 1 ream of copy paper, popsicle sticks, post-it notes
* Resources:

Our textbook is *My World History & Geography* (2014 edition). Pearson is the publisher for this text. Each Social Studies classroom has exactly 25-30 textbooks; therefore, textbooks will be kept in the classroom. The replacement cost for this textbook is $89.73, if damaged or abused.

* Primary Documents and Supporting Texts to be Read:
  + **Module 1:** digital collections of early African art and tools, including cave paintings and spears.
  + **Module 2:** excerpts from the “Epic of Gilgamesh”; digital collections of the ancient Mesopotamian plow, wheel, sailboat, cuneiform tablets, and the stylus
  + **Module 3:** Digital collections of Egyptian Pyramids, including the Pyramids and Sphinx at Giza, digital collections of the pyramid texts on the wall of the burial chamber of the Pyramid of Teti, Saqqara; digital collections of documents written on papyri
  + **Module 4:** excerpts from the *Tanakh, Hebrew Bible, the Torah,* and the Dead Sea Scrolls.
  + **Module 5:** excerpts from the epic Hindu literature *Bhagavad Gita;* excerpts from *Ramayana;* excerpts from *Mahabharata,* excerpts from Hindu Search for Divine Realilty: *The Upanishads;* excerpts from the Buddha’s *Two Lessons.*
  + **Module 6:** excerpts from The Mandate of Heaven: *The Classic of History;* excerpts from Confucius’ *The Analects,* excerpts from *The Lament of the Nomad Flute* by Lady Wenji.
  + **Module 7:** excerpts from Homer’s *Iliad* and *the Odyssey,* excerpts from Pericles’ Funeral *Ovation;* excerpts from *Alexander* by Plutarch; excerpts from *Aesop’s Fables* (or the Aesopica); excerpts from Aristotle’s *The Athenian Constitution;* excerpts from *The Battle of Marathon;* excerpts from *Everyday Life in Ancient Greece* (4th Century BC)
  + **Module 8:** excerpts from Roman Literature, including Ovid’s *Metamorphoses*, excerpts from the Dead Sea Scrolls*, The Essenes' Manual of Discipline,* excerpts from Plutarch’s *The Assassination of Julius Caesar,* (44 BC), excerpts from Plutarch’s writings on Spartacus and Seneca’s descriptions of gladiators; excerpts from the *New Testament*; Items to view: art sculptures depicting Romulus and Remus, Ancient bust of Julius Caesar, discovered by French archaeologist divers scouring the bottom of the Rhône in the southern town of Arles, which Caesar founded in 46 B.C., digital collections of authentic ancient Roman Art and Architecture, including: the colosseum, arches, arenas, aqueducts, baths, and bridges.
  + **Curriculum Link:** to review 6th grade Social Studies standards, please see the link below for more information.

<https://www.tn.gov/assets/entities/education/attachments/std_ss_gr_6.pdf>

* Alternative for objectionable material:

If you do not approve of a specific topic and or any of the supporting texts listed above, please make your request to us in writing and an alternative assignment will be provided. The request should include your name, your student’s name, your phone number and or email address, the specific activity/materials in which you do not want your student to participate or to which you do not want him/her exposed, and the nature of your objection.

* Technology:

Holston Middle School is focused on utilizing 1:1 technology to enhance instruction. Along with this comes a dramatic shift in the classroom. Our plan and vision is to provide a **P**ersonalized **L**earning **E**nvironment. The roles of both teachers and students are changing. Instead of direct instruction 100% of the time, we are moving toward collaborative learning where teachers are facilitators and students are active learners. This allows us to enable, empower and engage **ALL** students.

Assessment & General Expectations

* Expectations:

We have high expectations for each and every student in our classes. Students must be respectful, responsible and honest. Every effort will be made to provide a professional, safe and successful **P**ersonalized **L**earning **E**nvironment. Students who choose to disrupt his or her own or any other student’s learning environment will be subject to disciplinary action.

* Grades:

Grades are earned according to proficiency of materials mastered. Students are expected to earnestly complete every assignment. Grades such as quizzes, tests and projects are more heavily weighted.

Knox County Schools' grade scale is as follows:

**A 93-100**

**B 85- 92**

**C 75- 84**

**D 70- 74**

**F 0- 69**

* Attendance:

Please know that student success is dependent on students be**i**ng present in every class, every day! Your cooperation in this matter is greatly appreciated.

* Make up Work:

Please note that if a student has missed a class it is the student’s responsibility to ask for the work that was missed! We follow the Knox County make-up work policy. Check your student’s HMS handbook for details. If you know your student will be absent for several days, please notify the attendance secretary or your child’s Social Studies teacher so that we can compile work to be completed at home.

* Late work:

Students who do not complete assignments on time could receive a five point reduction on that assignment. Once a test has been administered for each unit of study, students will no longer be able to turn in missing work for that unit unless they were absent during that unit. Students will then receive a zero for that assignment and the zero will bring down their Social Studies grade.

* Aspen:

Aspen is the main way of providing timely feedback. Parents and students can log in at home and view grades. Grades will be updated weekly. If you have any questions or concerns, please email your child’s Social Studies teacher.

* Plagiarism:

According to Harbrace Handbook, 15th edition:

Plagiarism is defined as “presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased.”

It includes, but is not limited to the following:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.

**Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.**

Parent Questionnaire

Directions: Please fill out this short questionnaire and return to your child’s Social Studies teacher by Friday, August 12, 2016.

1. My wish for my child this year is… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. My child’s strengths are… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. My concerns… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\*By signing below, I am acknowledging that I have read and understand the 6th grade Social Studies syllabus and that my student will be learning about various religions throughout the school year.

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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