



World History & Geography:

Ancient Civilizations

Mr. Willard Room B1

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## 6th Grade Social Studies Syllabus

### **Brief Description of the Course:**

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

### **Course Goals:**

Human beings are subjective. Therefore, most of what we know of history is taken from the viewpoint of the “victors.” What about the victims? What about the indigenous peoples? What about women? Aside from a few powerful women, females rarely receive credit from this period of history. History has a way of being slanted. Biases are inevitable, so we must do our best to seek other stories worth telling. We must find other points of view. This class will seek out and study primary documents in a quest to analyze different perspectives. This is a well-rounded program that hopes to captivate, entertain, and stimulate, while developing an understanding of conceptual and factual historical knowledge. In addition, we will also focus on developing reading comprehension skills with expository text, formal reasoning, note-taking, research, collaborative work, oral presentations, technology-based projects, highlighting, outlining, concept mapping (graphic organizers), current events, debates, and simulations. There are high expectations for every student in this class. Organization is a priority and a skill that we will develop and nurture within the scope of learning history.

### **Course Text:**

*Discovery Education.* Student have access to both the digital version as well as a hard copy of the text book we keep at every table group in the classroom.

### **Homework and Grading Policy:**

All grading, written work, testing, and homework that are used in this class reflect the adopted California History and Social Science Standards. A majority of projects are used to supplement the standards and to take a deeper dive into various concepts of our study.

## **Grading Standards**

Grade	Percent
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

### **Incompletes (TX) vs (N/A):**

If a student is absent there may be work that needs to be made up. If a student needs to still complete a missing assignment, it will be marked with a “TX” in Aeries. This will indicate that it still needs to be done, but it’s not counting against them yet. “N/A” will indicate that the student has been excused from an assignment and there is no need to make it up.

### **Test Corrections:**

Students may do test corrections if they score below a 70%. They will be provided answers to the questions they missed, then they can retake an alternate version of the test. I will then take the average of the original test grade and the retake for their final score.

### **Grading:**

Grades are not weighted in my class. Tests and large projects are usually worth 100 points. Smaller projects are usually worth 50 points. Class work, homework assignments, and quizzes are usually worth 10-25 points.

### **Excused Absences:**

Students will be given the opportunity to make up missed assignments because of an excused absence. Excused absences include medical appointments and sickness. Students will be given one additional day for each excused absence to make up assignments for no loss of credit.

### **Unexcused Absences:**

Students who miss school due to suspension, truancy, travel and/or unexcused absences (sports and shadowing other schools) must turn in their missed work upon return. If a test happens to fall on the day the student returns to class, he or she will be required to take the test that day.

### **Late Work:**

All late homework, projects, and essays will be subject to a deduction of up to 10%. Missed tests will need to be completed within one week of the original test date.

## Homework:

Homework will be light and circumstantial. A majority of work can be done in class, but occasionally students will need to finish at home.

## Projects:

I am a PBL (Project Based Learning) teacher. We will complete several small projects, as well as a few large projects, throughout the year. Long-term projects will be assigned at least three weeks before the due date. It is the student's responsibility to turn in the long-term project before the due date if he or she will not be at school the day the project is due.

## Organization:

Students are encouraged to keep a 3 ringed binder to help stay organized. I tell students to either keep folders or tabbed dividers. At the end of each unit, student will be encouraged to clean out all worksheets and outdated materials. I remind students to not recycle any work unless they are certain that it has a grading mark and is entered in Aeries. Students should keep all graded work for studying purposes until the end of the unit.

**All student-prepared work is to have the following heading:**

Student Name Date Period
Title of Assignment

Missing part of the heading on a typed assignment may result in a 5% deduction.

## My Teaching Style:

My teaching philosophy is simple. Kids should have fun while learning. I have very high expectations for all students, and I believe firmly that every child can reach beyond their goals. In addition to learning about ancient civilizations, my focus is to help broaden each student's general level of overall educational skills. This includes a deep understanding of research (e.g., primary documents, citations, etc.), writing, speaking, listening, and organization. In other words, the skills students will rely on for future success.

I believe in a collaborative approach. Each student's needs are different and require special attention. Working closely with each student's family is a vital component to student success.

## Classroom Rules:

1. Have fun!
2. Respect everyone.
3. Be passionate.
4. Honor commitments.

### **Student Responsibilities:**

1. Keep track of your own books and assignments.
2. Start your work on time and allow enough time to finish.
3. Ask for help when you need it.
4. Do your own work.
5. Turn your work in on time.
6. Accept responsibility for your learning.
7. Do your very best.

### **Parent Support:**

To help your child stay organized and feel successful, I will post the weekly curriculum plan on my website: <http://www.woodside.k12.ca.us/District/Class/2860-Mr-Frank-s-Social-StudiesClass>. This is a projected plan for the week and may adjust according to the students' needs. The week's homework will be posted on the website, as well as the whiteboard in the classroom. Our class will also have Google Classroom where your child will find classroom assignments.

### **Communication:**

The best way to contact me is via email at [rwillard@chicousd.org](mailto:rwillard@chicousd.org)

Please review the syllabus with your parents/guardians, sign, and return this portion no later than Friday, August 26th. Then, store the syllabus in your social studies folder as a reference for the year. Student

Name \_\_\_\_\_

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

Parent Name(s) \_\_\_\_\_

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

Parent Email \_\_\_\_\_

Parent Phone Number \_\_\_\_\_