

GREENVILLE MIDDLE ACADEMY COURSE SYLLABUS



COURSE NAME:	6TH GRADE SOCIAL STUDIES		
TEACHER NAME:	MS. MARLOW	PHONE NUMBER:	864-355-5549
EMAIL ADDRESS:	amarlow@greenville.k12.sc.us	WEBSITE LINK:	
HELP SESSION D/T:	TUESDAY MORNINGS -7:45-8:15 MUST BE SCHEDULED WITH THE TEACHER!		
COURSE DESCRIPTION	Use the course description from the linked Course Catalogs below: 6th Grade Courses 7th and 8th Grade Courses		
STUDENT LEARNING OUTCOME	By successful completion of this course, you will be able to : 1. Analyze how ancient civilizations shaped the modern world. 2. Evaluate historical evidence to explain the past. 3. Use maps, sources, and evidence to communicate historical understanding.		
GENERATIVE AI STATEMENT	This year, students will use MagicSchool AI, a generative AI platform designed specifically for education. As tools like ChatGPT and Gemini become standard in the professional world, utilizing MagicSchool prepares students for the future workforce by teaching safe and responsible technology use. Students will use these tools for real-time feedback and dynamic problem-solving. To ensure appropriate use, teachers retain access to all student chats. MagicSchool strictly protects privacy and does not collect or utilize student data. All AI software, including MagicSchool, complies with GCS Board Policy and Administrative Rule IA.		

LATE WORK & REDO/RETAKE POLICY

LATE WORK

- When class time is provided, students are expected to complete work assigned in class.
- If an assignment is turned in late, students have **5** school days from the assignment being recorded in the gradebook to submit their work.
- For assignments not handed in, an NHI (0%) will be recorded in the gradebook, or an MDA (0%), missed due to absence, will be recorded. The 0% will be removed once the assignment(s) are made up.

REDO/RETAKE POLICY

- Major assessments are eligible for a retake or corrections.
- **To qualify, the student must:**
 - **Submit the school's Retake/Redo Request Form within five school days of the grade being posted.**
 - **Have submitted all minor assignments associated with the instructional unit.**
 - **Complete teacher-directed remediation or relearning before reassessment.**
 - **Coordinate the reassessment with the teacher during an agreed-upon intervention time.**
- Students may retake an assessment one time.
- The highest grade achieved will be recorded in the gradebook.
- Retake major assessments must be of similar length and subject matter as the original test.
- Retake must take place during the best method for the student.
- All reassessments must be completed by the end of the grading period in which the original assessment was assigned.
- Students with absences still have the opportunity to have a retake for a major assessment within 5 school days.
- Performance-Based Assessments such as: band, chorus, art, SmartArts, are NOT eligible for retake. The teacher will allow for an alternate assessment when a student is absent for a performance due to extenuating circumstances.

CLASSROOM EXPECTATIONS & GUIDELINES:

EXPECTATIONS

Success in the classroom is significantly influenced by the behavior of those in the school. The following four rules have been established to help our students achieve success.

1. Only behavior that does not interfere with other students' right to learn is permitted.
2. Be respectful to your classmates and teachers.
3. Be seated with materials and ready to work when class begins.
4. Food, gum, and drinks are not allowed in the classrooms or hallways.

GUIDELINES

Additionally, all students are expected to follow all district and school guidelines as outlined in the [Student Handbook](#).

MATERIALS	GRADES	PARENT / STUDENT PORTAL	GRADING SCALE	PLANNED PROJECTS
☐ COMPOSITION BOOKS ☐ PENCIL/PEN ☐ CHROMEBOOK ☐ HEADPHONES (NOT AIRPODS) ☐ RECOMMENDED: COLORED PENCILS, MARKERS	Tests & Major Projects = 50% Quizzes, Minor Projects, and Assignments = 50%	Students and parents are encouraged to check the portal weekly to view updated grades. Grades will be posted within seven days of being submitted.	90 – 100 A 80 – 89 B 70 – 79 C 60 – 69 D	• ONE-PAGERS • HISTORICAL RESEARCH PAPERS • MINI-POSTERS • COMIC STRIPS • POSTCARDS • WOOD CARVING

TENTATIVE COURSE OUTLINE

QUARTER ONE

UNIT 1: The Beginning of Civilizations

(Mesopotamia, Egypt, Ancient Israel)

UNIT 2: Ancient India and China

UNIT 3: Classical Civilizations (Greece, Rome)

THIS COMBINED UNIT EXPLORES THE DEVELOPMENT AND LEGACY OF EARLY AND CLASSICAL CIVILIZATIONS ACROSS MESOPOTAMIA, EGYPT, THE ISRAELITES, INDIA, CHINA, GREECE, AND ROME. STUDENTS WILL BEGIN BY EXAMINING THE SHIFT FROM THE PALEOLITHIC TO NEOLITHIC PERIODS AND HOW THE AGRICULTURAL REVOLUTION LAID THE GROUNDWORK FOR COMPLEX RIVER VALLEY SOCIETIES. THEY WILL INVESTIGATE THE ORIGINS AND SPREAD OF MAJOR WORLD RELIGIONS INCLUDING JUDAISM, BUDDHISM, CONFUCIANISM, DAOISM, AND CHRISTIANITY.

USING INQUIRY AND HISTORICAL THINKING SKILLS, STUDENTS WILL COMPARE THE GROWTH, BELIEFS, AND CULTURAL ACHIEVEMENTS OF EARLY CIVILIZATIONS IN BOTH THE EAST AND WEST. THEY WILL ALSO ANALYZE HOW CLASSICAL CIVILIZATIONS SUCH AS GREECE, ROME, AND CHINA INFLUENCED GOVERNMENT, SCIENCE, TECHNOLOGY, AND THE ARTS, MANY OF WHICH STILL IMPACT OUR WORLD TODAY.

QUARTER TWO

UNIT 4: Medieval Europe and the Crusades

UNIT 5: The Islamic World

UNIT 6: Medieval China and Japan

UNIT 7: Meso- America and the West African Kingdoms

STUDENTS WILL EXPLORE HOW EARLY CIVILIZATIONS BEGAN IN RIVER VALLEYS AND GREW INTO COMPLEX SOCIETIES ACROSS MESOPOTAMIA, EGYPT, INDIA, CHINA, GREECE, AND ROME. THEY'LL LEARN HOW FARMING, RELIGION (JUDAISM, BUDDHISM, CONFUCIANISM, DAOISM, CHRISTIANITY, AND ISLAM), AND TRADE SHAPED CULTURES AND GOVERNMENTS. AS GLOBAL INTERACTIONS INCREASED, SOCIETIES EXCHANGED IDEAS, GOODS, AND TECHNOLOGIES—LEADING TO INNOVATION, CONFLICT, AND CHANGE. STUDENTS WILL ALSO STUDY FEUDAL JAPAN, DYNASTIC CHINA, THE ISLAMIC WORLD, THE CRUSADES, AND THE RISE OF EMPIRES IN AFRICA AND THE AMERICAS, USING HISTORICAL THINKING TO UNDERSTAND HOW THESE CIVILIZATIONS WERE CONNECTED AND TRANSFORMED OVER TIME.

QUARTER THREE

UNIT 8: New Ideas Promote Change

UNIT 9: Atlantic World

UNIT 10: Political Revolutions & Nationalism

UNIT 11: Industrial Revolution

QUARTER FOUR

UNIT 12: Global Conflicts: Imperialism & WWI

UNIT 13: Great Depression & WWII

UNIT 14: The Fight for Human Rights

UNIT 15: Cold War & the Impact of Technology

STUDENTS WILL TRACE THE GROWTH OF CIVILIZATIONS FROM EARLY RIVER VALLEYS TO COMPLEX SOCIETIES ACROSS THE WORLD. THEY’LL EXPLORE HOW AGRICULTURE, RELIGION, TRADE, AND GOVERNMENT SHAPED REGIONS LIKE MESOPOTAMIA, EGYPT, CHINA, INDIA, GREECE, AND ROME, AND HOW BELIEF SYSTEMS SUCH AS JUDAISM, BUDDHISM, CONFUCIANISM, CHRISTIANITY, AND ISLAM SPREAD AND INFLUENCED CULTURES. AS GLOBAL INTERACTIONS INCREASED, STUDENTS WILL STUDY HOW EMPIRES EXPANDED, IDEAS DIFFUSED, AND SOCIETIES TRANSFORMED THROUGH EVENTS LIKE THE CRUSADES, THE RISE OF ISLAMIC KINGDOMS, AND FEUDALISM IN ASIA. THEY WILL ALSO EXPLORE MESOAMERICAN AND AFRICAN CIVILIZATIONS AND HOW TRADE CONNECTED THE WORLD. BUILDING ON THIS FOUNDATION, STUDENTS WILL EXAMINE KEY MOVEMENTS IN EUROPE INCLUDING THE RENAISSANCE, REFORMATION, AND COUNTER-REFORMATION. THEY'LL ANALYZE THE AGE OF EXPLORATION, COLONIALISM, AND HOW TRADE—including the movement of goods and people—reshaped the world. FINALLY, THEY’LL STUDY MAJOR POLITICAL REVOLUTIONS (AMERICAN, FRENCH, HAITIAN), THE RISE OF NATIONALISM, AND THE ECONOMIC AND SOCIAL CHANGES SPARKED BY THE INDUSTRIAL REVOLUTION.	STUDENTS WILL EXPLORE HOW NATIONALISM, INDUSTRIALIZATION, AND THE COMPETITION FOR POWER LED TO IMPERIALISM AND WORLD WAR I. THEY’LL ANALYZE THE GLOBAL IMPACT OF THE GREAT DEPRESSION AND WORLD WAR II, INCLUDING HUMAN RIGHTS ISSUES LIKE THE HOLOCAUST. THROUGH INQUIRY, STUDENTS WILL STUDY GLOBAL HUMAN RIGHTS MOVEMENTS SUCH AS WOMEN’S SUFFRAGE, CIVIL RIGHTS, AND INDEPENDENCE EFFORTS IN AFRICA AND ASIA. THE UNIT ENDS WITH AN EXAMINATION OF THE COLD WAR AND HOW MODERN TECHNOLOGY HAS SHAPED BOTH GLOBAL COOPERATION AND CONFLICT.