

6th Social Studies

Teacher Name: Tasha A. Mandy Davis	
Room #: C119	Email Address: tadavis@greenville.k12.sc.us
<u>Ms. Davis 6-2 Website</u>	Phone Number: 864-355-2176



Course Description: [Link to state standards](#)

Students will study World Civilizations to uncover trends from prehistory to present day. Students will learn what defines civilizations and how geography played a factor in the exchanges, expansion, and formation among and between them.

General Objectives:

As we study and compare major world civilizations throughout the year we will always focus on the six disciplines in the social studies standards that include:

- Comparison: Utilize multiple characteristics of historical developments to create a comparative analysis.
- Causation: Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change.
- Periodization: Utilize significant turning points to justify the historical narrative of a time period.
- Context: Explain how historical themes are used to determine context when analyzing significant events.
- Continuities and Change: Analyze significant turning points and theme-based patterns of continuities and changes within a period of time.
- Evidence: Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.

Required Text/Instructional Materials and Resources

Textbook: [Discovery Education Online Techbook](#)), newspapers, magazines, library books, internet sources, education videos, primary sources, pen, pencil, glue stick, 2 inch binder, colored pencils, loose leaf paper, charged chromebook, earbuds, highlighter, index cards.

Classroom Guidelines and Expectations:

Guidelines	Expectations
Benchmarks: Quarterly benchmarks will be given as a data tool for the teachers. These benchmarks are created at the district level and follow the district pacing guide. Communication with Parents: Parents can call, e-mail, or send in a note with their student. Please allow up to 24 hrs for the teacher to respond. Oftentimes, e-mail is the quickest and easiest form of communication. Most assignments will be completed using Google classroom. Retake Policy: Students are allowed one retake per major grade. Students will need to make arrangements with Mr. Whitley to retake the test within 10 days of having tests returned. Tests will need to be made up either during lunch time or during students' free time. Minor assignments are not able to be revised or retaken.	Respect yourself, the teacher & others - Show respect for the teacher, yourself and others at all times. - Respect others' property. Avoid touching or writing on anything that does not belong to you (including desks, textbooks, teacher's belongings, walls, chalkboard, etc.). Don't expect that others will clean-up your messes. Please pick-up after yourself. - Respect yourself and the rest of us by using appropriate language and wearing appropriate clothing. - Be a kind person. Put forth your best effort at all times - Always do your own best work. - Put learning ahead of getting good grades. - Put quality ahead of just getting it done. Be prepared for class each day - Come prepared with all materials necessary. Follow directions when given - When directions are given, do your best to follow them the first time. If you are confused or have questions, ask. I would rather have you stop class to clarify than be off task while everyone else is working. Pay attention, participate and ask questions - Engage in what is going on in the classroom. If you have a question, ask it! Otherwise, I might not know until the test that you did not understand something. There are no stupid questions, and chances are, if you are wondering about it, someone else in the class is to. Be proactive about your learning and don't be afraid to ask for help. If you feel most comfortable waiting until after class, that is okay, too, but do keep communication open between us. Preserve a positive learning environment - Student actions that interfere with teaching or learning in the classroom will NOT be tolerated. - Use class time to learn history/government. Please do not spend your time grooming, sleeping, talking, writing notes, playing cards, listening to your Ipod, text-messaging friends, or doing work for other classes. - Minimize classroom interruptions by arriving to class on time and not leaving the classroom during the hour. Take responsibility for your actions.

Grades	Homework	Grading Scale
Students will have a minimum of 3 major and 8 minor grades each quarter. Major grades make up 50% of students' grades. Major grades will include tests and projects. There will be a minimum of three major grades per nine weeks. Minor grades will make up the other 50% of students' grades. Minor grades include quizzes and other daily assignments.	Students will be responsible to complete assignments at home throughout the course of the year. Graded assignments that are not completed for homework will be marked as Not Handed In (NHI). The late work policy will then be followed for any missing work.	90-100 A 80-89 B 70-79 C 60-69 D 59 & Below F

Course Standards & Long-Range Plans:

1st Nine Weeks Geography Skills Historical Thinking Skills Early River Valley Civilizations Classical Civilizations	2nd Nine Weeks Medieval Europe & Japan Islam & West African Kingdoms Global Interactions Create Conflict New Ideas Promote Change
3rd Nine Weeks Mesoamerican Civilizations The Atlantic World Revolutions & Nationalism Industrial Revolution	4th Nine Weeks Global Conflicts, Imperialism, & WW1 Great Depression & WW2 The Fight for Human Rights Cold War & the Impact of Technology

Unit Descriptions

1st 9 Weeks

- Continents/Oceans Map

Unit 1: Historical Thinking (About 5 days)

Unit 1 is designed to familiarize students with the historical thinking skills and demonstrate how they are used in the pursuit of understanding the history of the world. Throughout this first unit students will gain a foundational understanding of each of the skills and how they apply to their life. The expectation is that students complete the unit with a clear understanding of each skill and the questions they encourage the student to consider.

CO: Comparison - Utilize broad characteristics of historical developments to create a comparative analysis.

CE: Causation - Analyze significant turning points in history to assess multiple long-term and short-term causes and effects.

P: Periodization - Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and significant turning points.

CX: Context - Identify and explain significant them-based patterns of continuities and changes within a period of time.

CC: Continuities and Change - Identify and explain significant theme-based patterns of continuities and changes within a period of time.

E: Evidence - Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.

Unit 2: Early River Valley Civilizations (About 16 days)

Instruction in Unit 2 will help students understand how the early civilizations of Mesopotamia, Egypt, Israelites, India, and China evolved. Students should utilize inquiry and historical thinking skills as they explore the evolution of these early river valleys and make comparisons about all early civilizations mentioned in Standard 1. Students will begin their study with a brief overview of Paleolithic and Neolithic times, in order to understand how the Agricultural Revolution allowed for the development of the river valley civilizations mentioned above. Students will also example early polytheistic (including, but not limited to Hinduism) and monotheistic (Judaism) religions during these early civilizations.

Standard 1: Demonstrate an understanding of the organization and transformation(s) of world civilizations to 550.

6.1.CO Compare the development of social systems among the early river valley civilizations.

6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.

(development, basic tenets, and impact of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism in relation to place and time)

6.1.E Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.

Unit 3: Classical Civilizations (About 21 days)

The foundations of government, science, technology, and the arts are legacies of classical civilizations. Unit 3 focuses on the contributions of classical China, Greece, India, and Rome. Students will utilize inquiry and 21st century literacy skills to think critically about these civilizations and consider which contributions have endured and are evident in our society today.

Standard 1: Demonstrate an understanding of the organization and transformation(s) of world civilizations to 550.

6.1.CE Summarize how environmental factors influenced the interactions within and between early civilizations.

6.1.P Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.

6.1.CC Analyze changes and continuities that influenced the organization and technological advancements of early and classical world civilizations.

6.1.E Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.

6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.

(development, basic tenets, and impact of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism in relation to place and time)

6.1.E Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.

2nd 9 Weeks

Unit 4: Medieval Japan and Europe (About 9 days)

During the Medieval Era societies utilized different political and social structures. Students will use inquiry and historical thinking skills to compare the feudal societies of Medieval Japan and Medieval Europe. When exploring Medieval Japan, students will consider the role of religion in society as well as the social/political structure (daimyo, emperor, samurai, and shogun). Students will then explore the feudal structure of Europe by examining the importance of Christianity in the daily life of the people (specifically including the pope and Roman Catholic church). In addition to the feudal system, it is important for students to understand the role of the monarchy, the manor system and the creation of the Magna Carta. This unit sets the foundation for student understanding of society changes in Unit 6.

Standard 2: Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (ie. 550-1450).

6.2.CO Compare the political systems within world civilizations.

6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.

6.2.E Analyze multiple perspectives on the increased interactions among and between world societies through a variety of primary and secondary sources.

Unit 5: Islam and West African Kingdoms (About 9 days)

Instruction of Unit 5 focuses on teaching students to utilize inquiry and historical thinking skills to make connections between different political systems around the world, as well as the impact of culture, economics, and advancements in Africa. Students will be specifically examining Islam and West African Kingdoms. Students will explore the basic tenets of Islam and its spread, by looking at the West African Kingdoms of Ghana, Mali and Songhai. Students will understand how trade (salt and gold) further impacted the spread of Islam.

Standard 2: Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (ie. 550-1450).

- 6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.
- 6.2.CX: Contextualize the historical effects of the expansion of the Turks and Mongols on Europe and Asia.
- 6.2.CC Evaluate continuities and changes in cultural and economic interactions between societies in both West Africa and the Americas.
- 6.2.E Analyze multiple perspectives on the increased interactions among and between world societies through a variety of primary and secondary sources.

Unit 6: Global Interactions Create Conflict (About 16 days)

Societies in Europe, Africa and Asia began having increased interactions during this period of time. Increasing interactions between societies along trade routes, including the Silk Road, led to the development of new technologies, diffusion of ideas and exchange of goods. As these interactions increased conflict also arose due to the development of new empires (Byzantine, Holy Roman, Ming Dynasty and Ottoman), spreading of disease and religious holy wars. Unit 6 is designed to support student inquiry into the development of empires and major turning points that resulted in long-term transformations across the world.

Standard 2: Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (ie. 550-1450).

- 6.2.CE Explain the impact of global exchanges among world civilizations.
- 6.2.P Summarize the increased global exchanges among world societies using the Crusades as a major turning point.
- 6.2.E Analyze multiple perspectives on the increased interactions among and between world societies through a variety of primary and secondary sources.

Unit 7: New Ideas Promote Change (About 13 days)

By the 15th century, world civilizations were developing more complex economic, political, and social systems. As these civilizations became more complex, their global interactions increased resulting in various transformations. In this unit, students will apply inquiry and historical thinking skills to compare the changes in Europe through the study of the Renaissance, Reformation, Protestant/ Counter-Reformation. Unit 7 will conclude with an understanding of how the Enlightenment and Scientific Revolution shaped new ideas that impacted global change.

Standard 3: Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e. 1450-1760).

6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment.

6.3.E Analyze the short and long term impact of the Atlantic World's growth using primary and secondary sources across multiple perspectives.

3rd Nine Weeks

Unit 8: Meso-American Civilizations (About 7 days)

In Unit 8, students will shift their focus to the Americas in order to compare different civilizations. They will utilize inquiry and historical thinking as they explore the Incan, Mayan and Aztec civilizations in order to compare their society, government, science, technology, and the arts that have remained their legacy today.

Standard 2: Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (ie. 550-1450).

6.2.CC Evaluate continuities and changes in cultural and economic interactions between societies in both West Africa and the Americas.

6.2.E Analyze multiple perspectives on the increased interactions among and between world societies through a variety of primary and secondary sources.

Unit 9: Atlantic World (About 9 days)

European expansion during the 1600s and 1700s was often driven by economic and technological forces. In this unit, students will utilize 21st century literacy and inquiry skills and engage in activities that will facilitate their understanding of the influence of these forces during the Colonial Period. Students will use their understanding of Units 6 and 7 to make connections between new ideas and their impact on the Age of Exploration. Students will further draw conclusions about how global connections were increased through trade of goods and people.

Standard 3: Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e. 1450-1760).

6.3.CO Compare European motivations for exploration and settlement.

6.3.CE Explain the impact of increased global exchanges on the development of the Atlantic World.

6.3.P Summarize the impact of the Transatlantic Slave Trade on ideological, political, and social systems in the Atlantic World.

6.3.CX Contextualize the experience of indigenous peoples due to expansion and the conflict that arose from it.

6.3.E Analyze the short and long term impact of the Atlantic World's growth using primary and secondary sources across multiple perspectives.

Unit 10: Political Revolution (About 15 days)

Students will build upon their knowledge of new ideas and the Atlantic world, by investigating political revolutions that occurred between 1760 to the beginning of the 20th century. This unit is designed to have students use historical thinking skills to examine political changes and how feelings of nationalism inspired revolutions. Students will compare the American, French and Haitian Revolutions and understand how revolutions impact societies. Students will examine the development of nationalism and its effect on global relationships.

6.4 Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.

6.4.CO Compare the political revolutions which resulted from the Enlightenment.

6.4.E Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.

Unit 11: Industrial Revolution and its Impact (About 8 days)

In contrast to the political focus of Unit 10, this unit is designed to look at the economic and social changes that occurred due to the Industrial Revolution. Through inquiry, students will examine the developments such as the factory system, urbanization, working conditions and railways. Students will then analyze the effects the Industrial Revolution had on nations.

6.4 Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.

6.4.P. Summarize the local and global impacts of the Industrial Revolution. (impact of the Industrial Revolution on economic, political, and social aspects of countries around the world from 1760–1919.)

6.4.CX Contextualize the environmental impact of the Industrial Revolution.

6.4.E Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.

4th Nine Weeks

Unit 12: Global Conflicts, Imperialism, and WWI (About 12 days)

Unit 12 is designed to promote student understanding of imperialism and global conflicts. Students will examine how nationalism and the Industrial Revolution encourage imperialism throughout the world as countries sought out natural resources and power. As the world became more mobile and connected challenges arose throughout the world. The competition between maintaining power and the desire for self-rule cause nations to build alliances leading to World War I.

6.4 Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th century.

6.4.CE Analyze the economic, political, and social impacts of colonialism and the rise of imperialism.

6.4.CC Analyze the progression of nationalism in the 19th through the early 20th century.

6.4.E Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.

Unit 13: Great Depression and WWII (About 10 days)

The modern era continues to reveal conflict between large global forces. It is important for students to consider how The Great Depression was considered a major turning point globally. Students will use historical thinking skills to analyze the causes and impact of WWII from a global perspective. Students will also begin to look at Human Rights issues as they learn about the Holocaust.

Standard 5: Demonstrate an understanding of the development of global interdependence from 1920 to the present.

6.5.P: Analyze the impact of increased global interdependence using the Great Depression and the Cold War as major turning points in the 20th century.

6.5.CE: Explain the impact of nationalism on global conflicts and genocides in the 20th and 21st centuries.

6.5.E: Utilize primary and secondary sources to analyze multiple perspectives on global interdependence during the 20th and the 21st centuries.

Unit 14: The Fight for Human Rights (About 8 days)

Instruction of Unit 14 focuses on teaching students to utilize 21st century thinking skills in order to make connections between the growth and reasons for increasing global ties, as well as, identify the lasting impacts of interconnectedness. Students will engage in inquiries about human rights, such as Women's suffrage, Civil Rights Movement, the creation of the state of Israel, and independence movements in Africa, Asia, and India.

Standard 5: Demonstrate an understanding of the development of global interdependence from 1920 to the present.

6.5.CE: Explain the impact of nationalism on global conflicts and genocides in the 20th and 21st centuries.

6.5.CO Compare the global movements that resulted in the advancement or limitation of human rights during the 20th and the 21st centuries.

6.5.E Analyze multiple perspectives on global interdependence during the 20th and 21st centuries through a variety of primary and secondary sources.

Unit 15: Cold War and the Impact of Technology (About 9 days)

In the final unit, the invention and impact of modern technology will be closely examined to understand our changing world. Students will investigate the Cold War, Space Race, and how technology has both encouraged global interdependence, as well as, caused conflict.

6.5 Demonstrate an understanding of the development of global interdependence from 1920 to the present.

6.5.P. Analyze the impact of increased global interdependence using the Great Depression and the Cold War as major turning points in the 20th century.

6.5.CX: Contextualize various sustainability efforts amid increasing global interdependence.

6.5.CC: Analyze the progression of technological developments and the resulting cultural diffusion throughout the 20th and the 21st centuries.

6.5.E Analyze multiple perspectives on global interdependence during the 20th and 21st centuries through a variety of primary and secondary sources.