

Sixth Grade Social Studies

Mr. McCroskery Room 201

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313-310-9046

Students are expected to:

- Come to class on time, prepared, with all necessary material, *ready to learn*.
- Be respectful of everyone: peers, teachers, him/herself.
- Participate with a positive attitude.
- Take responsibility for his/her learning* and actions, and give the best effort at all times.

Supplies:

- Notebook or binder and loose-leaf paper (*to be used only for Social Studies*)
- Folder with pockets or portfolio
- Writing utensils and a box of colored pencils
- **Textbook:** MY WORLD HISTORY (Pearson) ISBN: 978-0-13-372699-2

Procedures for disruptions or behavior issues:

1. Verbal Warning,
2. Stay after-class and discuss the problem and possible solutions
3. "Reflection" writing assignment and parental contact
4. Before School/After School/Lunch Detention and parental signature, reduction of Conduct grade
5. Second detention and signed student/parent/teacher contract, further reduction of Conduct grade
6. Parent Conference with Principle Marion, further reduction of Conduct grade

Assignments

All assignments will be done neatly in cursive (unless otherwise specified); assignments submitted without a name will posted on the chalkboard and, when re-submitted, will be marked late according to the rules below.

Writing assignments

Each quarter, the students will be given a research assignment. They will be given a rubric to follow.

Late submissions will not be accepted unless there are extraordinary** circumstances.

* This includes regularly checking PowerSchool. Please contact the school office to gain access to your PowerSchool account.

** e.g. illness, injury, death in the family, etc.

Extra credit

There will be multiple opportunities for earning extra credit throughout the course of the school year. Extra credit points will *only* be applied for students who have *no missing assignments*.

Late work

Ten percent of the total points for an assignment will be deducted for each school day that the assignment is late. That is, if an assignment worth 20 points is submitted 5 school days after the due date, 50% will be deducted (10% per day) and the best grade the assignment can earn is 10 points. *Exception: For each day that a student is absent, an extra day will be given to submit the assignment.*

Absences

An absence folder is available for each day of the week. In this folder will be an absence slip listing the lessons, activities, etc. for the day missed. When the student returns from an absence, he or she is responsible for getting the absence slip and completing the work that was missed.

Restroom policy

Each student is given twenty Toilet Tickets for the year. They are only valid in my class unless other teachers choose to honor them as well. Students will give one ticket in exchange for a visit to the restroom. The students may use them at their discretion, but once they've used them up, they will not receive more. At the end of any card marking period, students may turn in unused tickets for one point each of extra credit.

Tests and Quizzes

Students will be given a study guide for all tests, which they will receive one week before the test. Tests will consist mostly of essay questions and will occasionally include short answer as well. Review sessions will be held before school on the day of every test. Students are encouraged—but not required—to attend these sessions. Missing school the day before a test does not excuse a student from taking the test. Students will not retake tests.

Unannounced quizzes will be given regularly, so students need to be prepared at all times.

Extra help is available and encouraged. I am able to help students during class, as well as outside of class by appointment or during scheduled test review days.

Year-end awards

Students whose grade point average for core subjects is 3.5 or above may be eligible for First Honors. Students may earn Second honors with a 3.0 to 3.49 grade point average for core subjects. A student who receives a D in conduct for any class (including specials) throughout the year will be ineligible for honors of any kind.

Snacks

Students will be allowed a snack time each morning around 10. Students are asked not to bring snacks that are sticky or messy.

Birthdays

Students may choose to bring birthday treats on their birthday. Students whose birthday is during summer or other break from school may choose another day to bring treats.

Distractions

Toys and other distractions are forbidden. They will be taken away and will not be returned. Exceptions are electronics, which will be held in the school office and given only to the parents. Cell phones may be brought to school, but will be kept in the locker and may not be used during the school day except for emergencies. "Smart watches" will not be allowed in class.

History¹

The World in Temporal Terms: Historical Habits of Mind: Evaluate evidence; compare and contrast information; interpret the historical record; and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based

1. **Temporal Thinking:** Use historical conceptual devices to organize and study the past.
 - *Key Concepts: Calendar systems, counting centuries, BC/AD*
2. **Historical Inquiry and Analysis:** Use historical inquiry and analysis to study the past
3. **Historical Understanding:** Use historical concepts, patterns, and themes to study the past

ERA 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.: Examining the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

1. **Peopling of the Earth:** Describe the spread of people in the Eastern Hemisphere in Era 1

¹ Source: Sixth Grade Social Studies Standards for the Archdiocese of Detroit

2. **Agricultural Revolution:** Describe the Agricultural Revolution and explain why it was a turning point in history

- *Key Events and Concepts: Agricultural Revolution; Characteristics of Civilization*

ERA 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000

B.C.E./B.C.: Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread

1. **Early Civilizations and Early Pastoral Societies:** Analyze early Eastern Hemisphere civilizations and pastoral societies. During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E. /B.C. to 300 C.E.

/A.D.: Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires. During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

1. **Classical Traditions in Regions of the Eastern Hemisphere:** Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.
2. **Growth and Development of World Religions:** Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E. /A.D.) Six of the world's major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

Geography

The World in Spatial Terms: Geographical Habits of Mind: Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information; evaluate it using criteria based on concepts and theme; and use

geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

Spatial Thinking: Use maps and other geographic tools to acquire and process information from a spatial perspective.

Geographical Inquiry and Analysis: Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

Geographical Understanding: Use geographic themes, knowledge about processes and concepts to study the Earth.

Places and Regions: Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

Physical Characteristics of Place: Describe the physical characteristics of places.

Physical Systems: Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

Physical Processes: Describe the physical processes that shape the patterns of the Earth's surface.

Ecosystems: Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

Human Systems: Explain that human activities may be seen on Earth's surface.

Cultural Mosaic: Describe the characteristics, distribution and complexity of Earth's cultural mosaic. People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

Technology Patterns and Networks: Describe how technology creates patterns and networks that connect people, products and ideas.

Patterns of Human Settlement: Describe patterns, processes and functions of human settlement.

Forces of Cooperation and Conflict: Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.

Humans and the Environment: Describe how human actions modify the environment.

Physical and Human Systems: Describe how physical and human systems shape patterns on the Earth's surface.

Public Discourse, Decision Making, and Citizen Involvement: Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.

Civics and Government

Purposes of Government: Analyze how people identify, organize, and accomplish the purposes of government.

Nature of Civic Life, Politics, and Government: Describe civic life, politics and government and explain their relationships.

Structure and Functions of Government: Explain that governments are structured to serve the people by describing the major activities of government, including making and enforcing law providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

Characteristics of Nation-States: Describe the characteristics of nation-states and how nation-states may interact.

Relationship of United States to Other Nations and World Affairs: Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.

Conflict and Cooperation Between and Among Nations: Explain the various ways that nations interact both positively and negatively.

Economics

The Market Economy: Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

Individual, Business, and Government Choices: Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy.

The National Economy: Use economic concepts, terminology, and data to identify and describe how a national economy functions.

Role of Government: Describe how national governments' decisions affect the national economy and impact Governmental decisions on taxation, spending, protections, and regulation affect the national economy.

International Economy: Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

Economic Interdependence: Describe patterns and networks of economic interdependence, including trade.

Economic Systems: Describe how societies organize to allocate resources to produce and distribute goods and services.

Public Discourse, Decision Making, and Citizen Involvement

Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement. State an issue as a question or public policy, then trace the origins of the issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions.

Citizen Involvement: Act constructively to further the public good.

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