

# **PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI**

**NAME OF COURSE: Social Studies**

**GRADE LEVEL: 6**

**SCHOOL YEAR: 2011-12**



## **COURSE DESCRIPTION**

The sixth grade Social Studies course consists of two separate units of study, Ancient Civilizations and Medieval Studies, coinciding with the two separate school semesters. Through the study of ancient civilizations students will explore the fundamentals of citizenship, the cultural importance of religion, the concept of social order, the significance of location, and the evolution of technology as civilizations become more sophisticated. In transitioning to medieval times, students explore the patterns in which civilizations change over time in response to improvements in technology, education, trade networks, or through contact with other civilizations. A progression through these historical periods provides the perfect vehicle for the exploration of multiple social studies disciplines including citizenship, politics, economics, geography, and history.

Throughout the year students will be involved in geographical activities that coincide with the historical units and will engage in active learning activities in pairs or small groups. A strong educational emphasis is placed on oral and written communication and the mechanics of writing for history.

## **LEARNING OBJECTIVES**

Students will:

- Identify patterns of change and continuity such as the relationships between people and events through time.
- Examine the causes and effects of interactions among societies including trade, systems of international exchange, war, and diplomacy.
- Explore the concepts of geography and demography and how they are influenced by human history.
- Investigate cultural and intellectual developments and interactions among and within societies
- Review social systems and structures and how these influence individuals.
- Outline how societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.
- Identify fundamental economic principles and ways in which economies are shaped by geographic and human factors.
- Examine how societies have influenced and have been influenced by scientific developments and technological developments.

## **SCOPE AND SEQUENCE**

### **QUARTER I**

#### **Ancient China**

- Geography and way of life
- Shang dynasty artifacts

- Effective leadership
- Government under the Han dynasty
- Silk Road: cultural exchange

### **Ancient Greece**

- Rise of Democracy
- The Golden Age of Athens
- Alexander and his Empire

## **QUARTER II**

### **Ancient Rome**

- Early cultural influences on Rome
- From Roman Republic to Empire
- Daily Life: rich vs. poor
- Origins and Spread of Christianity
- World Religion: Christianity

## **QUARTER III**

### **Medieval Europe**

- Feudalism and Social Order
- Power of the church
- Life in Medieval Towns
- Decline of Feudalism and rise of Democratic thought
- Byzantine Empire – society and religion

## **QUARTER IV**

### **Islam in Medieval Times**

- The prophet Muhammad
- World Religion: Islam
- Contributions of Muslims to World Civilizations
- Affects of the Crusades

### **Culture and Kingdoms of West Africa**

- The development of early societies of West Africa
- Trans-Saharan trade: Ghana
- The Influence of Islam of West Africa

## **HOMEWORK POLICY**

Students will be assigned homework up to three times per week. Late assignments will receive 10% off the graded work for every day late for up to two days only. Homework will be assigned in various different formats: reading comprehension activities, completion or creation of graphic organizers, writing for understanding activities, note taking, vocabulary practice, etc.

Students will be expected to complete one project per quarter worth 20% of their quarter grade. The type of project will vary each quarter and will focus on addressing student's skills in conducting conclusive and topical research, writing using appropriate essay formats, contributing to oral presentation, or will highlight their creative talents.

## **ASSESSMENT**

Tests and Quizzes	40%
Homework assignments	30%
Projects	20%
Participation	10%

## **RESOURCES**

### History Alive! The Ancient World

Teacher's Curriculum Institute, 2011 (student textbook and Interactive Student Notebook)

### History Alive! The Medieval World and Beyond

Teacher's Curriculum Institute, 2011 (student textbook and Interactive Student Notebook)

## **ACADEMIC HONESTY**

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offences. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible or removed from the National Honor Society.