

Sixth Grade Social Studies Syllabus  
2011-2012

Instructor

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Course Description

The sixth grade social studies course will focus on the theme of global citizenship by engaging questions like:

Who are my neighbors?

For each community I am a member of, what are my rights, privileges, responsibilities, and obligations?

What does the world look like today? How do people live around the world? What problems do they face? What solutions can we offer?

Why does the world look the way it does today?

How can I be an engaged citizen?

The topics in the class will move between current issues facing the world today and a historical narrative (the story of what happened) that moves from the European Age of Exploration to today. Specifically, we will look at how two parts of the world (Latin America and Africa) and how one human activity (eating) have been shaped over time by the events and consequences of the Age of Exploration. Throughout our study of these topics, we will continually return to the questions around citizenship listed above.

Benchmarks

In Sixth Grade History, students will...

Read and annotate actively to demonstrate critical thinking

Demonstrate historical thinking by identifying cause and effect relationships and patterns in history

Use note taking strategies effectively

Use tools of geography to better understand course content

Evaluate and discuss issues in historical context orally and in writing

Preparation for Class/ Course Materials

Students should expect to spend about 15-20 minutes per evening on average preparing for class the following day. This time should be spent either completing a homework assignment, reviewing content for an upcoming quiz, or working on a project. Of course, the amount of time it takes each student to complete a particular assignment varies, and there are some assignments that may take more or less time than 15-20 minutes. If the amount of time spent regularly exceeds this expectation, please contact me so we can discuss your particular situation.

It is required to bring a stocked pencil pouch, social studies binder, and agenda to class each day. I will list for you the additional required materials to bring each day on the small whiteboard outside my

door.

Texts:

*The World Made New* by Marc Aronson

*The Omnivore's Dilemma* Young Reader's Edition by Michael Pollan

*Nystrom Desk Atlas*

Methods of Instruction

While I will utilize a variety of teaching methods to keep things interesting, we will rely heavily on class discussion in a variety of formats (whole group, small group, partners, etc.). There will be a good deal of reading, note-taking (including annotating - taking notes as you read), writing, and public speaking built into the activities in each unit. Collaborating with a group to accomplish a task will be a critical skill that we develop this year as we utilize a number of different cooperative activities. My teaching style is based on the idea that work and fun should be in a perfect balance, so hopefully we will have fun while we work and we will get important work done while we are having fun.

Assessments

You will earn your grade in this class by doing the following tasks:

Completing homework thoroughly and on time

Spending time outside of class building your understanding of the material to prepare for quizzes or tests

Working collaboratively with your fellow students on projects

Creating and sharing products like written work or speeches

Following directions carefully

Showing depth of understanding in each of the 6 categories of understanding listed in your packet

*Please refer to the student handbook for the policy concerning late or missing work.*

**Plan for the year** - This may change as the year progresses.

Beginning of school - mid-September: Immigration

Mid-September-mid-October: Age of Exploration

Mid-October-December: Latin America including deforestation debate

January: World Religions

February-March: Food around the world

April-May: Africa