

# 6th Grade Social Studies

## 2025-26 Syllabus

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### Part 1: Course Information

#### Instructor Information

Instructor: **Jennifer Robison**

School Telephone: **423-623-4947**

E-mail: **robisonj@cocke.k12.tn.us**

Student **grades** and **academic information** are available throughout the year on **Aspen**.

### Course Description

The state framework for sixth grade Social Studies has content emphasis on the following:

World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

Sixth grade students will learn about the cultural, geographical, political, and governmental beginnings of ancient civilizations through the fall of the Western Roman Empire.

*\*This course also includes historical context of ancient world religions and will follow a common template for ancient world religions, thus not promoting any particular religion.*

### Textbook & Course Materials

#### Provided Texts and Resources

Online: ***World History & Geography: Ancient Civilizations, Tennessee edition*** (McGraw Hill)

Textbook: ***World History & Geography: Ancient Civilizations, Tennessee edition*** (McGraw Hill)

Chromebook 1:1

\*Teacher will supply any required texts that will be used throughout the year.

### Course Structure

This class is a combination of lecture, discussion, and activity-based lessons.

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### Online Resources

- TN State Standards for Social Studies:  
[https://www.tn.gov/content/dam/tn/education/standards/ss/Social\\_Studies\\_Standards.pdf](https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf)
- Cocke County Schools Website: <http://www.cocke.k12.tn.us/>

### Part 2: Student Learning Outcomes

- Student learning units are listed in the table in Part 3 of the syllabus.

As students master the standards, they will demonstrate independence, build strong content knowledge, use resources strategically and capably; and come to understand other perspectives and cultures. Students will learn the foundations of human civilizations. Students will learn the proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution. Students will analyze the geographic, political, economic, and cultural structures of following ancient civilizations: Ancient Mesopotamia, Ancient Egypt, Ancient Israel, Ancient India, Ancient China, Ancient Greece, Ancient Rome.

### Part 3: Topic Outline/Schedule

- **Overview of 6<sup>th</sup> Grade Social Studies**

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Time of Year	Name of Unit

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<b>August</b>	<b>Foundations of Human Civilizations</b>
<b>Sept</b>	<b>Ancient Mesopotamia</b>
<b>September/Nov</b>	<b>Ancient Egypt/Ancient Israel</b>
<b>Nov/December</b>	<b>Ancient India/Ancient China</b>
<b>Jan/February</b>	<b>Ancient Greece</b>
<b>March</b>	<b>Ancient Rome</b>
<b>April-May</b>	<b>Geography Focus</b>

*\*Listed dates are subject to change slightly at the teacher's discretion.*

### **Part 4: Grading Policy**

#### **Graded Course Activities**

**\*Online resource (textbook)** and can be accessed by students anytime.

#### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no makeup assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

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### **Viewing Grades in ASPEN (optional)**

Points you receive for graded activities will be posted to the ASPEN Gradebook. Click on the My Grades link on the left navigation to view your points.

Instructor will update online grades each time a grading session has been completed—typically three days following the completion of an activity. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

### **Letter Grade Assignment**

**Homework/Classwork/Participation -60% Social Studies grade**

**Tests/Projects - 40% Social Studies grade**

\*Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<b>Letter Grade</b>	<b>Percentage</b>	<b>Performance</b>
A	90-100%	Excellent
B	80-89%	Good
C	70-79%	Average
D	60-69%	Poor
F	0-59%	Failing

### **Part 5: Course Policies**

#### **Attend Class**

**Students are expected to attend all class sessions as listed on the course calendar.**

#### **Participate**

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Students are expected to participate in classroom discussions, group activities, etc. Students will be held accountable by group rubrics.

### **Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your teacher know as early as possible. As you will find, building rapport and effective relationships are key to becoming a successful student. Make sure that you are proactive in informing your instructor when difficulties arise.

### **Complete Assignments**

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

### **Academic Dishonesty Policy**

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Teachers have the initial responsibility for detecting and dealing with academic dishonesty. Teachers who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Teachers should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Teachers who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the teachers believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned.

### **Student Testing Code of Ethics and Security**

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady test may count at least 10% of your final semester grade. Your work on this test is very important and it deserves your best effort.

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I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
  - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
  - Best practice is for students to leave devices at home or in their lockers on the day of testing.
  - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
  - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.
  - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
  - I will focus and put forth effort on the test.
- Being honest and not cheating
  - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.

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### **Plagiarism**

According to Harbrace Handbook, 15th edition: Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.” This includes but is not limited to: Copying verbatim all or part of another’s written work; Using phrases, figures, or illustrations without citing the source; Paraphrasing ideas, conclusions, or research without citing the source; Using all or part of a literary plot, poem, or film without attributing the work to its creator.

### **Consequences of Plagiarism**

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accept a letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

### **Religion in the Classroom**

The Board affirms that it is essential that the teaching about religion - and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and<sup>1</sup>
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

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