

Coach T.'s thoughts about this course:

In my 21 years of teaching 8th grade U.S. history at SBMS, I have always believed that if students can better understand the past, then it will ultimately help them in becoming better citizens. How? Learning new analytical skills, reading historical sources and being able to form opinions and write supporting ideas about what they believe are a few skills I have hoped to pass on to my students these past two decades and once these skills were mastered, I felt that students would then be more able to appreciate different people and societies through their histories. Consequently, students could then see the world with a more of an open mind and heart and possibly prevent them from any narrow-minded thinking that unfortunately plagues way too many people today. This is why I am so excited to start my first year of teaching 6th grade World Cultures. This will be a time where your child and I will learn geography, map skills and more importantly, travel the world to encounter and appreciate other cultures that are not heavily focused on during an 8th grade historical survey class that spans 270 years. As I say with all my classes, if one student walks out of my room having learned a few of the above skills, then they could possibly become better human beings that appreciate others around them and man, we could use more of that today.

6th Grade Social Studies (World Cultures) - 4161

Full Year

Grade: 6

Prerequisite: None

This course is designed for all students. The course utilizes strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking. Students study people, places and societies of the contemporary world, the influence of individuals on events and the differing nature of citizenship. Students will identify different ways of organizing economic and governmental systems. Students will compare institutions and the effects of technology on societies and identify different points of view about events. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills.

Important notes (can also be found on site).

1. Conference times are from 3:00 pm – 3:50 pm. Email me to set up a conference.
 - a. david.tomasson@comalisd.org
 - b. You can also call and leave a message at 830-885-8844.
2. Tutoring is available in mornings from 7:50 am to 8:15 am. Can meet for tutoring most afternoons till 4:15 pm (not during basketball season).
3. Middle School grading policy and late work:
 - a. Daily Work and Homework = 25% minimum of 1 grade per week
 - b. Quizzes and DCAs = 35% minimum of 3 required per grading period
 - c. Unit Assessments, Major Grades and Projects = 40% minimum of 2 required per grading period.
 - d. One day late, 20% deduction.
 - e. Two days late, 40% deduction.
 - f. On 3rd day, it is a 0.
4. Make sure student keeps up with I-planner and Binder (daily grades each nine weeks).
 - a. Calendar on website too.

Outline

 Year at a Glance 2022-2023		Sixth Grade Social Studies			Revision Date: May 31, 2022	
Spiraled TEKS in each unit 6.19A: differentiate between, locate, and use valid primary and secondary sources 6.19B: analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions 6.19C: organize and interpret information from outlines, reports, databases, and visuals 6.19D: identify different points of view about an issue or current topic 6.21A: use social studies terminology correctly 6.21B: incorporate main and supporting ideas in verbal and written communication based on research 6.21C: express ideas orally based on research and experiences 6.21D: create written and visual material such as journal entries, reports, graphic organizers outlines, and bibliographies based on research 6.21E: use effective written communication skills, including proper citations to avoid plagiarism 6.22A: use a problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution						
Unit Name	Unit 6-1 Geography Skills 8/23 – 9/2 (9 days)	Unit 6-2 Human Geography 9/6 – 9/22 (13 days)	Unit 6-3 United States 9/26 – 10/14 (14 days)	Unit 6-4 Canada, Mexico, Central American & West Indies 10/17 – 10/28 (10 days)	Unit 6-5 South America 10/31 – 11/18 (15 days)	Unit 6-6 Western Europe, Northern & Southern Europe 11/28 – 12/16 (15 days, including 1 early release day)
TEKS	6.3C, 6.20D	6.3ABC, 6.5BC 6.6ABC, 6.7BC, 6.8B, 6.13AB, 6.14A, 6.15ABCD, 6.16A, 6.20BC	6.1A, 6.3C, 6.7B, 6.8A, 6.9A, 6.11AB, 6.12AB, 6.13B, 6.14AB, 6.20B, 8.6B, 8.15D, 8.16A, 8.16B	6.1A, 6.2B, 6.3B, 6.6A, 6.7C, 6.9A, 6.13BC, 6.20D	6.1AB, 6.2AB, 6.3ABCD, 6.4A, 6.5BC, 6.6AB, 6.8A, 6.9C, 6.12AB, 6.13ABCD, 6.17B, 6.20BCD	6.1A, 6.2AB, 6.3C, 6.9AB, 6.10C, 6.14C, 6.20A <i>Health 6.3A</i>
Big Ideas	1. Geography is the study of Earth's physical features.	1. Population and population growth varies around the world. 2. Culture changes over time. 3. World's economies interact and affect one another.	1. Students and citizens have rights and responsibilities 2. Different countries organize their government and economies in various ways. 3. Various groups and individuals have influenced society.	1. Migration and immigration influences society. 2. Citizens have roles, rights, and responsibilities. 3. Resources determine economies.	1. Preservation and conservation of natural resources influence economic development. 2. South America has a diverse array of landforms, climates, and culture.	1. Democratic governments, economic systems, and social systems grew from institutions and traditions of Europe. 2. Renaissance led to advances in arts, science, technology, and medicine 3. New ideas about government led to social changes and revolution.
Unit Name	Unit 6-7 Eastern Europe, Russia & Eurasian Countries 1/4 - 1/20 (12 days)	Unit 6-8 Southwest Asia & North Africa 1/23 – 2/10 (14 days)	Unit 6-9 Africa – South of the Sahara 2/13 – 3/10 (18 days including 1 early release day)	Unit 6-10 Asia - Eastern (China and Its Neighbors) 3/20 – 4/14 (18 days)	Unit 6-11 Asia - Southeast (India and Its Neighbors) 4/17 – 5/12 (20 days; STAAR)	Unit 6-12 Australia, New Zealand, Oceania, & Antarctica 5/15 – 5/24 (8 days)
TEKS	6.1A, 6.2B, 6.3CD, 6.5C, 6.7AB, 6.8B, 6.10B, 6.16C, 6.18A, 6.20D	6.1A, 6.2B, 6.3AC, 6.6AB, 6.17AB, 6.18AB, 6.20BCD <i>Health 6.10A, 6.10B</i>	6.1B, 6.4B, 6.6B, 6.10A, 6.20B <i>Health 6.3A, 6.8B</i>	6.1A, 6.2A, 6.3AC, 6.5A, 6.6AC, 6.9AC, 6.10A, 6.15A, 6.15D, 6.16B, 6.17A, 6.18A, 6.20AD	6.1A, 6.2AB, 6.3CD, 6.4A, 6.15BC, 6.17B, 6.20D	6.1A, 6.2A, 6.3A, 6.4A, 6.10A, 6.13D, 6.18BC, 6.20A
Big Ideas	1. Economies are influenced by culture, geography, and history. 2. Events and leaders from the past shape societies today. 3. Art, music, and literature can transcend boundaries.	1. Belief systems can influence other institutions in a culture. 2. Geography impacts the people and their way of life.	1. Poor government and civil war stifles economic potential. 2. Natural resources influence economic success. 3. Trade is major factor of West African history. 4. Apartheid has impacted social and political changes.	1. Geographic features influence economic and political success. 2. Historical events shape the culture.	1. Geography and religious beliefs shape peoples' lives. 2. Population density has a dramatic impact on natural resources.	1. Australia was established as a penal colony of the British government. 2. Success of the Antarctic Treaty has an impact on the environment. 3. Geographic features impact population.

Coach T.'s Classroom Rules and Consequences

RULES

RESPECT!

Perseverance.

Responsibility.

Consequences

Warning: "Immediacy".

Student/Parent Contact.

Classroom/ Lunch Detention.

Office Referral (Administrator Punishment).



X _____

X _____