



Dominican International School

SOCIAL STUDIES 6

GRADE LEVEL: 5

TEACHER: MR. BLACK

SCHOOL YEAR: 2024-25

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COURSE DESCRIPTION:

The Social Studies course is designed to create reflective and knowledgeable global citizens who have developed the following: research skills, social skills, communication skills, decision making skills, and citizenship skills. The overarching aim is to combine knowledge and skills as one and to identify situations where these are required to thrive. The students should be able to identify responses to the following questions; *“How can I cherish my society, how to explore and to encounter, how to find new environments and how to make a living in them, how to become independent, how to govern ourselves, how to cross frontiers, how to handle conflict and resolution, how to analyze and respect both our own viewpoints and the points-of-view others hold, how to cope with change and how to handle responsibility and freedom.”* The content focus is on various key events and times in the history of the United States of America between 1860 and the 1960s, but where possible the events, concepts, and ideas discussed will be linked to the modern day wider world in general, and Taiwan where possible. The lesson and page numbers correspond to the equivalent lesson and page numbers in the student textbook. However, please note that the textbook is merely one resource that will be used to meet the course objectives; many supplementary resources are also used in order to provide students with the chance to delve more deeply into issues, and to think critically about a variety of social and historical issues.

COURSE OBJECTIVES:

By the end of the school year, students should be able to;

- work as part of a team, carrying out the role assigned to and agreed by them.
- summarize key events, concepts, or ideas in historical texts
- link compromising with others in their own lives to the historical events learned about in the course
- appreciate that there are various reasons why some causes are worth fighting for, and relate this to their own lives and current world events
- acknowledge that big issues like freedom can mean different things to different people.

- understand the hardships and sacrifices faced by people during war.
- analyze historical uses of propaganda and ‘fake news,’ and link it to current world events.
- discover how new inventions can radically change peoples’ lives both positively and negatively, and relate this to the impact of new inventions on their own lives.
- appreciate the element of risk involved in creating or running a business, as well as the effects business can have on our lives.
- conduct research and deliver a presentation to their peers to be constructively assessed by them.
- appreciate how great hardship can affect how people act and behave
- identify ways in which the U.S.A. gradually became a global power
- consider the responsibilities of power on the international stage

PRIMARY TEXTBOOK & OTHER RESOURCES:

Bennett, Linda. B & Kracht, James. B (2019). Social Studies - My World Interactive: Social Studies The Growth of Our Country. Boston: Savvas Learning

- Q1 Chapter 10 Lesson 4; Chapter 11; Chapter 12 Lessons 2 & 3
 Q2 Chapter 13 Lesson 1: Good Times and Hardships - World War One
 Q3 Chapter 13: Lessons 2 & 3: The Roaring Twenties, The Great Depression, and The New Deal
 Q4 Chapter 15: Lessons 1 & 2 - A Divided World, and The Superpowers Compete

ASSESSMENT:

Students will be assessed both formatively and summatively throughout the duration of the course. They will be assessed by the teacher and their peers on individual, pair, and group tasks. Guided by the teacher and rubrics, they are also expected to self-assess to highlight their own strengths and their areas of development. They will be assessed on their knowledge and understanding of American history and geography, and how this links to their own lives in a broader context. Ways in which this will be done will include but are not limited to; reading comprehension tasks, conducting debates about a special issue, illustrating and summarizing main ideas, individual and group research projects, role-play, online simulations, written quizzes, online Google Forms, recording and uploading of oral summaries of taught content or concepts, and so on. All assessments both formal and informal will be linked to the Common Core Standards, the goal of which is to provide a consistent, clear understanding of what students are expected to learn. Other formative assessment techniques, for example "Fist to Five," will be used to ensure students develop their ability to reflect on their own learning.

ADDITIONAL INFORMATION: - See Google Classroom for more information

Google Classroom must be checked regularly. All assignment details are posted there. Please note that **all** set assignments are expected to be completed on time (unless an extension has been agreed in advance with the teacher) to the best of one's ability. Students who cannot meet these expected standards, or do not routinely bring the required materials to class, may struggle to pass the course. Completing work on time allows students to

reflect on and take pride in their own work when given positive feedback, as well as to use the guidance given by the teacher to work on their own areas for development. Students who have not turned work in on time cannot benefit from such advice. As students always have at least 4 days to complete homework or class work tasks, and at least two weeks to work on bigger projects, failure to turn work in on time without reasonable reason means the assessment grade will be capped at a maximum of 70%.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
- Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
- Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections or modify the pace of instruction. Formal test dates will be communicated directly to students in advance in class and on Google Classroom.)</i>	
Week / Date	Topic / Projects / Assessments
Q1 Week 1 <small>Aug 12 - First Day / Orientation Day</small>	Sources and Plagiarism Primary and Secondary Sources Avoiding Plagiarism, and Identifying Fake News
Q1 Week 2	<u>Chapter 10: Expanding West and Overseas</u> Lesson 4: Expanding Overseas The Spanish-American War p494 Building the Panama Canal p495 Alaska & Hawaii p496-497
Q1 Week 3	<u>Chapter 11: Industry and Immigration</u> Lesson 1: Inventors and Inventions New Ways to Communicate p510-511 Edison's Bright Idea and The Impact of Electricity p512-513 New Ways to Travel; Airplanes and Flight p514-516
Q1 Week 4	<u>Chapter 11: Industry and Immigration</u> Lesson 3: Immigration

	New Immigrants p528-529 Reasons for Immigration p530
Q1 Week 5 Sep 9 - Mass & VIP Induction	<u>Chapter 11: Industry and Immigration</u> Lesson 3: Immigration Gaining Entrance & A Rough Start p531
Q1 Week 6 <u>1 Day of Class</u> Sep 17 - Moon Festival Sep 18-20 -Teacher Conference	<u>Chapter 11: Industry and Immigration</u> Lesson 3: Immigration Immigrants Make Contributions and That's Entertainment p532 & 538 Reaction Against Immigrants p534
Q1 Week 7 Sep 28-30 Pre-Exam Days	<u>Chapter 12: Struggle for Reform</u> Lesson 2: Unequal Opportunities for African Americans Jim Crow Laws and Segregation Limits Opportunities p560-561 African American Leaders (p563) & New Institutions (p564-565)
Q1 Week 8	<u>Chapter 12: Struggle for Reform</u> Lesson 3: The Fight for Women's Rights Changing Roles for Women p568-569 Working for More Rights p570
Q1 Week 9 <u>3 Days of Class</u> Oct 8-9 - Q1 Exam Days Oct 10 - Double Ten Holiday Oct 11 - Record Day, no students	<u>Chapter 12: Struggle for Reform</u> Lesson 3: The Fight for Women's Rights Women's Right to Vote p571 The Nineteenth Amendment p572-573 QUARTER EXAM

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections, or modify the pace of instruction. Formal test dates will be communicated directly to students in advance both in class and on Google Classroom.)

Week / Date	Topic / Projects / Assessments
Q2 Week 1 (10)	<u>Chapter 13: Good Times and Hardships</u> Lesson 1: World War One Conflict in Europe & The War Begins in Europe p588-589
Q2 Week 2 (11) Oct 25 - Masquerade Night & Book Fair	<u>Chapter 13: Good Times and Hardships</u> Lesson 1: World War One The M.A.I.N. Causes of WWI p588-589 Allied Power, Central Power, or neutral?
Q2 Week 3 (12) 01 - Mass	<u>Chapter 13: Good Times and Hardships</u> Lesson 1: World War One The United States Enters the War p590 The Zimmermann Telegram The <i>Lusitania</i> - The Blame Game
Q2 Week 4 (13)	<u>Chapter 13: Good Times and Hardships</u> Lesson 1: World War One Trench Warfare p591 New War Technologies p592

Q2 Week 5 (14)	Chapter 13: Good Times and Hardships Lesson 1: World War One New War Technologies p592
Q2 Week 6 (15)	Chapter 13: Good Times and Hardships Lesson 1: World War One Key Battles of WWI
Q2 Week 7 (16) Nov 26-28 Pre-Exam Days Nov 28 - House Family Fun Run	Chapter 13: Good Times and Hardships Lesson 1: World War One How Animals Contributed During WWI
Q2 Week 8 (17) Dec 06 - Foundation Day, Half Day	Chapter 13: Good Times and Hardships Lesson 1: World War One The Versailles Treaty and the Costs of War p593-594
Q2 Week 9 (18) Dec 12-13 - Q2 Exam Days	Quarter Review & QUARTER EXAM and Christmas Activities
Dec 14 th to Jan 5 th	CHRISTMAS BREAK

3rd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections, or modify the pace of instruction. Formal test dates will be communicated directly to students in advance both in class and on Google Classroom.)</i>	
Week / Date	Topic / Projects / Assessments
Q3 Week 1 (19) 4 Days of Class Jan 10 - New Year Mass	Chapter 13: Good Times and Hardships Lesson 2: The Roaring Twenties New Products and Improvements for Women p598-599
Q3 Week 2 (20)	Chapter 13: Good Times and Hardships Lesson 2: The Roaring Twenties Life on the Assembly Line The Culture of the Roaring Twenties p600
Q3 Week 3 (21)	Chapter 13: Good Times and Hardships Lesson 2: The Roaring Twenties The Culture of the Roaring Twenties p600
Jan 27 th to Jan 31 st	CHINESE NEW YEAR BREAK
Q3 Week 4 (22)	Chapter 13: Good Times and Hardships Lesson 3: The Great Depression Supply and Demand p607 Trouble for Farmers p607

Q3 Week 5 (23)	<u>Chapter 13: Good Times and Hardships</u> Lesson 3: The Great Depression The Stock Market Crash p608 Buying on Credit p608 The Great Depression Begins p609
Q3 Week 6 (24)	<u>Chapter 13: Good Times and Hardships</u> Lesson 3: The Great Depression The Depression Deepens p610 Surviving the Depression and the Dust Bowl p611-613
Q3 Week 7 (25) <u>4 Days of Class</u> Feb 28 - 228 Memorial Day Feb 25-27 - Pre-Exam Days Feb 24-27 IOWA Tests	<u>Chapter 13: Good Times and Hardships</u> Lesson 1: World War One The Versailles Treaty and the Costs of War p593-594
Q3 Week 8 (26) Mar 05 - Mass	Quarter Review Activities
Q3 Week 9 (27) <u>4 Days of Class</u> Mar 14 - Q3 Exams	<u>QUARTER EXAM</u>

4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections, or modify the pace of instruction. Formal test dates will be communicated directly to students in advance both in class and on Google Classroom.)

Week / Date	Topic / Projects / Assessments
Q4 Week 1 (28) Mar 17 - Q3 Exams	<u>Chapter 15: The Cold War</u> Lesson 1: A Divided World The Postwar World p690 The Marshall Plan p691-692
Q4 Week 2 (29)	<u>Chapter 15: The Cold War</u> Lesson 1: A Divided World The United Nations p693 Communism and Capitalism p694
Q4 Week 3 (30)	<u>Chapter 15: The Cold War</u> Lesson 1: A Divided World A Divided Europe p694 The Berlin Airlift p695-696
Q4 Week 4 (31)	<u>Chapter 15: The Cold War</u> Lesson 2: The Superpowers Compete The Red Scare and McCarthyism p701
April 12 th to April 20 th	EASTER BREAK

<p>Q4 Week 5 (32) Apr 21 - Easter Mass</p>	<p>Chapter 15: The Cold War Lesson 2: The Superpowers Compete The Cuban Missile Crisis p702-703</p>
<p>Q4 Week 6 (33) Apr 29 - May 1 - Pre-Exam Days</p>	<p>Chapter 15: The Cold War Lesson 2: The Superpowers Compete The Space Race p704 Americans Reach the Moon</p>
<p>Q4 Week 7 (34) May 5-May 9 - G5 Final Exams</p>	<p>Quarter Review & QUARTER EXAM</p>
<p>Q4 Week 8 (35) 4 Days of Class May 16 - Record Day</p>	<p>Graduating & Promoting Classes grades already submitted, time used to practice for the Promotion Ceremony</p>
<p>Q4 Week 9 (36)</p>	<p>Graduating & Promoting Classes grades already submitted, time used to practice for the Promotion Ceremony</p>
<p>Q4 Week 10 (37)</p>	<p>Monday, May 26 - G5 PROMOTION CEREMONY - G5 students do not attend classes after this date, as they are no longer Lower School students.</p>