

SACRED HEART SCHOOL  
COURSE SYLLABUS

**Syllabus Title:** History  
Grade 6

**Teacher Information:** Nancy Pescatello  
Grade 6 Homeroom  
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**Course Description:** The purpose of the sixth grade history program is to develop an understanding that the present is clarified through knowledge of the past and to demonstrate a knowledge of ancient civilizations of the world and the influence they have had on events leading from the past to the present.

**Course Content/Objectives: History: the student will:**

- Identify and describe first river civilization; their contribution and religious beliefs
- Demonstrate a knowledge of the development of democracy and that ancient Greece laid the cornerstone for democracies today
- Develop an awareness of Greek culture and its contributions to civilizations
- Recognize the development of the Roman civilization from a republic to an empire
- Develop an understanding of Roman culture and its contributions to all civilizations
- Identify the reasons for the fall of the Roman Empire
- Develop an understanding of the Middle Ages and the importance of the Church's role

**Geography: the student will:**

- Understand what geography is and the importance of studying geography
- Demonstrate a knowledge of geography through the use of map and geography skills activities
- Develop map skills needed for interpretation of geographic data relating to the world's physical environment
- Develop an understanding of the use of degrees, latitude and longitude lines to find places in the world
- Reinforce skills in using charts, graphs, and tables as quantitative and qualitative representations of information
- Develop an understanding of historical maps

**Civics: the student will:**

- Identify the purpose of a democracy
- Define the purpose of government
- Examine the origins and continuing influence key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and rule of law
- Recognize that in a democracy, citizens elect people to represent them in the decision-making process of government
- Recognize the requirements for a democracy as being: 1. right to vote, 2 competition of candidates, 3. participation of the electorate, 4. free access to information

**Economics: the student will:**

- give examples of ways that economic systems structure choices about how goods and services are to be produced and distributed
- describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system
- explain the differences between private and public goods and services
- describe the role of specialization and exchange in the economic process

**Materials: Text:** Prentice Hall: History of Our World/The Early Ages, worksheets, maps, internet, videos, overhead projection, promethean interactive whiteboard, magazine and newspaper articles, globe

**Instructional Strategies:** Lectures, discussion/questioning, viewing/listening/answering, data collection, independent learning through internet use, promethean whiteboard interaction activities, videos

**Assessment:** Chapter tests, chapter quizzes, daily class discussion, homework, projects, notebook checks

**Student Expectations:** Students are expected to be prepared for class each day. This includes arriving to class on time, with appropriate textbook, notebook, assignment book, writing instrument, and homework due that

day. The following classroom rules are expected from all students: 1. Speak and act respectfully toward all staff, adult supervisors, and peers. 2. Keep your hands, feet, and objects to yourself. 3. Raise your hand and wait to be recognized before speaking. 4. Remain seated unless otherwise instructed. 5. Be respectful of school property and pick up after yourself.