

SACRED HEART
COURSE SYLLABUS

Syllabus Title: History
Grade 7

Teacher Information: Nancy Pescatello
Grade 6 Homeroom
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Course Description: The purpose of the seventh grade history program is to develop an understanding that the present is clarified through knowledge of the past and to analyze the development of the United States which includes European exploration, colonization, the struggles of the colonies and the establishment of the United States of America

Course Content/Objectives: History: the student will:

- Identify the effects of European exploration of North America
- Identify European influence on American civilization
- Develop an understanding of the causes and effects of the French and Indian War
- Demonstrate a knowledge of self-rule and limited government in the English colonies
- List and analyze specific events that pushed American colonists toward rebellion and how they organized themselves to resist British policies
- Outline events that led to fighting between colonists and the British
- Summarize the reasons why Americans declared independence in 1776
- Trace the course of the American Revolution from the first shots fired at Lexington
- Examine the new republic's first efforts at a national government
- Explain how and why the Constitution was created and analyze the form of government that resulted

Geography: the student will:

- of the United States
- Develop map skills needed for interpretation of geographic data relating to the physical environment
 - Demonstrate a knowledge of the use of degrees, latitude and longitude line to find places in the U. S.
 - 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:

- of government
- Develop an understanding of the purpose of a democracy
 - Recognize that the American government was started because the people wanted to rule themselves
 - Recognize that in a democracy, citizens elect people to represent them in the decision-making process
 - Recognize the requirements for a democracy as being: 1. right to vote, 2. competition of candidates, 3. participation of electorate, 4. free access to information
 - Recognize the Constitution as a flexible document and study its parts
 - Identify the rights given to citizens and the responsibilities and duties of citizens

Economics: the student will:

- to be produced and distributed
- Examine the system of mercantilism
 - Explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed
 - Give example of the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed

Materials: Text: Prentice Hall: The American Nation, worksheets, maps, internet, videos, overhead projection, magazine and newspaper articles, promethean interactive whiteboard, 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 discussions, 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 home work 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.