

2018-2019

6th Grade

# World History

## SYLLABUS

Cicely Tyson Middle/High School  
6th Grade World History  
Room Number: 208  
Credit hours: 5.0

Ms. D. Powell  
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### **Welcome and Introduction**

Welcome to 6th Grade World History. In this course, we will meet daily to help you learn how to use historical thinking, problem solving, and research skills to maximize your understanding of the world and how civilizations as we know them, came to be. We will learn about the beginnings of man from the Stone Age to the ancient civilizations of Egypt, India, China, Greece and Rome.

But more specifically, we will provide you with the knowledge, skills, and perspectives needed to become an active, informed citizen and contributing member of local, state, national and global communities in the digital age.

### **Course Theme** (overarching ideal)

The purpose of this course is to present an overall survey of ancient world history. We will examine world history from the first primitive people in the Stone Age to the magnificent and glorious ancient empires and kingdoms of the ancient world.

You will learn about.

- World GEOGRAPHY
- Prehistory / Stone Age
- Origins of CIVILIZATION
- The Geo Political impact of civilizations.

## **Course Goals/Essential Questions**

- **Prehistory / Stone Age / Mesopotamia/ Fertile Crescent**
  - Gradually, our ancestors changed from surviving by hunting and gathering to farming and domesticating animals.
  - How do we know what we know when there is no written record? How do humans and the environment affect each other? What advantages does an agriculturally-based society have over a hunter-gatherer society? What contributions did the Mesopotamian civilization make to the development of writing and law?
- **Ancient Civilizations of Egypt and India**
  - We will examine the geographies of Ancient Egypt and India. We will also explore the enduring achievements of it's people, religion and culture.
  - How did geography influence the development of civilization in Southwest Asia? How do humans and the environment affect each other. How did the land between the Tigris and Euphrates Rivers support agriculture?

- **Ancient China**

- We will examine the geographies of Ancient China. We will also explore the enduring achievements of it's people, religion and culture.
  - How did this society's belief system affect its historical accomplishments?
  - What were the beliefs and values of people in this society? What types of governments were formed in this society and how did they develop? How did this society develop and organize.

- **Ancient Greece and Rome**

- We will examine the geographies of Ancient Greece and Rome. We will also explore the enduring achievements of it's people, religion and culture.
  - How did this society's belief system affect its historical accomplishments? What were the beliefs and values of people in this society? What types of governments were formed in this society and how did they develop? How did this society develop and organize.

### **Methods of Instruction**

Throughout the year, students will be exposed to the following teaching methods:

- Guided Lectures
- Group Discussions
- Hands-on Activities
- Learning Stations
- Project Based Learning

### **Course Component Specifics**

The classroom fosters an environment for learning that is safe, productive and academic. Rude or disruptive behavior will not be tolerated, for it

interrupts the learning process. There are certain words that have no place in a classroom. Any terminology that is derogatory in nature falls under this category. You are also expected to have an opinion, but please make it an informed one. You have the right to voice your opinion with the understanding that respect for others' opinions and backgrounds is a must. Disrespect will not be tolerated.

This class will be challenging, in some manner or another, for everyone. What one student finds challenging may not be challenging for all. However, simply showing up will not be enough to earn you a passing grade. Effort must be made, and you must take advantage of opportunities. My efforts and instruction will only be half of the equation—your efforts and achievement constitute the other half. I am here to help you succeed, but it is your responsibility to help me facilitate your learning. Please do not hesitate to ask questions-- they are highly encouraged! Plagiarism and cheating have no place in a community of scholars. Have the confidence in yourself to give your original best. This is all that is required of you.

### **Attendance and Make-Up Work**

Absences are recognized for the following reasons:

1. Absences to participate in official school/district activities (performances, field trips, athletic events, etc.) **MUST GET YOUR ASSIGNMENTS BEFORE LEAVING!**
2. Absences for medical reasons
3. Pass indicating with Administrator/Guidance/Nurse/CST/Social Worker/Discipline

If you miss class, make arrangements with me as soon as possible to make-up your assignments. You are responsible for getting class notes from a classmate.

Late assignments will be accepted with a penalty of 20 points. An assignment is late if it is handed in after the due date.

## Course Requirements and Grading

- We will use a letter grade, which will follow the district policy.

Assessment Component	Percentage of Grade
Classwork/Participation	20%
Homework	10%
Quizzes	15%
Projects/Writing Assignments	20%
Exams	20%
TOTAL	100%

- Attitude, effort, improvement, and participation affect your grades. If you put 100% into each assignment you will be rewarded with the chance to improve your scores and grow as a historian.
- Incomplete assignments after a week-long grace period will be given a zero.
- It is important to make an effort to be in class for the entire class daily. Our curriculum is dense and each day is important. Every time you are out of class you are missing vital information.
- Exams will be given at the end of most chapters. You will be notified before each exam.
- We will have two major (semester) projects in addition to several smaller projects throughout the year. Rubrics for scoring will be provided when each semester project is assigned. The first project will be assigned on or before November 1, 2018 and due at some point during the second cycle. The second project will be assigned during the third cycle with a due date in May, 2019.
- The East Orange District assessments typically take place two times per year. These exams are designed to measure student growth throughout the year and provide teachers and the school valuable feedback and data
- January – Mid-Year Assessment

- April – Post Assessment

### **Opportunities for Extra Support**

I am available for extra before school and after school by appointment. If you have any questions, please feel free to contact me.

### **How to Reach Me**

Please see the information on the top of this syllabus.

Date of the 1<sup>st</sup> Parent/Teacher meeting: Nov.

### **Required text/E-book/Online Resources Used**

- Holt McDougal World History
- Achieve 3000

## **Quarterly/Unit Schedule**

### **Unit 1:**

- Prehistory / Stone Age
- Mesopotamia / Fertile Crescent
- Ancient Egypt
- Homework will be assigned weekly (assigned on a chapter by chapter or topic by topic basis)
- Class projects
- Section quizzes
- Writing assignments
- Chapter Test

### **Unit 2:**

- Ancient India
- Homework will be assigned weekly (assigned on a chapter by chapter or topic by topic basis)
- Class projects

- Section quizzes
  - Writing assignments
  - Chapter Test
- Semester Project (PBL)/Midterm Exam  
Project Due Date

**Unit 3:**

- Ancient China
  - Homework will be assigned weekly (assigned on a chapter by chapter or topic by topic basis)
  - Class projects
  - Section quizzes
  - Writing assignments
  - Chapter Test

**Unit 4:**

- Ancient Greece & Rome
  - Homework will be assigned weekly (assigned on a chapter by chapter or topic by topic basis)
  - Class projects
  - Section quizzes
  - Writing assignments
  - Chapter Test

Semester Project (PBL)/Final Exam /Project Due Date: TBA

Cicely L. Tyson Community School for Performing and Fine Arts  
Middle/High School where:  
" We aim high. We soar high."