

6TH GRADE HISTORY CURRICULUM – WORLD HISTORY

Mr. Sengstock – Room 206

Textbook: *Our World*. Macmillan/McGraw-Hill

This year, the sixth grade will explore and analyze the cultures and accomplishments of past civilizations, and the impact these civilizations have had on the world.

To open the year, the sixth grade classes began with a review of basic global features and definitions related to time and place. At the present time, we are examining the prehistoric era, including the forces and breakthroughs that led humans into civilized settlements.

As our studies enter the ancient world, students will evaluate the societies of Egypt, the Holy Land, Greece, Rome, China, and India. These units will include a comparative analysis of the respective religions and philosophies, including ancient Egyptian religion, Judaism, Islam, Greek philosophy, Confucianism, Buddhism, and Hinduism.

As our journey enters the early-modern era, our classes will focus on medieval Europe, the rise of Islam, the Renaissance, and, if time permits, the Protestant Reformation and the Age of Reason.

At the conclusion of the school year, it is expected that the sixth grade will have an increased, competent understanding of the cultures that have played a role in shaping the past and present on our planet. Furthermore, it is my hope that students will develop a clearer understanding of Catholicism's place in the world amidst other influential religions.

Textbook readings and corresponding questions are the main sources of homework in world history, assigned to assess student comprehension of the content and as preparation for discussion the following day.

Teacher-created tests are administered at the completion of each unit, and generally include short answer questions, fill in the blank questions, essay questions, multiple choice questions, and matching questions. All students are invited to come to morning study sessions that are scheduled on test days.

As an extension of the world history curriculum, all of my classes and I attempt to keep up with current events that are shaping our nation and world. Our classes have full-period discussions every other week or so. This year, we will be paying close attention to the presidential primary elections and caucuses. To enhance discussion, I usually ask that students bring in a national or world news article to share with the class.