



# Welcome to 6th Grade World History!

I am very excited to get to know each of you and work with you throughout the upcoming year!

**Please read the information below, get it signed, and bring back to class.**

*Mrs. Kristen Degnan, M.Ed.*

6th Grade Social Studies Teacher  
degnank@mersd.org

## *Units of Study:*

- ★ Complex societies  
Past & Present
- ★ Human origins  
Neolithic & Paleolithic Eras
- ★ The Middle East & North Africa
- ★ Sub-Saharan Africa
- ★ Central America, Caribbean, & South America

## *Required Supplies:*

The following supplies are to be with you in class each day.

- 6th Grade Binder:  
Agenda Book, Pencil Pouch, HW Folder
- Charged Chromebook
- History Binder (stays in class)

## *Course Overview:*

Grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE.

Students will study the world based on the five themes of geography: location, movement, human-environment interaction, place, and regions. They will analyze the ancient world by learning about the G.R.A.P.E.S. of civilization: Geography, Religion, Achievements, Politics, Economy, and Social Structure.

Geography teaches a respect for all of the world's peoples, and their unique cultures and values. Coupling that with the study of ancient civilizations allows students to better understand how the past has shaped (and continues to shape) global, national, and local relationships between societies and people.

I have read and understand Mrs. Degnan's classroom syllabus & expectations for 6th Grade World History.

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Parent/Guardian Name (printed)

\_\_\_\_\_  
Parent/Guardian Phone and/or Email

\_\_\_\_\_  
Parent/Guardian Signature



### *Class Expectations:*

- Ask questions! Any question is a good question!
- Protect the feelings and privacy of others
- Put your best effort into your learning
- Listen respectfully when other people are speaking
- Enter the room prepared and clean up when leaving

*“Study the past if  
you would define  
the future”  
-Confucius*



*“We are not makers  
of history. We are  
made by history”  
-Martin Luther King Jr.*

### *Absences & Make-Up Work:*

Work missed due to absences can be found in Google Classroom. Class notes, assignments, and handouts will also be posted digitally and hard copies will be distributed in class. Be sure to check the “Baggage Claim” wall upon your return to class after an absence.

### *Homework:*

- ❖ Students are expected to continue the work at home if the assignment requires additional time outside of class to be complete
- ❖ Homework will be assigned as necessary

### *Grading Policy:*

- ❖ Formative Assessments = 60%
  - ie: classwork, homework, quizzes
- ❖ Summative Assessments = 40%
  - ie: tests, major projects, essays

*Grades can be viewed in Aspen.*

### *Curriculum:*

#### **Investigating History:**

A comprehensive, authentic, inquiry-based curriculum that is fully aligned to the Massachusetts History/Social Science Framework.

### *Vision:*

Both DESE and MERSD envisions students in every Investigating History classroom engaged in asking and answering authentic interesting questions that drive toward deeper, richer understanding of the past and present.