

6th Grade Ancient History
St. Hedwig School-Room 8a
Mr. belisle
jbelisle@sthedwigk8.org

This year we will be studying ancient history.

Our learning will be based on the text, History Alive, supplemented by internet sources, novels, and research done in connection with individual and group projects, as well as the Walk through the Ancient Worlds program.

Goals for our class:

Understanding Key Civilizations: Students will identify and describe major ancient civilizations (e.g., Egypt, Mesopotamia, Greece, Rome) and their contributions to society, culture, and governance.

Critical Thinking and Analysis: Students will analyze historical sources and artifacts, assessing their reliability and perspective to better understand ancient societies and events.

Connecting Past to Present: Students will explore how ancient civilizations have influenced modern culture, government, and technology, making connections to contemporary life.

Developing Research Skills: Students will engage in research projects on specific ancient topics, learning to gather information from various sources and present their findings effectively.

Fostering Empathy and Perspective: Students will practice empathy by exploring the lives and experiences of people from ancient times, discussing how different cultures approached similar human challenges.

Course Outline:

Trimester 1

Early Hominins
Hunter Gatherers
Mesopotamia
Egypt and Kush
Settlements of India

Trimester 2

Hinduism Buddhism
Gupta Empire
Ancient China

Trimester 3

The Settlement of Greece/Rise of democracy
Alexander the Great
The Legacy of Greece
The Rise of the Roman Republic

Grading

BASED ON A POINT SYSTEM

- Points may be deducted for incomplete work, if directions are not followed, or if grade level effort is not shown
- SHS follows Diocesan Guidelines for grading breakdown.
- Students are considered proficient if they achieve a 70% or higher on a summative assessment

OVERALL GRADE BREAKDOWN

- 20% Formative Assessments: homework, group work, discussion, quick writes
- 80% Summative Assessments: tests, quizzes, and projects

TEST/PROJECT CORRECTIONS

- Students who score below a 70% on a summative exam or major project may be allowed to correct the score up to a 70%

Absences:

If you are absent, you have as many days as you were absent to turn in any missed assignments or make-up any missed quizzes or tests. If a project or assignment is announced before your absence, it is due the day you return. **All daily assignments and work are listed on FACTS/Googleclassroom.** Handouts will be in the classbasket. You will have to get tests from me. *You are responsible for determining what you missed when you have been absent and if you check FACTS/Googleclassroom you cannot say. "What did I miss?" -what you missed will be listed each day.* If you are unsure where to find materials Mr. Belisle will be happy to answer any questions you may have at an appropriate time during class, at break, lunch, or after school.

Extra Credit:

Extra credit is not usually an option, however, opportunities may come up during the year. For example, museum exhibits, programs, podcasts, and movies/series.

Homework

Homework is not necessarily a daily occurrence. I understand that students are incredibly busy after school therefore, I often give homework days before it is due.

Class Behavior and Consequences:

Learning can be a successful experience for all students when everyone behaves and acts appropriately. It is expected all students will follow the rules set forth in the school handbook. If a student chooses not to follow the school or classroom rules, they will receive one warning. Any further violations or disruptions will result in a loss of points.

Relationships

The only thing you need to love in 8A is history. Boyfriends and girlfriends are not permitted until you are 33 years old.

Classroom Rules for 8A

1. Be respectful of yourself, your classmates, teachers, parents, and your school at all times.
2. Bring all materials to class everyday (book, clean lined paper, pens/sharpened pencils, colored pencils, assignments, planner.)
3. Walk into the classroom prepared to learn.

7TH GRADE MEDIEVAL HISTORY
ST. HEDWIG SCHOOL-ROOM 8A
MR. BELISLE
JBELISLE@STHEDWIGK8.ORG

This year we will be studying medieval history, specifically the time period between the end of the ancient world and the beginning of western civilization.

Our learning will be based on the text, History Alive, supplemented by internet sources, novels, and research done in connection with individual and group projects, as well as a trip to Medieval Times!

Goals for our class:

Exploring Feudalism and Society: Students will understand the structure of feudal society, including the roles of kings, nobles, knights, and peasants, and how this system shaped medieval life.

Analyzing Key Events and Figures: Students will investigate significant events, such as the Crusades and the Black Death, and the impact of notable figures like Charlemagne and Eleanor of Aquitaine on medieval history.

Understanding Cultural and Religious Influences: Students will explore the influence of the Church, as well as the cultural achievements in art, literature, and philosophy during the medieval period.

Developing Historical Inquiry Skills: Students will engage in research projects that encourage them to ask questions, evaluate sources, and present their findings on specific topics related to medieval history.

Connecting Medieval to Modern: Students will examine how medieval history has influenced contemporary social structures, government, and cultural practices, drawing connections to present-day life.

Course Outline:

Trimester 1

Europe During the Medieval Times
Islam in Medieval Times
Imperial China

Trimester 2

Japan
Civilizations of the Americas

Trimester 3

Europe's Renaissance and Reformation
Europe Enters the Modern Age

Assessment:

Student learning will be assessed in a variety of ways including class participation, group work, daily classwork, interactive notebooks, chapter tests, and projects. ***If you complete all assignments, take all quizzes and tests, and turn all projects in on time, you will definitely do well and get the most out of this class!!!***

Late Assignments/Projects:

It is expected that all assignments and projects be handed in on time. Assignments and projects are due at the beginning of the class period. If an assignment is handed in after it has been collected from the class, it will be considered late. It is your job to be sure you turn in late work. If you habitually turn in assignments late, or not at all, or fail to turn in projects or make-up missed tests and quizzes, you risk earning a grade lower than a C. The school's policy, as set forth in the student handbook, will be followed for late work.

Absences:

If you are absent, you have as many days as you were absent to turn in any missed assignments or make-up any missed quizzes or tests. If a project or assignment is announced before your absence, it is due the day you return. **All daily assignments and work are listed on FACTS/Googleclassroom.** Handouts will be in the classbasket. You will have to get tests from me. ***You are responsible for determining what you missed when you have been absent and if you check FACTS/Googleclassroom you cannot say. "What did I miss?" -what you missed will be listed each day.*** If you are unsure where to find materials Mr. Belisle will be happy to answer any questions you may have at an appropriate time during class, at break, lunch, or after school.

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8TH GRADE US HISTORY
ST. HEDWIG SCHOOL-ROOM 8A
MR. BELISLE
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This year we will be studying the history of America from the early colonial period through the Industrial Revolution. Our emphasis will be understanding how historical events have shaped our nation and affected the growth and development of the United States as it exists today. We will also focus on the development of the academic skills necessary to be a historian.

Our learning will be based on the text, History Alive, supplemented by internet sources, novels, and research done in connection with individual and group projects.

Goals for our class:

- To understand the rights and duties of the government and of individual citizens under the constitution

- To analyze the major historical eras of the early United States to determine cause/effect relationships and to compare and contrast the views and philosophies of the early of the citizens
- To evaluate the impact/influence of various cultures, philosophies, and religions on the development of the United States
- To analyze the causes and consequences of the Civil War and Reconstruction
- To analyze the role of economic systems on the development, utilization, and availability of resources in societies

Course Outline:

Trimester 1

Our Colonial Heritage
 Revolution in the Colonies
 Forming a New Nation

Trimester 2

Launching the New Republic
 An expanding Nation
 Americans in the Mid-1800's

Trimester 3

The Union Challenged
 Migration and Industry
 A Modern Nation Emerges

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