

5th Grade Social Studies
Fall 2022 - Spring 2023
Tuesdays & Thursdays, 12pm EST

Instructor: Fr. William Bennett

Email: fr.william.bennett@gmail.com

Phone: 607-372-2681

Office Hours: By Appointment

Note: This syllabus is subject to change as needed. Students and parents can expect notification when that occurs.

I. Rationale:

This course exists in order to provide a healthy and complete look into the early history of our country, its people, and the way in which it was, and is being, formed. Social studies itself is defined as the study of the social sciences and humanities, drawing upon such disciplines as economics, geography, history, law, philosophy, political science, psychology, religion, and so much more. The primary purpose is to help young people develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.¹

II. Course Aims and Outcomes:

A. Aims

In this particular class, students will learn social studies through invention, namely through learning about inventors, their respective society & times, and how circumstances might have inspired their ingenuity. Students will have the opportunity to do their own guided research, compare different inventions, and evaluate how their invention affected, or continue to affect, people's lives. The creative faculties of personhood has great consequences and a closer look offers a unique perspective on humanity and our history.

B. Specific Learning Outcomes

By the end of this course, students will:

- Learn & write about specific inventions and their inventors.
- Identify the impacts of inventions on US history.
- Identify the impacts of US history on its respective inventors.
- Compare & contrast the impacts of different inventions.
- Recognize influences in society and describe their impact.

¹ <https://www.socialstudies.org/about/about>

III. Format and Procedures:

Classes will take place online. Students are expected to attend sessions, videos on, and free of distraction. Absences should be announced ahead of time, giving the student the chance to obtain any notes or assignments ahead of time. Students are asked to show respect and courtesy for one another at all times. The formats for group projects and/or presentations will be announced ahead of time.

IV. My Assumptions:

I am a believer in learning through stories. Our own nation's history is dripping with life stories, surrounding sometimes our most inspired and inventive people. I anticipate these stories can and will become the medium through which students better understand our nation's early history and organize the information that will lead them to become more educated and informed decision makers.

I am also a believer in open communication. The more I know about my students ahead of time, their strengths and weaknesses, the better the learning experience of my students and the stronger the instruction becomes.

V. Course Requirements:

1. Prerequisites: Grade-level reading, writing, & spelling skills, including paragraph writing. Please communicate any and all expected difficulties early on so the instructor can be informed and provide any and all individualized help along the way.
2. Class attendance and participation policy: Attendance is expected, please communicate all absences ahead of time. Participation is important and will be judged by both attentiveness and responsiveness to questions and class work.
3. Course readings:
 - (a) Required text(s): *A Child's First Book of American History*, by Earl Schenck Miers, *Pocahontas & Benjamin Franklin*, by Ingri D'Aulaire. Please communicate any difficulties obtaining the materials immediately.
 - (b) All other readings will be provided/posted by the teacher ahead of time.

VI. Expectations for Parents

- Set aside a calm, quiet, distraction-free space for your child(ren) to work every day.
- Ensure virtual learning equipment is available and charged.
- Establish routines and expectations and a basic schedule for completing classwork.
- Help students 'own' their learning.
- Check Edmodo for communications from teachers and help your students print the resources that are provided.
- Stay abreast of teacher feedback in the form of grades or other messages.
- Proctor tests, quizzes, or other assessments as scheduled by the teacher. Parents ensure academic integrity because they are on the "live" side of the screen.

- Communicate with teachers regularly via email or Edmodo regarding any questions or issues that arise.
- If your child is having trouble completing work, please email the teacher to schedule a time for an online meeting.

VII. Grading Procedures

Grades will be weighted on the following scale:

- (a) 50% - Completed Work
- (b) 30% - Class Participation
- (c) 20% - Projects/Quizzes/Tests

Completed work will consist of completed readings, weekly homework assignments, and their timely submission. Lateness or incompleteness, after repeated attempts, will lead to the loss of points.

Class participation will consist of the answering of questions in class, showing clear attentiveness and eye contact, and respecting and encouraging one another's participation. Interruption, distraction, and refusing to answer questions will lead to the loss of points.

Projects/Quizzes/Tests will take place on an average of every 2-3 weeks. These will be graded based on correct responses based on participation and on evident understanding and clear explanation.

VIII. Academic Integrity

Be honest. Communicate as often as possible, especially any difficulties.

IX. Tentative Course Schedule

TBA