

6/7/8th Grade Social Studies

2022/2023 School Year

Early Modern

Instructor: [Adrienne Bowling, albowling84@gmail.com](mailto:albowling84@gmail.com)

I. Rationale:

Year Three covers U.S., World and Church History from 1600 – 1850. Since England planted its first lasting American colony in 1607, Year Three is our first year that includes U.S. History. On the U.S. and World History side, Year Three covers England side-by-side with England's colonies in the New World. For example, our weeks on Jamestown start with the king for whom it was named: King James I of England, who was also King James VI of Scotland. We do the same for Plymouth colony, the Massachusetts Bay colony, and every one of the Thirteen Colonies. Since the English planted the colonies, we study English history to understand colonial history. We will also cover the rest of Europe side-by-side with the newborn United States. We learn of the big part France played in the Revolutionary War; how the French Revolution cast shadows on Presidents Washington, Adams and Jefferson; how the fall of Napoleon helped the British burn Washington D.C. during the War of 1812.

II. Course Aims and Outcomes:

A. Aims

My goal is to teach history in a fun and engaging way through fun activities, readings, simple projects, videos, and virtual field trips. I do want class participation, good attitudes, and assignments completed. The student must be able to write at least a few sentences without help and be able to read at least a page. If your student struggles with reading, then there will need to be parental help. Overall, I want this to be an enjoyable class and will challenge your student. I will also send some book suggestions.

Specific Learning Outcomes

By the end of this course, students will be able to understand the founding of our nation, different groups that came here, the wars that surrounded the newly founded country, and show

where Orthodoxy fits into all this. We will also be doing some mapping to enhance our geography. We will also be learning the 50 States and their capitals.

III. Format and Procedures:

Each class I will have an introduction to the content, as we begin I will need the students to be punctual, the needed supplies in hand, in a quiet non distracting area, and their attention focused on our class. Many times I have had students come to class without the proper materials and it slows the class down, disrupts it, or the student misses out on the activity because they were not prepared. Also for homework assignments; if the child does not do the assignments then it is very hard for me to grade their comprehension on the topic. Most parents at this age do not take grades but for the sake of the class this is how I am able to gauge whether the student is retaining the info or not. Plus, this is about the age when young teens need to start getting prepared to meet deadlines. This teaches responsibility and helps mature the young student in a gentle way.

Attendance: if the child will not be attending a certain class please let me know ahead of time and I will make sure to keep the parent updated on what happened in the class that day. Attendance is important but schedules can be changed.

Participation: is very important. Unless there is a serious problem the camera needs to be on, and the student needs to be active in listening. There will be time for questions during the lesson but since we have such a short time the students need to make sure that they do not talk over each other. I also do end of class announcements so the student will need to stay until the end of class. Meeting deadlines for the readings and assignments is imperative to ensure the class can move along on schedule.

IV. My Assumptions

Last year, we used Streams of Civilization. This year I changed it to BiblioPlan; the reading is more age appropriate and not as much. I am also adding in mapping with geography, learning the 50 States and capitals, along with learning the European side of the world. I will give a book list in the summer for the extra readings that go along with our topics. This can be a fun class as long as there is good participation, good attitudes, and hard work.

V. Course Requirements:

1. Prerequisites:
Your student needs to be able to read on a 6th grade level, be able to write at least a three paragraphs, and be able to sit for at least the 40 min and dialogue with the teacher.
2. Class attendance and participation policy:
Please attend class and if you miss just send me a quick message letting me know.
3. Course readings:

Required text and materials:
BiblioPlan Companion Year Two

Hands on Maps Year 2 for Middles

*You can get these on used sites

A 3-ringed notebook to hold papers, printouts, and projects.

A printer available for printing.

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 students print off 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:

50% — Completed work

30 % — Participation

20 % — Projects/Quizzes/Tests

I have a rubric that I go by that helps with my grading. This allows the students to understand how their efforts are measured. I am a huge fan of you get what you work for, so if a student gives me a C effort then their grade will reflect that.

I do encourage the students to get their assignments in by the due date since I am very generous with giving them enough time. If the paper is going to be late please message me. I usually am lenient on late papers, but I encourage the students to show maturity and fortitude to get the papers in on time. I generally take -5 points off for late papers.

VIII. Academic Integrity

This is very simple. We are all Christians and honesty and integrity is a very important virtue to teach our children. I want the papers to be what YOUR child has done and accomplished. Some parents like to hide their child's struggles or weaknesses in a subject. I cannot help a student if I don't know what their weaknesses are. I also want the students to give me their best work and effort and that looks different for everyone. Some are advanced in a certain area while they struggle in another area. And that is JUST FINE! I am looking at effort not perfection!

I usually ask the students to not use Wikipedia as a source when citing papers since it is not a reliable source of information.

IX. Tentative Course Schedule

I will give a loose schedule closer to school starting, but this schedule changes throughout the year due to student needs.

X. Resource Readings

I will give out additional reading resources for the students for extra credit or for their own personal use.