



Pine View School

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<https://sarasotacountyschools.net/schools/pineview>



6th GRADE WORLD HISTORY COURSE SYLLABUS

Mrs. Jenna Molinaro Rm. 17-104

PERFORMANCE OBJECTIVE:

The purpose of this course is for students to develop the skills to think like historians. They will increase their ability to observe and analyze past civilizations to understand the ways of life of these people and how they have influenced us today. In addition, students will extend their skills for researching and interpreting various sources of information, so they may become articulate, independent leaders and thinkers.

COURSE CONTENT, THEMES AND TEXT:

Welcome to World History! I hope this will be an exciting year for you.

The content of this course is arranged by historical periods of world civilization:



Ancient Civilizations (Prehistory, Mesopotamia, Egypt, Ancient Hebrews, China and India)

Classical Civilizations (Ancient Greece and Rome)

Reoccurring themes addressed in this course are: geography, history, archaeology, anthropology, culture, sociology, psychology, philosophy, theology, mythology, political science, civics, economics and technology.

We will be building Historical Thinking Skills such as: Primary Source Analysis, Secondary Sources Interpretations, Point of View, Bias, Chronological Reasoning, Cause & Effect, Patterns of Continuity and Change over Time, Comparison and Contextualization, and Using Evidence to Support Claims.

We will be engaging with many primary and secondary sources, but the following texts will serve as a foundation for the course: the county adopted Holt McDougal's *World History: Ancient Civilizations*, supplemented with Oxford's *The World in Ancient Times series*, and in class the interactive TCI program, *History Alive!* These texts are all available online and can be found on our class website.

ONLINE PLATFORMS, APPS:

Students may be using the following online platforms/programs. Some are accessible through their district MYSCS accounts

- Schoology and Microsoft Office 365 – Teams, Forms, PowerPoint, Sway, Word, OneDrive, etc.
- Mrs. Molinaro's Website - <https://molinarohistory.weebly.com/> (you should bookmark it on your favorites bar!)
- Apps for Personal Devices– Remind, OneDrive, Flipgrid, Kahoot!, Nearpod, Quizlet, etc.

MATERIALS AND SUPPLIES:

A shared laptop cart is available, so students are not required to have their own personal electronic device. It is encouraged that students have their own set of earbuds (non-Bluetooth) for when they need to use them in class with the laptops. Students are required to bring in a single one-subject college-ruled HARD cover, spiral notebook which will be used daily as their Interactive Notebook, a red plastic 3-prong folder with pockets and a stocked pencil pouch (pencils, white vinyl eraser, colored pencils, fine tip dry erase marker/eraser, small scissors, highlighter, pen, and glue-stick.)

Just a brief note: due to the size of our campus and some classes are outside the main building, it is strongly recommended that students have a compact umbrella/poncho, and a folded plastic bag for those rainy Florida days!

Donated the 1st week and kept in the classroom:

12 Large Glue Sticks (*preferably not Rose Art*), Ticonderoga Pencils, Set of Multicolor Highlighters (*These were from the supply list*)

\$15.00 Donation This is *optional*, but much appreciated as it will enable us to continue to offer enrichment activities and art history projects throughout the course. ALL students will have equal access to all materials and experiences. Please make checks payable to *Pine View School*. Please write a separate check for our class with your child's name and Molinaro WH in the memo.

Additional specific classroom or project donations will be shared through sign-up genius or are posted through my Amazon Wishlist and is continually updated throughout the year. Scan the QR code or visit

Amazon: https://www.amazon.com/hz/wishlist/ls/2GNODYR2EHVST?ref=wl_share

Gift cards applied towards special materials are also appreciated: Amazon, Target, Walmart and Michael's Arts and Crafts



Each unit will be presented through the following sequence of instruction and skill building:

1. **Information Literacy**: Students will be exposed to a variety of sources encouraging them to think critically. They will analyze the information to build background and understanding, gathering any questions they may have to bring to class discussions. There will be diversity of assignments completed in class or independently at home where they reflect upon and outline what they have learned. There will be periodic working quizzes or knowledge checks to review and help form study guides for tests.
2. **Student Interactive Notebook and Information Organization**: The purpose of the interactive notebook (or the IN) is to help students record, organize and process new information. It will enable them to be creative, independent thinkers and efficient writers. Additionally, students will learn a variety of note taking strategies, graphic organizers and annotating with use of metacognitive markers to help organize their learning.
3. **Effective Communication**: Students gather and analyze background information to help prepare them for a more in-depth study of the material in class. There will be opportunities for group discussions through accountable talk and Socratic inquiry. Students will practice respectful conversation encouraging divergent thinking helping them to refine meanings, thoughts and ideas. Students will then develop their analytical essay writing where they make a claim or take a position and successfully defend or support it with evidence.
4. **Projects and Interactive Activities**: Some activities are simply experiential and not graded, while others may be a culminating activity or alternative assessment where students demonstrate their understanding through a project presentation such as: Posters, PowerPoint, Sway, Storyboards or Flipgrid to name just a few.
5. **In-Class Group Collaborations**: Students consistently work in collaborative groups during class. Enabling them to synthesize unit topics or concepts, gain perspective and assess their progress and/or mastery. Individual and group grades may be earned.

EVALUATION AND GRADING:

The quarterly grade will be represented by a numerical average of grades from unit tests, chapter quizzes, notebook and knowledge checks, projects, independent work and organizational skills.

Assessments and Projects (60%) These are always announced at least a week in advance. These typically include vocabulary questions, multiple-choice questions testing application of knowledge and a few short response or essay questions. Projects are alternative assessments that are “show what you know” or what you learned products or DBQs (Document-Based Questions).

Independent Work, Knowledge Checks and Notebooks (30%) Independent Work can include homework or classwork. Notebooks should be maintained regularly and *may* be checked during each marking period.

Class Participation and Employability (10%) This includes participation in class such as answering questions and working well in group collaborations. Students are expected to arrive to class on-time, be prepared, productive and follow rules of conduct.

Assignment Philosophy and Policy: All assignments are designed with a specific purpose. They are intended to introduce an idea or skill prior to class **OR** as practice to reinforce it. This strengthens and demonstrates individual understanding while building valuable study tools as a resource for assessments. Graded work is not assigned daily. Assignments not completed or submitted on time shall be considered late and might result in a reduced grade up to 30%. After the chapter test has been taken, late work will not be accepted for that chapter and a zero will be entered into the gradebook. Late projects or long-term assignments will lose a letter grade for each day they are not submitted. In the event of an absence, it is the student’s responsibility to find out what was missed and to turn in any assignments upon their return.

EXTRA ASSISTANCE AND MAKE-UP WORK:

I am available for extra assistance and make-up work upon student request. Students should check the 6th grade assistance/make-up schedule. Students have one day for each day they are absent to complete their assignments. Extended assignments (known in advance), projects or tests are due the day upon their return to school. It is the student’s responsibility to inquire about and schedule any missed assignments, notes or tests. An “M” or missing will be used as a placeholder until it is submitted. Planned absences require a passport is and must be obtained 3 days prior to receive your assignments ahead of time and they are due before or upon the day of your return.

COMMUNICATION AND RESOURCES:

The most efficient way to contact me is through email jenna.molinaro@sarasotacountychools.net I check my e-mail during school hours and will respond within two business days. Parents *as well as* the students are expected to check their Family Portal accounts regularly to monitor progress. You can set the account to be sent notifications: ex. when grades are posted, there is a missing assignment or even weekly progress reports sent directly to your email. Please check the agenda book or our website for assignments, instructions and important dates and other announcements. Additionally, I will share information about subscribing to my class REMIND for immediate communication.

APPROPRIATE STUDENT BEHAVIOR: IS EXPECTED AT ALL TIMES.

Students are expected to arrive to class on time and prepared with all materials out and ready to begin. Inappropriate or disruptive behavior deprives the entire class of their education and is, of course, unacceptable and can affect your class participation grade. Further action of a parent conference, detention or a referral will be implemented if needed. Students should conduct themselves according to the guidelines in the Parent Student Handbook. The school's progressive discipline policy will be followed. Upon signing this course expectation each student, parent and I acknowledge support of Pine View's Academic Honesty Code and cell phone policy:

"I will uphold the honor code and I understand the consequences if I choose academic dishonesty. Not signing this code will not excuse me from consequences should I choose to be dishonest."

Pine View Cell Phone Policy: cell phones may be used for instructional purposes only. Instructors will direct students to take out and put away their device as needed. At all other times, cell phones and ear buds should not be visible during the instructional period. Teachers may elect to collect cell phones during assessments or as part of their classroom procedures. Unauthorized cell phone use during class time may result in a discipline referral.

PINE VIEW and the 212° PHILOSOPHY:

"The difference between try and triumph is a little umph." At Pine View and in my classroom this message underscores the 212° philosophy. To experience that success, striving beyond your *known* best or going that extra degree in effort will have a guaranteed outcome—you will "outdo yourself!" By setting some personal academic goals in this class and then following a plan to achieve them, you will leave this course satisfied and proud of your accomplishments. Examples of *"going the extra degree"* in this course could be (but are not limited to): active participation in class discussion offering a different perspective, any unassigned research or activities you choose to complete in your IN, performance or projects with an extra added creative touch, unsolicited enthusiasm and encouragement for classmates or random voluntary acts of kindness toward others.

SUPPLEMENTAL MATERIAL:

Board Policy 4.21.XI.B

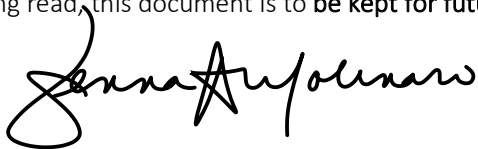
To meet the intent of the standards by the State of Florida as well as the rigor expected in a gifted program, other materials including primary source documents, political cartoons, maps, charts, videos, and graphs from repositories may be used within the classroom. Video from Safari or our other Learning Resources (GALE, World Book, You Tube for Education, etc.,) as well as anything packaged within digital textbook resources, may be used in our class. Each of these materials is aligned to the standards of the course set forth by the State of Florida. The list below (and previously mentioned in this document) is a sampling and is subject to change for a more comprehensive inventory, request from the instructor.

- Educational websites such as: PBS Learning, TED-Ed
- Videos, publications and materials from Disney, History Channel, Discovery Kids, Archaeology Magazine, Smithsonian Magazine, National Geographic, Kids Discover, Calliope, etc.
- The British Museum and other museum/history/cultural websites: Ex. http://www.mesopotamia.co.uk/trade/home_set.html
- Screencasts such as: Mr. Corwin' Class and The Crash Course Series
- Literature for children: *Gilgamesh the King* (part 1, 2, and 3) by Ludmila Zeman; *A World Treasury of Myths, Legends, and Folktales* by Renata Bini and *Gods and Heroes* by Korwin Briggs (our assigned summer reading)

If you have a concern regarding a particular assignment or reading/viewing selection, please contact me first and we can discuss it. I will work with you to determine if an alternate assignment is appropriate or possible.

After being read, this document is to **be kept for future reference**. (Please place in a plastic sleeve in your MVP folder.)

Sincerely,



Jenna A. Molinaro
6th Grade World History Teacher

SIGNATURE PAGE

Please Read and then Sign at all Three Signature Sections Below and Return This Page to the Instructor

MESSAGE TO PARENTS/STUDENTS:

I have read the course information carefully and sign this form acknowledging that I understand, and accept the policies and procedures listed within this document. Please feel free to contact Mrs. Molinaro with any questions or concerns.

Your signatures represent your receipt and acknowledgement of the classroom policies and procedures.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Print Name: _____

Student Signature: _____ Date: _____

Student Print Name: _____

II. SUPPLEMENTAL FILM AND MEDIA RELEASE

Mixed media (print, internet, film or audio versions excerpted or in entirety) may be used in the classroom to supplement instructional purposes and curriculum objectives. Parental signature below ensures permission is granted for the student to view the media as it is used in alignment with class study.

Parent/Guardian Signature: _____

Parent/Guardian Print Name: _____

Date: _____

III. REPRESENTATION IN EDUCATIONAL ACTIVITIES, PROJECTS, AND RESEARCH

Instructors may photograph or video record portions of classroom lessons and strategies as they are used in alignment with curricular objectives and standards-based instruction. Student peers may film each other for collaborative projects assigned by the instructor. Parental signature below ensures permission for the use of images and/or video captured in class to be used anonymously for educational purposes and occasionally to share on the class website or class newsletters.

Parent/Guardian Signature: _____

Parent/Guardian Print Name: _____

Date: _____

