



Spaulding High School
HIS322: Medieval Studies – 2021-2022 Course Syllabus



Teacher Contact Information:

John Bushnell
School: (802) 476-4811 ext. 2217
Email: jbushshs@buusd.org

Dept. Chair Contact Information:

Nora Duane
School: (802) 476-4811 ext. 2215
Email: nduanshs@buusd.org

Course Description:

Medieval Studies is an introduction to the Medieval World spanning the 5th century through the 15th century, including a broad view of social, religious, cultural, economic and political developments during Medieval Europe. In addition to studying the culture of Western Europe, the course will also look at Asian and Islamic influences on this time in order to gain an introductory view of important events, people and movements of the medieval era around the world as a whole.



Units of Study:

Unit #1: Vikings

- Who were the Vikings? What was their own culture like and how did their raiding way of life impact mainland Europe and Medieval Life?

Unit #2: Church

- See how the Dark Ages began with a collapse of technology, society and government. Then see how the Christian Church rose to start to help rebuild.

Unit #3: Feudalism

- All the rebuilding fell apart with the arrival of Viking invaders. Europe turned to a new style of government called feudalism for protection.

Unit #4: Crusades and Carta

- While many knights and kings were off fighting to regain the Holy Land in the Crusades King John was being pushed around by his own nobles. He signed one of the most important documents in history, the Magna Carta.

Unit #5: The Black Death

- No amount of knights, prayer or new freedoms could stop one of the worst disease outbreaks in history. Could Europe ever recover from such a devastating plague?

Texts:

Teacher-generated close reads, including various primary and secondary sources

The New York Times Upfront News Magazine

Related current events articles

Assessed Course Standards:

Application of Claims: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Cause and Effect: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts, and analyze multiple complex causes and effects of events in the past.

Document Analysis: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Requirements for Credit:

A majority of the reporting standards are completed at a Proficient or Exemplary level.

Embedded Honors Credit:

Honors designation is centered on students striving for greater breadth and complexity into the course material, and demonstrating greater commitment and rigor in doing so. Honors designation is for those students who wish to begin building the skills and habits necessary to complete advanced coursework. While the course teacher is there for consultation and guidance, much of this advanced coursework will be done independently by the student.

In order to achieve “Honors” status for the course, a student must:

- Be proficient in all performance indicators, therefore have an overall proficiency for the course.
- Complete an additional, advanced assignment for each unit/standard of the course.
- Pass all honors assignments. Each will be graded as “meets honors expectations” or “does not yet meet honors expectations”.
- Complete all honors assignments by the deadlines required.
- Honors students may be required to spend additional time, outside of class, to complete their assignments, some of which may involve investigations not covered in depth in the course content.
- To receive honors designation students must adhere to the SHS Code of Academic Honesty. Violation of the SHS Code of Academic Honesty will result in removal of honors designation.

Practice and Assessment:

Knowledge of course content will be reinforced and be assessed in both formal and informal quizzes, projects, and writing assignments. Shorter, informal quizzes, writing assignments, activities, and writing assignments will not be assessed as individual assessments, but rather will be required to complete a final assessment. Assessment rubrics will identify which practice assignments are required for each respective assessment. Students will be clearly informed in class and/or through Google Classroom when an assignment will be formally assessed.

Extra Help:

Extra help can be accessed during Advisory Bands B and C on every day of the week except for Monday. I am always happy to set up a time to meet with you as long as it is convenient for us both! Please do not hesitate to reach out to me in person or via email to ask for questions or to let me know that you need help!

Reassessment:

Students who have not achieved proficiency are encouraged to review the material and skills and to reassess.

Students may be asked to provide evidence that they have prepared for the reassessment. Arrangements must be made in advance, before or after school, during class breaks, or during advisory. Reassessments are usually done during advisory, or before or after school when mutually convenient. Some reassessments may be done as take home assignments.

Call Back Day:

The final day of the semester will be an invite-only day for students who are reasonably close to passing but have not yet earned course credit. This means that the student can complete individual assessments in one class period (70 minutes) that could result in a change to their overall grade and receiving course credit. Students and families will be notified of an invitation to Call Back Day in advance.

Chromebooks: Chromebooks should be brought to class and sufficiently charged on a daily basis.

Classroom Expectations - Students are expected to be:

1. Prepared!

- Please come to class with your Chromebook, a binder or notebook, a folder, and a pen or pencil.

2. Punctual!

- Frequent tardiness is a disruption to your learning as well as to your fellow students. If the bell rings and you are not in the room, you are late.

3. Productive!

- You should be focused and engaged, whether we are working as a group or you are working independently.
- If you are finished with a task or are unsure of what to do, ask for clarification or directions. If you need something, just ask!

4. Participatory!

- Your experience in this class will be enhanced by frequent and enthusiastic participation. Everyone is expected to participate on a regular basis.

5. Positive and respectful!

- Maintain positive body language. This means sitting upright and making eye contact.
- Be respectful and cooperative with fellow students and teachers. Please understand that your actions may have a positive or a negative effect on your own learning or the learning of others. If you cannot behave in a respectful manner you will not be welcome in our classroom.
- If you need to use the bathroom or get a drink, please ask! Sign out when you leave the room and sign back in when you return. Only one student is permitted to be out of the room at a time.
- We will all make mistakes over the course of the semester, including your teacher! Making mistakes is an inevitable part of the learning process. Please be kind to others when they experience failure and learn from their mistakes.

Personal Electronic Devices/Cell Phone Policy:

Personal electronic devices (Cell phones, tablets, etc.) must be silent and kept out of sight. Any student violating this policy will be reminded to keep devices away during class time. Students who repeatedly violate this policy will be referred to the administration for further action, and individuals who refuse to put a device away will be immediately directed to the office.

Academic Integrity Policy:

Academic Integrity represents students' commitment to honesty and respect for themselves, their teachers, and their peers. It also demonstrates a student's responsibility for their own learning. Academic dishonesty is unacceptable.

- a. Academic dishonesty includes, but is not limited to:
 - i. Copying work from another student (past or present)
 - ii. Sharing one's work with another student
 - iii. Copying work from the internet without proper citation and/or paraphrasing.
 - iv. Re-submitting previously submitted work
- b. Infractions will result in Office Referrals and communication with parents/guardians for all students involved. Infractions will be documented and tracked across the school in all of a student's classes.
- c. Infraction consequences may include:
 - i. Redoing the assignment
 - ii. Loss of ability to earn Exemplary on those indicators/assignments
 - iii. Loss of embedded honors (Academic Dishonesty is not honorable)
 - iv. Loss of eligibility in NHS or Scholarships
 - v. Failure in the course