



# SCHOLÉ ACADEMY

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## CLASSICAL ACADEMIC PRESS

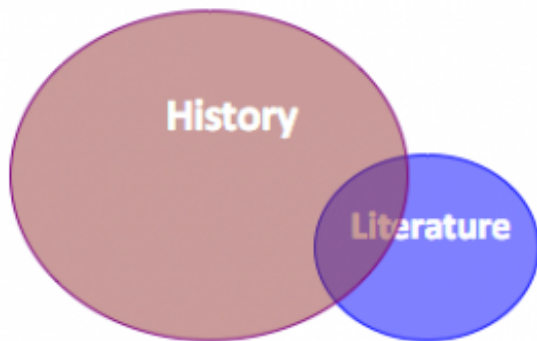
Middle School Medieval/Renaissance/Reformation History (target level: 7-9<sup>th</sup> grade)  
2019-2020

*Prerequisites: reads at or above a seventh-grade level, composes complete sentences and writes a focused paragraph, possesses basic computer skills, clearly narrates or explains a new passage he has just read, asks a good question that is inspired by a text & intuitively works through a possible range of answers, desires to walk the roads of the past and meet the men and women of our Western heritage*

### Course Description:

The history of the Middle Ages, the Renaissance, and the Reformation—a period one might also simply call “Christendom” or the “Dark Ages” or “The Age of Faith” is a dynamic period important for understanding the role that Christianity played in shaping our world and transmitting to our own time the riches of civilization.

This course introduces middle-school students to some of the classical texts or “Great Books” of the Medieval, Renaissance, and Reformation. While studying these classics, students explore the ideas, events, and cast of characters that molded the social, political, religious, scientific, economic, and technological history from the Middle Ages through the Reformation.



While this course primarily features historical study, it also integrates some study from medieval and Renaissance literature, helping students to see and enjoy the integration of both history and literature. As a middle-school course, this class gives students a familiarity with

the important ideas and achievements of these eras, exploring the ways they continue to shape our modern world. In addition to primary texts, students also read a survey text for broader context and understanding.

Students are asked to consider and engage carefully crafted questions as their window into “the Great Conversation.” Occasionally, the teacher will present historical context through brief lectures, but all other classes are seminar-style discussions on the classical texts. Students are assessed for their curiosity, participation, and diligence during discussions, as well as by means of short response papers, essays, and occasional quizzes.

This class is paired with our middle-school course on [Medieval/Renaissance/Reformation literature](#), taught by the same teacher, and scheduled back-to-back with that course in a “block.” Students who take both courses receive a discount. This course may also be taken as a standalone history study.

**Course Texts:**

The **required texts** for the course are (most available on Amazon new or used):

***The Book of the Middle Ages & The Book of Renaissance & Reformation Times*** by Dorothy Mills from Angelico Press (available on Amazon)

***The Rule of St. Benedict*** ISBN: 978-0-8146-1272-9 (\$2.95)

***The Penguin Historical Atlas of the Medieval World***

**Supplemental Reading**—*books to be read outside of class to enhance class discussion or brought to class during select course read aloud time* (list to be finalized closer to Summer):

*Joan of Arc*, Mark Twain

*The Children of Odin* by Padraic Colum

*Selected poetry, excerpts from longer texts, autobiographies, biographies, journals, and short stories*

**Student Expectations:** Students will be asked to consider and respond to carefully crafted questions as their window into “the Great Conversation.” Occasionally, the teacher will present biographical, literary and historical context through brief lectures, but all other classes will be seminar style discussions on the texts. The initial class meetings will be devoted to reviewing good study skills to support strong learners: notetaking, written summaries, written narration, formal outlining, annotation, *commonplacing*, essays, and the like. Students are assessed for their curiosity, participation, and diligence during discussions as well as by means of short response writings, essays, and occasional reading quizzes. By way of integrating literature into the discussion of history we will have some class time devoted to teacher guided read aloud and discussion of literary works of the time.

**Yearlong Course: 32 weeks, 64 classes**  
**Tuesday & Thursdays, 11:00 am EST**

**Instructor's name:** Joanne Schinstock/ Phone Number: 405-479-0399

**Email Address:** jschinstock@scholeacademy.com

Communication sent during the weekends/holidays are returned on the next school day. Please note calendar holidays.

**If there is an issue or concern that requires discussion of details, please call me directly instead of email. Email is best suited for exchange of information.** When in doubt, it is best to pick up a phone. In our frenetic times, it is convenient to send emails, but not always the best option for relationship building and problem solving.

### **Course Schedule \***

August 27       **Orientation** (see Welcome Letter for details)

September 3, 5, 10, 12, 17, 19, 24, 26

October 1, 3, 8, 10, 15, 17, 22, 24, 29, 31

November 5, 7, 12, 14, 19, 21, Thanksgiving Break (25-29)

December 3, 5, 10, 12, Christmas Break (16 – Jan. 3)

January 7, 9, 14, 16, 21, 23, 28, 30

February 4, 6, 11, 13, Winter Break (17-21), 25, 27

March 3, 5, 10, 12, 17, 19, 24, 26, 31

April 2, Holy Week/Easter (April 6-10), 14, 16, 21, 23, 28, 30

May 5, 7, 12, 14, 19, 21

**\*In case of circumstantial cancellation (illness, family emergency, etc...), I will plan to get a substitute, record a makeup session, or provide an alternative assignment in lieu of class that day.**

Please review the Scholé Academy Academic calendar for important dates. Remember September 16<sup>th</sup> is the last day to add/drop fall semester/yearlong courses unless provisional enrollment is determined during the enrollment process.

Students will be expected to keep as a record weekly lesson plans posted on Schoology. These plans describe in detail the lesson objectives, class activities, homework assignments, upcoming due dates for projects, and other pertinent information. Students should review these lesson plans each week prior to class in order to manage their learning objectives and assignments. A good way to keep track is to print and keep stored in course binder. I will strive to post lesson plans by the end of each week for the following week.

Students are expected to keep a **commonplace journal** and a notebook for class notes. The first week of school I will explain how to use both of these notebooks. (spiral notebooks are perfectly suitable)

### **Evaluation Procedures and Grading Criteria**

Teachers will often assign the following grades based on students' level of achievement: *magna cum laude* (with great praise), *cum laude* (with praise), *satis* (sufficient, satisfactory), and *non satis* (not sufficient). Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work should be designated *satis*. *Non satis* means lacking sufficiency or adequacy. Please review the Student-Parent Handbook for policy regarding traditional grades. Parents are the final authority on traditional grades.

**As noted in the Student-Parent Handbook**, the instructor and student with Scholé Academy pursue together the path of virtue and wisdom. Keeping that in mind, each student must strive to cultivate habits of **patience, constancy, temperance** and other virtues that ideally raise a student from a *satis* level to a *cum laude* and even *magna cum laude* level of mastery. As such the instructor expects students to:

- **Arrive on time for class** (Students who are late must catch up to the pace of that day which can cause confusion and setback for the student and interrupt the restful learning of others online. The instructor will not review material **that day** for a tardy student. Once a student views the recorded session, she should contact the instructor for assistance on core concepts if needed.) ***It is best for a family not to enroll their student in a course in which he or she will have to miss more than 6 classes.*** (See Student-Parent Handbook). ***All classes will be recorded and available for***

*viewing for student absences. Recordings are not meant to replace a live class.*

- **Complete work on time** in preparation for discussion to enkindle curiosity and zeal as a member of the learning community. (All assignments will be reviewed by the instructor and considered late after the due date. The instructor requires assignments submitted before class begins. **Late assignments will not receive credit beyond one week.**) Students should plan ahead for scheduled absences and ask for extensions when conflicts arise.
- **Listen and contribute to class discussion respectfully** by practicing **humility** and **love** as we delight in seeking to cultivate “affection and taste” for truth, goodness and beauty.

In general, tardiness, speaking over others, forgetting assignments, submitting assignments completed in a rush, poor penmanship, and ultimately encountering the task of learning with a passive attitude (lack of participation or completion of work) do not typify *restful* learning. As members of Scholé Academy we are responsible for how our attitudes and affections influence the learning community.

*Please remember restful learning consists of accurate expectations, accurate preparation, and accurate attitude.*—Joelle Hodge, principal of Scholé Academy

**On the “classroom” environment: My commitment to you ...**

“Augustine described education as essentially teaching students to “love that which is lovely,” following on Plato’s idea that affections and taste must be cultivated.” (Student-Parent Handbook) As your instructor, I will endeavor to model and foster virtues of successful learning, including love, humility, patience, constancy, perseverance, and temperance. (See “**My Philosophy of Education**”)

**The Virtual Classroom:**

Scholé Academy uses free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio and an interactive whiteboard in which texts, diagrams, video, and other media can be displayed and analyzed. Once enrolled, student will be emailed a link that will enable them to join the virtual classroom.

**Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com).**

**A final word**...Students with questions or concerns not addressed in this course syllabus are invited to contact me by phone. (**Direct line: 405-479-0399**; Weekday phone calls made after 3pm EST are typically returned the next day. I return weekend calls on the next business day.)

*“As we seek to recover and renew the scholé tradition of education, we know that we will misstep and veer from this path—after all we don’t know the path nearly as well as we would like. Still, we believe that finding and walking that path will be enriching to students, parents, and teachers. As we seek to recover the classical tradition of scholé, we welcome parental feedback and ideas about how we can better embody scholé in our online classes.” (Student-Parent Handbook)*