



***Middle School
American Literature
and History
Yearlong 2022-23***



Instructor: Mrs. Tisha Frost

Email: tfrost.scholeacademy@gmail.com

Class Times: American Literature Tuesdays & Thursdays 3:30pm-4:45pm ET
American History Tuesdays & Thursdays 5:00pm-6:15pm ET

Office Hours: By appointment (please include your local time zone)

ELIGIBLE STUDENTS:

Rising 6th–8th graders; 9th graders welcome.

Students are expected to have proficient reading and emerging writing skills as well as the interest and willingness to grow in discussion skills about literature and history. Students suited for this course will also be cultivating the following scholarship skills throughout this course:

- Actively engage in note-taking
- Learn annotation of text
- Apply teacher critiques
- Adhere to deadlines
- Be responsible for class and project preparedness
- Take initiative to ask questions for understanding and comprehension
- Be able (sometimes with parental guidance) to interact with Schoology, the learning management system used by the Academy, to view homework, post assignments, view feedback, etc.

The understanding is that students' will grow in these scholarship skills throughout the course.

SCHEDULE FOR AMERICAN LITERATURE AND HISTORY:

Class Times: Classes will take place on Tuesdays and Thursdays:

- American Literature 3:30pm ET 60-75 minutes (32 weeks and 64 classes)
- American History 5:00pm ET 60-75 minutes (32 weeks and 64 classes)

Class Dates: Orientation will be Tuesday August 30th at regular class times

Class begins Tuesday September 6, 2022 and ends Thursday May 25, 2023

No class on: Thursday Nov. 24, 2022 (Thanksgiving)
Thursday December 22, 2022 (Christmas break)
Thursday December 29, 2022 (Christmas break)
Thursday February 23, 2022 (Winter break)
Thursday April 6, 2022 (Holy Week/Easter)

Please see <https://scholéacademy.com/academic-calendar/> for specific dates and school holidays.

**Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

COURSE DESCRIPTION:

Scholé Academy's Middle School American History and Literature courses are designed to offer a flexible yet integrated introduction to the study of American History and develop the skills necessary for independent scholarship in a restful and supportive learning environment.

These middle school courses will invite students to:

- take a closer look at various works to provide context and understanding of the broad strokes of American History and Literature
- cultivate historical thinking through the engaging study of real people and events that have helped shape the nation they call home
- consider and engage carefully crafted questions that will take them deeper into historical events, advance their thinking, and bring them into "the Great Conversation"
- connect information, seeing causes and effects, and the overall context/timeline of history

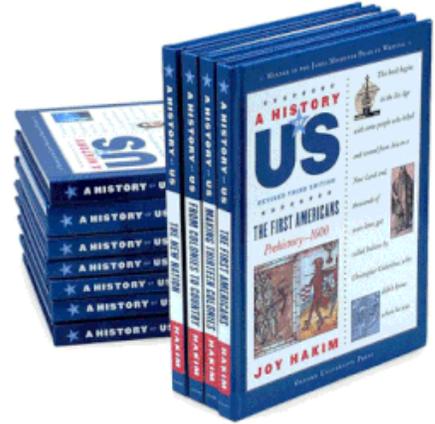
Class activities will include a combination of reviewing the readings for the week, class discussions, viewing primary sources and art, brief lectures, guided student work and responses, and student presentation.

- **Integrated**—Both classes are taught by the same teacher and meet in back-to-back sessions
- **Flexible**—students may take one or both modules (either simultaneously or successively)
- **Introductory**—no background knowledge is assumed or required
- **Survey**—students will gain a broad perspective on civilization
- **Restful**—a modest selection of texts read slowly and carefully; multum non multa

REQUIRED COURSE TEXTS:

American History:

- *A History of US: Ten Volume Set* ISBN: 0195327268
 - You can find used versions of this set but usually as separate books.
 - In addition, if your student thrives on hearing someone read aloud (perhaps while they follow along with the book), this series is available on Audible, Scribd, and audiobooks.com
- OPTIONAL: *Atlas of American History* by Rand McNall
 - ISBN-10: 0528015346
- Various fables, tall tales, and other pdfs provided by teacher



American Literature:

Any version of these books will work as assignments are posted by chapter.

- *Island of the Blue Dolphins* by Scott O'Dell
- *Witch of Blackbird Pond* By Elizabeth George Speare
- *Johnny Tremain* by Esther Forbes or *Chains (Book 1 of Seeds of America)* by Laurie Halse Anderson
- *Bound for Oregon* by Jean Van Leeuwen or *By the Great Horn Spoon* by Sid Fleishman
- *Across Five Aprils* by Irene Hunt or *Freedom Train: The Story of Harriet Tubman* by Dorothy Sterling
- *Lyddie* by Katherine Paterson
- *A Long Way from Chicago: A Novel in Stories* by Richard Peck
- *The Devil's Arithmetic* by Jane Yolen
- *Roll of Thunder, Hear My Cry* by Mildred Taylor
- *American Poetry to Read Aloud: A Collection of Diverse Poems* by M.B. Price
 - ISBN 9798686358393
- Various fables, tall tales, short stories and other pdfs provided by teacher

AMERICAN LITERATURE AND HISTORY COURSE MAP

Literature	History
<i>Quarter 1 - The Beginnings: Native Americans and the Colonists</i> September 6 – October 28, 2022	
Pre-America (Before 1600) • <i>Island of the Blue Dolphins</i> 194 pgs. Colonial Period (1630-1735) • <i>Witch of Blackbird Pond</i> 261 pgs. American Poets, Fables, and Tall Tales	A History of US • Vol. 1 Prehistory to 1600s • Vol 2. Thirteen Colonies (1600- 1735) • Vol. 3 Colonies to Country (1735-1791) - start
<i>Quarter 2 - Forming a New Nation</i> October 31, 2022 – January 20, 2023	
Revolutionary America (1735-1791) • <i>Johnny Tremain</i> 296 pgs. or <i>Chains (Seeds of America Book 1)</i> 328 pgs. Young Republic & Expansion (1783- 1850) • <i>Bound for Oregon</i> 164 pgs. or <i>By the Great Horn Spoon</i> 224 pgs. American Poets, Fables, and Tall Tales	A History of US • Vol. 3 Colonies to Country (1735-1791) - finish • Vol. 4 New Nation (1789-1850) • Vol. 5 Liberty for All (1820-1860)
<i>Quarter 3 - Civil War and Aftermath</i> January 23 – March 24, 2023	
Civil War & Reconstruction (1820-1866) • <i>Across Five Aprils</i> 224 pgs. or <i>Freedom Train</i> 192 pgs. Industrial Revolution (1871-1920) • <i>Lyddie</i> 204 pgs. American Poets, Short Stories, Famous Speeches	A History of US • Vol. 6 Terrible War (1855-1865) • Vol. 7 Reconstructing America (1865-1890) • Vol. 8 Age of Extremes (1880- 1917) - start
<i>Quarter 4 - The Explosive 20th Century</i> March 27 – May 27, 2023	
WWI/The Great Depression (1930s) • <i>A Long Way from Chicago</i> - Selections New Deal & WWII (1933-1945) • <i>The Devil's Arithmetic</i> 176 pgs. Postwar America/Civil Rights (1945-1960) • <i>Roll of Thunder Hear My Cry</i> 288 pgs.	A History of US • Vol. 8 Age of Extremes (1880- 1917) - finish • Vol. 9 War, Peace, and All That Jazz (1918-1945) • Vol. 10 All the People (From 1945)

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students of Middle School History and Literature practice a variety of complex skills which normally take many years to fully develop. Here are the skills which successful students of the course will develop at an age-appropriate level.

General scholarship skills

- **Socratic Discussion:** Formulate questions, define terms, offer examples, compare, contrast, and discover relationships between ideas
- **Inspectional Reading:** Skim, preview books, study the table of contents, search for information
- **Analytical Reading:** Identify key passages, terms, and definitions; outline a passage or short chapter; determine an author's message; evaluate key arguments
- **Mark a text:** Underline key terms; add marginal notes; annotate
- **Composition:** Keep a reading journal, compose a short narrative, respond in paragraph form to a prompt

History Skills

- **Geography:** Identify important information on historical maps
- **Timeline:** Follow a timeline of events which tells the story of the development of the United States of America
- **Research:** Become familiar with the methods of primary research used by historians and archeologists
- **Literacy:** Learn the vocabulary of the specific period (names of people groups, political entities, wars, places, and artifacts) and general historical inquiry (especially economic, religious, and political concepts)
- **Appreciation:** Cultivate a sense of gratitude for the rich inheritance of Civilization which we enjoy today: art, architecture, science, religion, medicine, literature, philosophy, mathematics, law, ethics, education, and so much more

Literature Skills

- **Reading comprehension:** Practice reading and narrating passages from intermediate and moderately difficult texts from or inspired by classical antiquity
- **Annotation:** Learn to actively read and annotate literature using these steps:
 1. circle any vocabulary words that you are unfamiliar with or that you'd have trouble explaining to others
 2. underline key phrases
 3. keep track of the story or idea as it unfolds through a timeline or summary
 4. note word patterns and repetitions or anything that strikes you as confusing or important
 5. write down questions in the margins or in your notebook
- **Literary Analysis:** Interpret texts using tools of literary analysis: character, theme, setting, plot development
- **Moral Philosophy:** Weigh the decisions of literary characters according to standards of classical and Christian virtues and vices
- **Stylistic Development:** Study and imitate the poetic and literary styles of classical authors

STUDENT EXPECTATIONS IN ACTION

1. Students are expected to come to class on time and prepared: with reading assignments completed and contemplated, all materials present, and ready to actively participate.
2. Students are expected to be engaged: listening carefully, asking and answering questions, and thinking about the matters under discussion.
3. Students are expected to submit assignments on time, completed neatly and thoroughly by submitting to the Schoology assignment window.
4. Students are expected to act responsibly: to let the teacher know if he or she will be absent and seek a way to make up for the lost class; to keep up with all reading and writing assignments, and ask for guidance and direction from the teacher whenever necessary.
5. Students are expected to be respectful to their teacher, their classmates and the material.

ASSIGNMENTS

WEEKLY

Weekly readings: Students can expect to work for approximately 2 hours each week outside of our meeting time (about 1 hour in preparation for each class). Most of that time will be spent reading, with short various assignments that focus on helping the student build their history and/or literature skills.

Weekly “remembering & reflecting”: At the end of each week, students will be asked to reflect and journal on what they learned, what surprised them, what really struck a chord with them, what they are still wondering about, and the like. At the end of each week, we will discuss this in class to help “prompt” students.

QUARTERLY

In Class Presentations: Throughout the quarter, students will be given opportunities to give informal presentations on our class material to cultivate the skill of presenting information simply and confidently in front of others.

Memory Work: Students will choose a piece to memorize (poem or part of a speech) each quarter. Alternatively, they can choose to break down a longer piece of work into 4 pieces (1 each quarter).

Projects: Students will work on their history and/or literary skills through quarterly projects. The goal of the projects will be to review material, foster deeper thinking, and build into a year-long project or portfolio for students. This will be explained thoroughly both in class and on the Schoology course page.

STUDENT EVALUATION: GRADING

While pursuing history through Scholé Academy will be “restful” and lots of fun, we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. I can assign the following grades to your student’s level of achievement:

- *magna cum laude* (with great praise)
- *cum laude* (with praise)
- *satis* (sufficient, satisfactory)
- *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 be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

As much as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the course Schoology page. Additionally, Mrs. Frost will provide a transcript of that grade to the requesting parent at the end of the year.

STUDENT EVALUATION: ASSESSMENTS & WEIGHTS

Mrs. Frost will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. Mrs. Frost will provide students with more detailed information and access to the American History or American Literature course page.

Student’s grades will be comprised of:

- Homework: 40% (Weekly Readings, Responses, Reflections)
- Class Participation: 30% (Discussions & Presentations)
- Projects: 25% (One per quarter)
- Memory Work: 5%

THE VIRTUAL CLASSROOM:

We will be using the 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, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the American History or Literature Schoology assignment page (access granted after enrollment is secured).

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the Technology in the Classroom section of the Student Parent Handbook.

ABOUT THE INSTRUCTOR

Tisha Frost has been teaching in a variety of settings over the last 20 years after following one of the best pieces of advice she was ever given, “Be who God created you to be and you will set the world on fire” (attributed to St. Catherine of Siena). This inspired her to study both history and theology during her undergraduate years. She obtained a B.A. in American Studies, with a minor in Theology from the University of Notre Dame. She also holds a Master of Education from the University of Notre Dame, specializing in Middle School and High School Social Studies. Through her experiences of teaching many students, including her own children, she has seen the need for restful education that is focused on the true, good, and beautiful.

Tisha resides in Northern Minnesota with her husband and six children. When she has a moment to herself, she enjoys children’s literature, British mysteries, good movies, and baking.