



MS Medieval, Renaissance, and Reformation History

Section 2

Yearlong (2022-2023)



ELIGIBLE STUDENTS: Grades 6-8

Prerequisites: Student reads independently at or above a seventh-grade level, composes complete sentences and writes a focused paragraph. They should also possess basic computer skills, be capable of clearly narrating or explaining a new passage he/she has just read and participating in thematic class discussions about history and literature. Students should also demonstrate a teachable spirit and a willingness to discover how men and women lived, learned, and worked in the past.

Section 1 Class Dates: Begin Wednesday, September 7, 2022 - May 24, 2023.

Class Times: Mondays and Wednesdays from 9:30 -10:45 am EST

Section 2 Class Dates: Begin Tuesday, September 6, 2022 - May 25, 2023

Class Times: Tuesdays and Thursdays from 2:00 -3:15 p.m. EST

Instructor: Fr. Chris Marchand

E-mail: cmarch34@gmail.com

SCHEDULE FOR MEDIEVAL, RENAISSANCE, REFORMATION HISTORY:

SECTION 1 CLASS SESSIONS DATES:

Classes will take place on **Mondays and Wednesdays, 9:30 -10:45 am EST** , for 32 weeks and 64 classes.

Monday August 29, 2022 at 9:30 a.m. (EST) - mandatory orientation session**

September 7, 2022 - First class session

May 24, 2023 - Last class session

SECTION 2 CLASS SESSIONS DATES:

Classes will take place on Tuesdays and Thursdays from 2:00 -3:15 p.m. EST , for 32 weeks and 64 classes.

Tuesday August 30, 2022 at 2:00 p.m. (EST) - mandatory orientation session**

September 6, 2022 - First class session

May 25, 2023 - Last class session

**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.*

***Brief orientation sessions are held for each course offered by Scholé Academy. Students and their parents/guardians are required to attend. Unless otherwise noted by the instructor, orientation sessions are held one week prior to the first day of class for any given course.*

OFFICE HOURS: In addition to scheduled class times, I am available Monday – Thursday from 12:30–1:30 p.m. EST or on Fridays on an appointment basis. During “Office Hours” students may raise questions, seek assistance, or review class material.

COURSE TEXTS

NOTE ON HISTORY TEXTS: Not every chapter in the textbooks will be assigned. Only the chapters most relevant to course material will be required. I also supplement the readings with primary sources and excerpts from other books. PDFs of additional texts used will always be provided. Students are only responsible for obtaining required books.

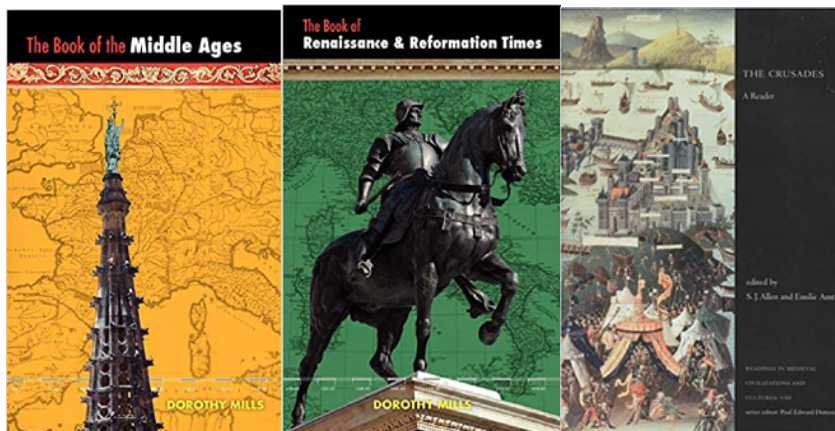
History Texts

Mills, Dorothy. *The Book of the Middle Ages*. Brooklyn, NY: Angelico Press, 2007. 1597313521 (Price Est. 15\$)

Mills, Dorothy. *The Book of the Renaissance and Reformation*. Brooklyn, NY: Angelico Press, 2007. 1597313513 (Price Est. 15\$)

OPTIONAL History Text (I will provide PDFs of sections used)

Allen, S.J. & Amt, Emilie. *The Crusades: A Reader*. University of Toronto Press, 2010.



COURSE MAP:

Quarter 1: Middle Ages 1

The Fall of Rome
Germanic culture
Byzantium and the Eastern Roman Empire
Islam
Early England
Vikings

Quarter 2: Middle Ages II

Charlamagne
Church and the Papacy
Feudalism and Knighthood
Normans and William the Conqueror
Crusades

Quarter 3: Renaissance

Medieval Trade and Travel
The Black Death
Thomas Aquinas
Scholasticism
Dante
Renaissance (Art, music, architecture)
Humanism

Quarter 4: Reformations

Martin Luther
Protestantism
English Reformation
Catholic Reformation

***Note on Course Map:** This breaks down a basic outline of the topics covered in the course. A tentative reading schedule will be provided at the beginning of the school year to give students and parents an idea of the kind of workload to expect. However, the instructor reserves the right to adjust the reading schedule throughout the year in order to maintain a deep, yet restful approach to learning in accordance with Scholé Academy learning philosophy.

COURSE DESCRIPTION:

This course introduces the students to the ideas, events, and cast of characters that molded the social, political, religious, scientific, economic, and technological history and literature from Medieval, Renaissance and Reformation Europe. This class is paired with a corresponding literature class, taught by the same teacher, and scheduled back-to-back in a “block.” Students who take both courses receive a discount. Either course may also be taken as a stand-alone course. Because of this arrangement, and the nature of history and literature, there will necessarily be overlap between the two classes. This integrative experience of history and literature is one of the benefits of the classical model.

I believe that the Biblical mandate to “love thy neighbor” extends even to human beings that came before us. We desire to know and understand how people in the past lived, what they valued, and how they made sense of the world. Augustine wrote that humans are defined by their loves. We can get a sense for the “loves” of past people and cultures by studying their world and by reading the works that they read. This is an act of Christian charity or love that should stir us to humility and gratitude. My hope is that students come out of this course with a historical mindedness that produces a deeper love of God and love for our neighbor.

The main geographical focus of this course will be on Europe, but will also include portions of the Middle East, Africa, Asia, and the Americas when relevant. Western culture did not exist in a vacuum but was shaped by exchanges and encounters with the broader world before it became the cultural tradition that we inherited. Each class period is intended to be primarily seminar/discussion style. The instructor may open a history class with a traditional lecture-style lesson to provide historical background and context, but the intention is to keep the classes dialogue-driven.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

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

- Actively and independently engage in note-taking. *(Since this is a skill that requires practice, I do not expect them to have mastered this. They should at least be willing to improve this skill. There will be opportunities throughout the course for them to receive guidance on this).*
- Reads independently, using annotations and underlining to highlight important or unclear information. *(Again, this is a skill that requires practice. We will be cultivating this throughout the course).*
- Receive and apply teacher critiques
- Adhere to deadlines
- Be responsible for class and project preparedness
- Take initiative to ask questions for understanding and comprehension

STUDENT EXPECTATIONS IN ACTION

Students are expected to read the said materials and come to class ready to actively engage in thoughtful group lessons and discussions.

Students are expected to arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student.

All assignments will be due into the appropriate Schoology Assignment folder prior to the start of class each day. Students turning in late work will earn a 10% penalty for each day the assignment is late. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window.

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) 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 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. Therefore, traditional percentage grades will be provided and will be readily accessed on the **Medieval, Renaissance, and Reformation (MRR) History** Schoology page. Additionally, Mr. Marchand will provide a transcript of that grade to the requesting parent at the end of the year.

Here is the grading scale:

A= 90-100

B= 80-90 Points

C= 70-80

F= 69 or lower

STUDENT EVALUATION: MASTERY PORTRAIT

Students who are prepared to take this class are typically early to late teens, adolescents approaching young adulthood. This developmental stage is an interesting one, brimming with lots of new characteristics. It is imperative, then, that this course not only provide the academic components necessary to achieve mastery of the content of the class (knowledge) and skills associated with analytical thought; but to also help engage the student in development of their moral virtues. These three aspects of the course would comprise the “learning target.”

Mastery in this history course will go beyond just reading and recalling content. At the completion of this course *cum laude* students will be able to name the major people involved in the time period studied, as well as be able to explain their significance and major deeds. Apart from naming characters, *cum laude* students should be able to discuss the major themes of the period and large topics that are discussed and read about in class. In short, they should not just recall, but understand, analyze and apply what they have learned and see how it fits within the broader scope of western history. Additionally, students should be able to consistently improve in their reading ability (comprehension, speed, annotation skills, etc.), note-taking ability, and critical thinking ability (especially in a verbal communal setting). Students will be guided in truth, goodness, and beauty throughout the course and to see the various topic both in their own light, and in the greater context of Christianity.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Mr. Marchand will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the *Medieval, Renaissance and Reformation History* course page.

Student’s grades will be comprised of:

1. Exams: 25% (four, fifty-point exams spread out over the course of the year)
2. Class Participation: 15 %
(This includes consistent reading quizzes, reading logs, and discussion grades).
3. Homework & Response Papers: 35 %
4. Projects: 25 %

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy’s Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not

common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

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.

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.

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 *Medieval, Renaissance, and Reformation History* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR:

Chris Marchand (pronounced mar-shan) is a music pastor and priest within the Anglican Church in North America (ACNA), serving in Peoria, Illinois. He holds a Master of Theological Studies and a Master of Arts in Music Ministry from Garrett Evangelical Theological Seminary, and was trained as a hospital chaplain in a residency program at Saint Francis Hospital. A former headmaster and teacher at Aletheia Classical Christian School, he has taught humanities, history, science, and government courses. He is married to Elisa and they have four children. The author of *Celebrating the 12 Days of Christmas: a guide for churches and families*, he also produces podcasts, composes music, and loves to discuss anything related the arts and his favorite sport tennis.