

ANCIENT WORLD



Mrs. Williams

August 2020

Welcome to Ancient History!

I am so excited to be your child's history teacher this year. I promise to work as hard as I can to make distance learning an engaging place your child looks forward to each day. I can't promise there won't be bumps in the road, but there will be lots of love and laughter. School starts virtually on August 12th. We'll be using Microsoft Teams for live instruction, and Google Classroom as our primary method of instruction. If you are unfamiliar with those platforms, please let me know and I'll do my best to help you.

The Curriculum

The Ancient World is full of fascinating history. We'll be learning a great deal about the origins of the human species, the development of cities, and the unique cultures that have influenced our modern world.

Q: What are we learning first?

A: The first unit is called Historian's Handbook and is a skill-builder unit. We'll be working on reading maps, understanding timelines, and creating our own diagrams.

Supporting Students Emotionally

The first two weeks of school are about building community and creating a classroom culture where students feel confident asking questions, reaching out to their peers and teacher, and embracing their serious or silly selves without judgement.

Q: What are we doing?

A: Social-Emotional activities that help to show commonalities among student interests.

Q: How are we doing that?

A: Students will be asked to complete a Google Forms Survey so I can get an idea of who they are, what they like to do, and their comfort level with the instructional tools that are available. We will also be completing various activities designed to show our Uncommon Commonalities.

Contact:

Email: rwilliams@fcusd.org

Phone: I'm working on getting a Google Voice account.

A Little About Me!

Some of my favorites...

Color: *Green*

Food: *Mexican (Chipotle!)*

Hobbies: *Writing, cross-stitch*

Drinks: *Coffee and Dr. Pepper*

Season: *Fall*

Sport: *Baseball (Go Giants!)*

Outdoor activity: *Running*

Authors: *Rothfuss, McCaffrey, Sagara, Butcher*

University: *Long Beach State*



Me and my family at Burney Falls this summer.

Monday

Check-In with each class
Synchronous and
Asynchronous learning

9:15- 9:35	1st Period (20 min)
9:40- 10:00	2nd Period (20 min)
10:05- 10:25	4th period (20 min)
10:25- 10:40	BREAK (go for a walk!)
10:40- 11:00	5th Period (20 min)
11:05- 11:25	6th Period (20 min)
11:30- 11:50	7th Period (20 min)
11:50- 3:00	Lunch and Asynchronous learning

Tuesday Through Friday

Longer synchronous learning time with asynchronous learning at
the end of the day.

	Tuesdays and Thursday	Wednesday and Friday
7:30-8:15	0 period (45 Min)*	0 period (45 Min)*
8:30-9:30	1st period (60 min)	5th period (60 min)
9:40- 10:10	Advisory (30 min)	Advisory (30 min)
10:20- 11:20	2nd period (60 min)	6th period (60 min)
11:30- 12:00	Student Activities/ Intervention	Student Activities/ Intervention
12:00- 1:00	Lunch	Lunch
1:00- 2:00	4th Period (60 min)	7th Period (60 min)
2:00-3:00	Asynchronous Learning	Asynchronous Learning
Total Instructional Minutes	Mondays: 120 Synchronous/130 asynchronous Tuesday-Friday: 210 synchronous/90 asynchronous each day *Zero Period is optional; ONLY students who have zero period must attend.	

Folsom Middle School Mission:

At Folsom Middle School we provide a safe environment where all students are able to learn and grow and are empowered to make responsible life choices.

Folsom Middle School Vision:

Students, staff, and families work collaboratively to prepare students to be academically, socially, and emotionally capable. Students will develop appropriate coping skills and be able to communicate, be creative, think critically, and work individually and as a team to be prepared for future success.



FMS EXPECTATIONS

For live teaching sessions:

1



Have all materials ready for class.

2



Arrive on time to live (synchronous) class meetings on time.

3



Dress appropriately for a classroom environment.

4



Mute your mic when you're not speaking. Be respectful of the learning environment.

5



Use the chat or raise your hand when you have a question or need the teacher's attention.

6



If you cannot attend a live (synchronous) session, contact your teacher as soon as possible. You are responsible for completing any missed work during your asynchronous time.

7



Find a space where you can be productive with as few distractions as possible.

8



Remain in your work space for the entirety of the live (synchronous) session.

“Coming together is a beginning. Keeping together is progress.

Working together is Success.

-Henry Ford

Grading

40% Practice - all formative coursework. Learning targets and notebook checks fall into this category.

60% Mastery—This includes tests and projects.

Recommended Materials*

- Single subject spiral notebook.
- Colored Pencils
- Markers
- Glue sticks
- Plenty of pens/pencils

*If we ever return to the classroom.

Some Definitions

Learning Targets: Questions asked through Google Classroom that are designed to gauge student understanding. These are revisable for earned credit throughout the course of a unit.

Notebook Check: a 'quiz' on the organization of the Digital notebook (physical if/when we return to the classroom).

Syllabus

Course Description: This course provides a general overview of the early history of mankind. We will be exploring the past from early hominids through the rise and fall of the Roman Empire. The first trimester will be focused on early man, the Cradle of Civilization, and Egypt. Second trimester will be the origins of Judaism, Greece, and Rome with specific focus on the types of government in the last two civilizations. Third trimester will focus on India, and China. Our overarching question for the entire year is “what does it mean to be ‘civilized’?” a question that we will revisit numerous times.

Course Work: We will be utilizing a Digital Interactive Notebook through Google Classroom. Each student will be assigned their template, and edit their own work from there. Cooperative learning is encouraged, though each student is responsible for their own work. If we ever return to the classroom, this digital notebook may be replaced with a physical one.

Exams and Grades: Students will be evaluated on their ability to recall, explain, and evaluate the materials presented. Assessments will be drawn from lecture, readings, skill work, map work, and classroom discussions. Assessments will be given at the conclusion of each unit. Quizzes will be given at varying intervals. Each unit will be graded independently, though all units in one trimester will be combined for a final trimester grade.

Finally, I will expect you to understand and follow the "3 R's" in the class (yes, even the digital class):

Responsibility - I strongly believe that every one of my students has the ability to succeed-not only in academically, but in all their chosen endeavors. I will teach you the skills you will need to succeed at Folsom Middle School and later in high school or college, but it is YOUR responsibility to see to it that you are in class on time every day, attentive, and prepared for the day's lesson.

Respect - all students will show respect for each other's person, opinion, and property, in addition to demonstrating a concern for the feelings of others. That means listening to points of view that may differ from your own and accepting the right of others to voice that opinion using appropriate language. It means, in short, making “RESPECT” your way. Not simply because you are told to do so, but because it is in your individual and our collective interest to be respectful and respected.

Rights - each student that enters my classroom has the right to expect my full attention to the lesson at hand in addition to providing a safe classroom atmosphere that fosters learning. If a student chooses to interfere with my teaching or another student's learning, I reserve the right to ask that student to leave my classroom (followed by an appropriate consequence).