



Portland Public Schools  
Middle Level  
Syllabus Template

School Year 2011 - 2012

Teacher: David Llewellyn		School: Mt. Tabor Middle School	
Subject: Social Studies	Course Title: The Medieval World and Beyond	Grade Level(s): 7th	
Is high school credit an option for this course? <input type="checkbox"/> Yes			
Prerequisites: None			
Course description: Ancient Civilizations: The decline of the Roman Empire through The Enlightenment, plus Presidential Election			
Priority Standards (optional in 2008):  Explain how cultures change to accommodate different ideas, beliefs and environmental differences.  Analyze a wide range of historical sources and engage in historical analysis and interpretation.  Understand the development of the empires and kingdoms of sub-Sahara Africa, Imperial China, Feudal Japan and the early Native American civilizations.  Demonstrate knowledge of concepts such as role, status and social class in describing the interactions of individuals and social groups.			
Schedule of topics/units covered:  1) Decline of the Roman Empire 2) Medieval Europe 3) American Presidential Elections 4) The Crusades 5) West Africa 6) China 7) Feudal Japan 8) Incas 9) Aztecs 10) Mayans 11) Renaissance 12) Enlightenment			
Academic Vocabulary (optional in 2008):  Stereotyping, human and environmental interactions, conformity, Feudalism, Republic, Cathedrals, belief systems, primary and secondary resources, global			

issues
District adopted materials  History Alive! : The Medieval World and Beyond
Supplemental resources:  Renaissance for students DVD series, The History Channel: various materials and Political Candidate web-page and brochures.
Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):  Individual feedback on expectations and performance, Flexible grouping, Combining creative thinking and learning, Frequent check-ins, Modify learning to achieve greater depth, Elicit/identify the purpose or importance of the lesson. Extensions, higher level of questioning and thinking (creating depth and complexity) and applying Blooms Taxonomy.
Final proficiencies:  Students demonstrate proficiency in the skills of group discussion, collaboration, and presentation and are scored on a rubric (i.e. on a 6-point scale, 4 meets.)  Students demonstrate that they have met expectations for each unit or chapter through one or more of the three sections of the unit or chapter assessment. Assessments include a multiple-choice section and, generally, a Multiple Intelligence section, and a written section.
Essential skills to be taught or assessed: <ul style="list-style-type: none"> <li>Read and comprehend</li> <li>Write clearly and accurately</li> <li>Listen actively and speak clearly</li> <li>Think critically</li> <li>Personal management and teamwork</li> <li>Use technology</li> <li>Civic and Community Engagement</li> <li>Global Literacy</li> </ul>
Assessment/evaluation/grading policy:  Standards based assessment

Behavioral expectations: Respect and manners expected at all times
Safety issues and requirements: Safe behaviors shown at all times
Signature of instructor completing this form:
Administrator Approval: <i>By approving this syllabus the administrator verifies that</i> <ol style="list-style-type: none"><li><i>the course code written on this form is accurate and that this code has been correctly placed into eSIS by the school's data clerk.</i></li><li><i>the teacher listed on the syllabus meets the endorsement requirements as set forth by ODE and NCLB.</i></li><li><i>the course meets the requirements of the District required core curriculum including standards.</i></li><li><i>the teacher is using District adopted materials or has been approved to use other resources.</i></li></ol>