

ST. PHILIP NERI SCHOOL DISTANCE LEARNING PLAN

JUNIOR HIGH

MS. ALVAREZ

SOCIAL STUDIES AND RELIGION

CONTACT TEACHER:

- ❖ EMAIL: Salvarez@stphilipneri.net
- ❖ PHONE: (562)507-1074
- ❖ OTHER: Remind app

please make sure you have joined using your student's class code

6th grade: spngrade6

7th grade: spngrade7

8th grade: spngrade8

TEACHER OFFICE HOURS:

- ❖ Monday – Friday 8AM- 3PM

TYPE OF DISTANCE LEARNING:

- Synchronous - corresponds to a normal school day; live online sessions
- Asynchronous - students have limited or no direct teacher contact; recorded sessions
- ***Hybrid - students will have opportunities for both synchronous schooling and some asynchronous**

EXPECTATIONS:

- ❖ **PARENT EXPECTATIONS** - Parents can support their child(ren)'s learning by doing the following as best as they can:
 - Parents will read all communications weekly sent by the school and teacher weekly. If there are any questions, please let us know.
 - Parents will provide internet access for their students (if possible); If not, please communicate with the teacher so that paper packets can be given.
 - Provide an environment conducive to learning (access to technology, quiet, and safe).
 - Review and ensure that students read carefully the daily and weekly expectations for each class
 - Observe and remain updated on communication with teacher and school
 - Monitor the time spent engaging in online and offline learning
 - Engaging in conversations with their child on posted materials and assignments.
 - Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- ❖ **STUDENT EXPECTATIONS** -
 - Students will check teacher communications daily to keep track of learning activities assignments, and assessments.
 - Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher(s).

- Identify a comfortable and quiet space to study/learn.
- Students will share what is expected and the tasks for the day with their parents.
- Students will try their best to complete all assigned tasks
- Students will abide by the normal academic expectations and policies.
- Engage in all learning posted with academic honesty.
- Submit all assignments in accordance with provided timeline and/or due dates.
- Ensure own social and emotional balance by keeping healthy habits.

DISTANCE LEARNING POLICIES AND PROCEDURES:

❖ Class Schedule:

- Tuesday mornings: teachers post schedule for parents on schoolspeak; students will receive work through google classroom
- Daily Morning Meetings
 - Daily meetings will begin with the homeroom teacher at 9 am, then students will rotate to next class at 10 am, finishing with last teacher of the day at 11 am.
 - See schedule posted on weekly calendar for links and specific times for your student
 - **Purpose:** review work, explain upcoming assignments, check for understanding, etc.
- Live Sessions - answering questions/check for understanding
- Recorded Sessions - mini lessons
- Assessment Days - teachers will announce small quizzes in a variety of formats at the end of a lesson or end of the week

❖ ATTENDANCE:

- Attendance will be taken for each zoom meeting to track participation
- Parents must communicate with teachers if a student will not be participating at all
- Parents of students not participating may be contacted by the teacher and office to check and follow up

❖ WEEKLY WORK SCHEDULE AND ASSIGNMENTS:

- Daily Assignments: Math, Language Arts (Reading, Writing)
- Science, Social Studies, Religion(2 days a week using block schedule format)
- Electives: (2 days a week): Art, Physical Education/Health
- Homeroom/Check in:
 - Social emotional Learning - Theme of the Week

❖ GRADING:

- Schoolspeak gradebook will be posted and published every 2 weeks
- Students will receive feedback via Google Classroom and will have the option to revise work if needed
- Grading Criteria: Overall grades will be determined by
 - 40% Assignments - Credit/No Credit
 - Types of assignments will vary but may include reading and video responses on a variety of G Suite platforms, flipgrid and padlet responses, discussion posts, Google Forms, etc.

- Classwork will be graded on a credit/no credit basis using the following rubric:

Score	Criteria
15	Exemplary: Expertly supports a claim with reasons and evidence, or explains, or examines a topic/idea with exceptional clarity.
12	Proficient: Supports claims with clear reasons and relevant evidence, or clearly and fully explains or examines a topic/idea.
9	Developing: Partially supports a claim with some reasons, or partially explains or examines a topic/idea with some clarity
4	Emerging: Doesn't make a claim, or doesn't clearly explain or examine a topic/ idea
0	Missing: Did not attempt to complete any work

- 40% Assessments

- Types of assessments will vary but may include the use of Google Forms, short responses, projects, verbal responses while conferencing with the teacher, quizz scores, etc.

- 20% Zoom Participation

- ❖ Course Topics

- Social studies content is covered in conjunction with ELA Common Core Standards including:

CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5
Describe how a text presents information (e.g., sequentially, comparatively, causally)

CCSS.ELA-LITERACY.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.RH.6-8.10
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

- The following is a general outline of course topics and objectives that will be covered for the remainder of the year:

6th Grade

Week	Dates	Social Studies	Religion
4	April 21 - 27	Topic: Ancient China Learning Objective: explain how the silk roads led to the globalization of the ancient world	Topic: Prophets Learning Objective: define key vocabulary
5	April 28 - May 4	Topic: Ancient Greece Geography Learning Objective: Analyze the impact of geography on daily life in Greece, including the economy and city-states	Topic: Prophetic Promise Learning Objective: Explain what prophets did and explain the need for prophets today
6	May 5 - 11	Topic: Ancient Greece Religion Learning Objective: Explain how religion impacted daily life in Greece	Topic: The Gospel Message Learning Objective: Describe ways in which Jesus shared the Good news of Salvation
7	May 12 - 18	Topic: Types of Governments in Greece Learning Objective: Explain the function of different types of governments in city-states and determine the value of each type of govern	Topic: The Early Church Learning Objective: Describe the role of Apostles in establishing the early Church
8	May 19 - 25	Topic: Expanding the Empire Learning Objective: Describe how different conflicts and leaders led to the expansion of the Greek Empire	Topic: The Body of Christ Learning Objective: Explain what the marks of the Church mean and how we can live them
9	May 26 - June 1	Topic: Greek Achievements Learning Objective: Compare teachings of Greek Philosophers	Topic: The Greatest Commandment Learning Objective: Describe ways that Jesus taught us to treat others and explain how we can live these teachings
10	June 2 - 8	Topic: Rome Geography Learning Objective: Analyze the impact of geography on daily life in Rome	Topic: Justice and Peace Learning Objective: Analyze the relationship between justice and peace when promoting human dignity
11	June 9-12 Last Week of School	End of the Year Wrap-Up	End of the Year Wrap-Up

7th Grade

Week	Dates	Social Studies	Religion
4	April 21 - 27	Topic: Japan and Isolationism Learning Objective: explain the cause and effect of Japan's turn to the policy of isolationism	Topic: Christ our Savior Learning Objective: Define key vocabulary
5	April 28 - May 4	Topic: Medieval Europe Geography Learning Objective: Analyze the impact of geography on daily life in Medieval Europe, including Europe's turn to feudalism as a political and economic structure	Topic: Christ our Savior Learning Objective: Recognize that Jesus Christ is our Savior, Redeemer, and Messiah
6	May 5 - 11	Topic: Medieval Europe Political Structure Learning Objective: Create a journal detailing	Topic: The Church Learning Objective: Identify characteristics of

		daily life of in feudal system	disciples today and how we fit that mold
7	May 12 - 18	Topic: Europe and Religion Learning Objective: Determine how the Church became a unifying power in Europe and how it shaped life	Topic: We are One Learning Objective: Explain why we say that the Church is “One” and how we can exemplify that mark of the Church
8	May 19 - 25	Topic: A Shift in Daily Life Learning Objective: Analyze the cause and effect of the plague in Europe	Topic: We are Catholic Learning Objective: Explain why we say that the Church is “Catholic” and how we can exemplify that mark of the Church
9	May 26 - June 1	Topic: Renaissance Learning Objective: Analyze the cause and effect of the Renaissance on daily life and arts	Topic: Freedom and Responsibility Learning Objective: Explain how and why we need to make moral decisions in spite of our freedom to choose to do otherwise
10	June 2 - 8	Topic: Reformation Learning Objective: Analyze the cause and effect of the Reformation	Topic: Respecting Life Learning Objective: Explain how and why we are called to respect all life
11	June 9-12 Last Week of School	End of the Year Wrap-Up	End of the Year Wrap-Up

8th Grade

Week	Dates	Social Studies	Religion
4	April 21 - 27	Topic: Early Republic Learning Objective: Analyze changes and continuities in America’s foreign policy and determine how it shaped America during Jefferson's Presidency	Topic: One in Christ Learning Objective: Identify characteristics of disciples today and how we fit that mold
5	April 28 - May 4	Topic: Madison and Monroe Learning Objective: Analyze how the War of 1812 and the Monroe Doctrine reflected changes and continuity in America’s foreign policy	Topic: One in Christ Learning Objective: Explain why we say that the Church is “One” and how we can exemplify that mark of the Church
6	May 5 - 11	Topic: America’s Differences Learning Objective: Compare and Contrast life, economy, and politics of people in different parts of America	Topic: The Church is Apostolic Learning Objective: Explain why the Church is called Apostolic and how it carries out its mission through apostolic succession
7	May 12 - 18	Topic: Road to War Learning Objective: analyze multiple causes and first events of the Civil War	Topic: The Church is Catholic Learning Objective: Explain why we say that the Church is Catholic and how we can exemplify that mark of the Church
8	May 19 - 25	Topic: Civil War Learning Objective: analyze primary sources to describe key events and multiple perspectives during the Civil War	Topic: Honoring God Learning Objective: Explain how and why we are called to follow the first three Commandments

9	May 26 - June 1	Topic: Reconstruction Learning Objective: analyze the character and lasting consequences of Reconstruction	Topic: The Dignity of All Learning Objective: Explain how and why we are called to respect human dignity
10	June 2 - 8	8th Grade Activities	8th Grade Activities
11	June 9-12 Last Week of School	Last Week of School!	Last Week of School!

❖ WHO TO CONTACT FOR ISSUES

- Class tech apps, software and platforms - contact teacher
- School gmail accounts - contact teacher
- Schoolspeak - contact office
- School devices- contact teacher

❖ RESOURCES AND TEXTS TO BE USED:

Subject	Textbook	Websites, Software or Apps Used
Religion	Grades 6,7,& 8 will continue to use their grade level textbook: <i>Alive in Christ. Our Sunday Visitor.</i> -Electronic versions will be posted online	Google Classroom (see below for further information about Google Classroom)
Social Studies	We will use electronic resources in place of textbooks	Google Classroom (see below for further information about Google Classroom)

- The Junior High team will use Google Classroom as a platform for students to post and submit work
- Google Classroom is a platform that incorporates G Suite for educational purposes. Students can access everything they need for a class, including homework assignments, group projects, files, and links for websites.
 - All assignments will be posted on Google Classroom. Links to other websites will also be found here. Teacher will grade and post feedback and comments on applicable assignments.
 - Parents are able to connect to student accounts to receive daily reports on upcoming and missing assignments. Please contact the teacher if this is something you are interested in.

❖ TECH RESOURCES FOR STUDENTS AND PARENTS:

- Parent resources will be posted on:
 - Schoolspeak
 - School announcement page
 - Class page
 - School website: www.stphilipneri.net

- Parent resources tab

➤ TECH USE (VIDEO TUTORIAL LINKS PROVIDED BELOW):

- Zoom ([Linked Here](#))
- Google Classroom ([linked here](#))

❖ ONLINE SAFETY GUIDELINES

- In order to promote a safe and secure meeting space, St. Philip Neri is using best Zoom practices for all student sessions. Please contact your student's teacher if you have any concerns regarding Zoom.

❖ ONLINE CLASS PROCEDURES

- Behavior Grade on Trimester 3 Progress Report and Report Card will be assessed during online class sessions
- Regular classroom norms are still expected
- Students should make sure that their microphones are muted unless asked to otherwise
- The chat feature is used to ask questions, not to have private conversations or to spam
- Cameras should be on and names should reflect first and last name ONLY
- Students are to make sure that they are ready for class by having assignments done before meeting

❖ ACADEMIC HONESTY

Acts of academic dishonesty include: plagiarism, copying assignments, homework, or test answers from other students, using unauthorized aids on examinations, or signing or misrepresenting a parent's/guardian's signature are regarded as serious offenses. Students charged with academic dishonesty are subject to: a lowering of their grade, academic and or disciplinary probation, suspension and/or dismissal. The Principal and classroom teacher will determine the penalty. Parents will then be informed.

- ❖ HOW TO ASK FOR HELP: Please feel free to message me if you or your student have any questions or concerns. I am available during my office hours, and you can expect a reply on the next school day if you send anything beyond the office hours listed above.