



# Mr. Kovalenko

## 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Advanced Social Studies

### **Classroom Expectations**

#### **Classroom Citizenship**

A key concept in social studies is the idea of citizenship. Students play a role in creating and maintaining a safe, orderly and productive classroom by following these rules and expectations.

#### **Respect**

- Respect yourself.
- Respect people—including their ideas, opinions and personal space.
- Respect all property that is not your own

#### **Effort and Organization**

- Come to class prepared and with necessary materials.
- Turn in assignments on time.
- Help and encourage others.

Additional classroom procedures will be discussed in class.

### **Curriculum Information**

#### **Sixth Grade**

The focus of sixth grade Advanced Social Studies is ancient civilizations and their enduring legacy. We will begin our year with a unit on geography, because the settlement and development of these ancient civilizations were greatly influenced by geography. Students will explore the major civilizations of Mesopotamia, Egypt, Israel, India, China, Greece and Rome. They will analyze the ways in which these civilizations have influenced culture and history right up to the present day. The student textbook, *The Ancient World*, is available in both traditional and online formats. Students will be given Student Learning Plans to guide them toward mastery of grade-level standards. Their path to successful learning will include at-home activities such as reading assignments, studying for quizzes, and projects. Our in-class activities will include hands-on and group activities. At the end of the year, students will complete a capstone project and paper on a topic of their choosing.

## Seventh Grade

Seventh grade students will experience a holistic curriculum that combines history, physical and human geography with an increased focus on skill development. The year will begin with the development of feudalism in Europe and end with an exploration of the Reformation, Renaissance and the Enlightenment. In between those time periods, students will examine the history and impact of Imperial China and Japan, explore the growth and influence of Islam, and then shift to Western Hemisphere to learn about Aztec and Mayan cultures. The student textbook, *The Medieval World and Beyond*, will be in both traditional and online formats. Students will be given Student Learning Plans to guide them toward mastery of grade-level standards. Their path to successful learning will include at-home activities such as reading assignments, studying for quizzes, and projects. Our in-class activities will include hands-on and group activities.

## Eight Grade

Eighth grade Advanced Social Studies is a high school level course that centers on American history. We will begin with an overview of world history from the 1700s to the present. With that larger context in place, students will then drill down to spend the rest of the year examining the events that were occurring in the United States during that time. Student will use two textbooks: *World Connections* and *Pursuing American Ideals*. These textbooks will be in both traditional and online formats. Students will be given Student Learning Plans to guide them toward mastery of grade-level standards. Their path to successful learning will include at-home activities such as reading assignments, studying for quizzes, and projects. Our in-class activities will include hands-on and group activities, evaluating primary sources and class discussions. Progress towards standards will be based heavily on chapter quizzes and reflections, and essay and multiple choice assessments, and written essays. There will also be occasional opportunities for dual credit assignments with Advanced ELA.

Eighth grade students are eligible for high school credit for Harrisburg High School. There are specific GPA implications for this course. Please see the “Special Note for Eighth Grade” under the Grading section.

## Grading

Please refer to the Harrisburg [Middle Schools Standards-Based Grading Handbook](#) for details on grading. From that document, the grading scale for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students will be:

Grade	Percentage
Meets Standard (M)	90% and above
Progressing (P)	80 - 89.5%
Emerging (E)	70 – 79.5%
Standard Not Met (N)	60 – 69.5%
Incomplete (I)	Inadequate work; final grade not assigned
Standard Not Assessed ( )	No scores in gradebook

### Special Note for 8<sup>th</sup> Grade Students regarding high school credit

For advanced 8th grade courses (Algebra), students will be evaluated using the middle school standards-based grading process described above. However, the high school grading scale will be used to determine the letter grade they will receive on their high school transcript. Students must achieve the minimum percentage threshold in each of the course standards in order to earn the respective letter grade (see Table 2).

Table 2. High School Grading Scale

Grade Percentage Required on Every Standard	
A	93 - 100
A-	92 - 93
B+	90 - 91
B	86 - 89
B-	84 - 85
C+	82 - 83
C	77- 81
C-	75 - 76
D+	73 - 74
D	70 - 72
D-	68 - 69

- Students must achieve the desired percentage on every standard in order to earn the respective high school letter grade.
- Students not achieving the desired percentage on every standard will receive the next highest high school letter grade.
- Students will earn a weighted 4.2 scale GPA for each advanced course credit earned.

### Redo Policy

- Students should redo work if it is not 85% or higher.
- Redos must be completed 1 week after work is handed back.
- Redos are the *student's* responsibility.
- Teachers may require evidence of further learning before allowing a redo.
- The week before quarter and semester grades, redos will be graded at the teacher's discretion.
- Students must request a redo, and teachers may deny that request.

### About Me

I have a diverse background that includes work in the fields of economic development, logistics, and small business ownership. My undergraduate degree is from the University of North Dakota. I have graduate degrees from The Ohio State University and the University of Sioux Falls. I live in Sioux Falls with my wife, Cheri who teaches Nursing at USF, and our four children, Andrew (14), Kathryn (12), Sofia (9) and Alex (6) who are students in the Sioux Falls School district.