

World History A Syllabus Trimester 1, 2018-2019

| 2018-2019 World History Teachers | | |
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Course Description

World History examines how today's events have been shaped by history. This course looks specifically at the major events, people, ideas, and concepts from the beginning of civilization through the Industrial Revolution. This is a required course for graduation. In Minnesota, social studies is seen as a discipline to prepare students for college, career, and citizenship. This class seeks to help accomplish this.

Required Materials

Students should bring on a daily basis a notebook and folder exclusively for this class, a writing utensil, and a desire to learn and be challenged.

Learning Materials

Students will be given a textbook that can be kept at home on loan until the end of the trimester.

Grading As promoters of lifelong learning, the teachers of this course place an emphasis on student learning. That said, we are required to give grades, so here's how we plan on doing this:

Formative Assessments Formative Assessments are the assignments that help prepare students for academic success. This is where the learning is formed and opportunities to practice are present occur. This is where you see if you get it or not. If you do get it, you can move on. If you don't get it, this is where we fix the issue to help you be successful.

Summative Assessments Summative Assessments are the things that measure how well you learned the material before moving on to new items of study. This is where you prove you can do it or you know it. These will usually occur at the end of a unit, and after the learning has been completed to measure how much was learned.

Reassessment Opportunities Students looking to redemonstrate mastery on summative assessments can meet with the teacher to discuss retake options. Students who retake a summative assessments must do so within one week of the date they see their score on the assessment, and under the condition that they have thoroughly completed a relearning activity to demonstrate preparation for the assessment. Your new score will replace your old score.

Trimester Grades:

| Grading Breakdown: | Grading Scale |
|--|-------------------|
| 70% Summative Assessments | A 93.00 - 100% |
| 20% Formative Assessments | A- 90.00 – 92.99% |
| 10% Common Summative Assessment (District Final) | B+ 87.00 – 89.99% |
| | B 83.00 - 86.99% |
| | B- 80.00 – 82.99% |
| | C+ 77.00 – 79.99% |
| | C 73.00 – 76.99% |
| | C- 70.00 – 72.99% |
| | D+ 67.00 – 69.99% |
| | D 63.00 - 66.99% |
| | D- 60.00 – 62.99% |
| | F 0 – 59.99% |

Grading modifications may be made for students with IEP or 504 plans.

Late Work Because the work we do in this class is preparation for the summative assessments, students should get their work done on time. If a student has a concern about getting work done on time, they should speak with the teacher BEFORE the due date. *Items not turned in on the **due date** may receive a 10% deduction. Items not turned in by the **deadline (usually day of the test)** will not be given credit.*

Absent? If a student has an excused absence, she/he has two-days to make up the work per class missed. If the student knows about an absence ahead of time, arrangements should be made with the teacher to get the work that will be missed. Students should consult their study groups, learning target sheets, weekly emails, class website, and/or the teacher for missing work.

Grades will be posted ASAP. Teachers will do their best to make the gradebook as up-to-date as possible. Students and parents are encouraged to check their grades regularly. If a student has a question about the overall grade or grade on an individual assignment, she/he should see the teacher before or after class.

Communication Students are encouraged and welcomed to address issues or concerns with their instructor. Self-advocacy is an explicit skill that will be worked on in this class. While we do understand a need for teachers and parents/guardians to talk, in most instances, conversations should begin between teacher and student.

Weather or Emergency Closings In the event that school is cancelled due to weather, keep up with your learning target packet/calendar. If you're able, check your email for any changes. If an assignment is due on

the day with no school, it will be due the following day. See your teacher right away in the morning if you had difficulties completing the assignment (i.e. there was two feet of snow and you could not go to library to type your paper).

Expectations The following values are expected from students on a daily basis:

- Relationships- As part of our classroom community, you should assume positive intentions of everyone and try to be a good person to those around you
- Respect- You should treat the classroom environment the way you would want to be treated. This includes your peers, school staff, the room itself, and the ideas and topics that guide our learning
- Responsibility- Because you are in high school, you should take responsibility for action or inaction
- Ethics- You should seek to make good choices based on the norms that govern our school and society
- Awareness- You should take responsibility to know how your decisions and choices affect you and those around you.

Finally... All school and district policies will be followed in this class (including the cell phone policy, so put your phone away which we both know is out right now...). Also:

1. I want you to be successful. Each student can learn, grow, and develop. My goal is to help you do so. If that means help you get into an Ivy, great. If that means to help you get to a passing grade, great. We have a variety of student needs in this class and I hope all students are ready for the next step in their lives.
2. Being equitable is the goal. I hope at the end of the class you feel that you were treated fairly.
3. I want this class to help prepare you for the next level. If your parents/guardians were to call your college professor, your boss, or your drill sergeant, those people will hang up on them. I will not. I would prefer to initially deal with you if you have questions or concerns. That said, I recognize that we all have a stake in your success and they play a valuable role in helping you be successful. So if you are not doing your part, I will contact them and they can contact me.
4. I've never failed anyone who has made a term-long effort to try. I don't plan on failing anyone in that situation. Students fail courses because they did not perform at a constant level of what they were capable of. If you do your best, ask questions, and make a consistent effort, you will be fine.
5. Writing and learning are a process of bettering yourself. I will not give you answers but will help you ask the right questions and find your answers. If you have questions or concerns, ask!