

World History Syllabus

For an accessible version of this syllabus contact lisa.thorn@ankenyschools.org

Ms. Thorn

Ankeny Centennial High School

lisa.thorn@ankenyschools.org

Phone: 515-965-9610

Office hours ACHS 1111: 8:00-8:20 M,T,Th,F

Textbook:

Discovery Education

Social Studies Techbook

World History (Prehistory - Present)

Accessing Online Textbook

1. Go to: google.discoveryeducation.com
2. Use your school email address to log in to Discovery Education.
3. You do not need a password or username
4. Click on the Social Studies Techbook icon
5. Go to the pull down menu and select World History (Prehistory - Present)

Course Website

Each student will have access to Canvas. It will contain instructional materials, assignments, homework instructions, weblinks, class notes, and much more.

Course Supplies

A notebook, folder, #2 pencil, pen, headphones, and school-issued Chromebook.

How students will be graded on academics:

- Letter grades will continue to be assigned for all courses in grades 8-12.
- When utilizing the Levels of Proficiency (Beginning, Progressing, Meeting, Advanced), teachers will show the connection between a student's performance on the Performance Scale to the assigned grade. This connection will be communicated at the onset of its use and throughout the learning progression for the purpose of providing feedback.



LEVELS OF PROFICIENCY

ADVANCED ADV	ADVANCED The student demonstrates learning beyond the expectations of proficiency.
MEETING MTG	MEETING The student demonstrates learning that meets the expectations of proficiency.
PROGRESSING PRG	PROGRESSING The student demonstrates learning that partially meets the expectations of proficiency.
BEGINNING BEG	BEGINNING The student demonstrates learning that begins to meet the expectations of proficiency.
INSUFFICIENT INS	INSUFFICIENT The student has not yet submitted the required amount of evidence. It is missing or it is incomplete.


ANKENY
COMMUNITY SCHOOL DISTRICT

Grading Scale for Non-weighted Classes:

Letter Grade: A
Minimum Percent: 92.5

Letter Grade: A-
Minimum Percent: 89.5

Letter Grade: B+
Minimum Percent: 86.5

Letter Grade: B
Minimum Percent: 82.5

Letter Grade: B-
Minimum Percent: 79.5

Letter Grade: C+
Minimum Percent: 76.5

Letter Grade: C
Minimum Percent: 72.5

Letter Grade: C-
Minimum Percent: 69.5

Letter Grade: D+
Minimum Percent: 66.5

Letter Grade: D
Minimum Percent: 62.5

Letter Grade: D-
Minimum Percent: 59.5

Letter Grade: F
Minimum Percent: Below 59.5

Academic Integrity

All students are expected to commit to high standards of personal and academic integrity. Students are expected to do their own work and document sources appropriately.

Guiding Practices:

Multiple and Varied Assessment Opportunities

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment method will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

Behavioral Expectations

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

For those of you accessing this document electronically, the work habits tool can be accessed online: [Work Habit Tool Online Link](#). We will be using the following performance levels

Performance Levels for Work Habits/Behavior Standards:

MS = Meets Standard

PM = Partially Meets Standard

DM = Doesn't Meet Standard

NE = No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA.

Formative and Summative Assessment:

Definitions

- **Formative Assessment:** Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:** Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.
- All summative tasks must be completed to meet the requirements for credits to be earned for the World History requirements for graduation.
- Learning tasks not completed on time will be denoted in Infinite Campus. If a student fails to hand in late work within prescribed time parameters, alternate assessments/additional work with the instructor may be required.

Tardy Policy

1st and 2nd Tardy - parent notification through Infinite Campus

3rd and 4th Tardy - teacher email to parent

5th Tardy - teacher email to parent & 15 minute detention with Ms. Thorn

6th Tardy - teacher email to parent & 30 minute detention with Ms. Thorn

7th and all subsequent Tardies - Detention with Principal

The Jaguar Creed

The Jaguar Creed is the standard of expectations for every person at Centennial High School.

We believe that a Jaguar...

- Cares first for others
- Respects the diverse natures and opinions of their peers and teachers
- Pursues excellence through hard work
- Creates a welcoming environment so every person feels valued and important
- Brings honor to themselves and their school through character and integrity
- Collaborates with peers to accomplish common goals

World History Board-Approved Standards

Standard 2- Students will analyze civic and political institutions.

Standard 3- Students will assess the role of economics on global history.

Standard 4- Students will analyze the connections between groups of people, and between humans and the environment throughout history.

Standard 6- Students will analyze causation, change/continuity and context in world history and justify their analysis.

Standard 7- Students will be able to evaluate a variety of sources based on credibility, context, and author's point of view.

World History Pacing

1st Semester

Unit 1: ❖ Renaissance ❖ Reformation ♦ Lutheranism ♦ Catholic/Counter ❖ Scientific Revolution

Unit 2: ❖ Exploration and Colonization ♦ The Americas ♦ Africa

Unit 3: ❖ Enlightenment ♦ Locke ♦ Hobbes ♦ Voltaire ❖ French Revolution

2nd Semester

Unit 4: ❖ Industrial Revolution ❖ New Imperialism

Unit 5: ❖ World War I ❖ Russian Revolution

Unit 6: ❖ Rise of Totalitarianism ❖ World War II ❖ Cold War

Historical Thinking Skills

1. Chronological Reasoning: identify cause & effect relationships, patterns of continuity & change over time, characteristics & themes in historical periods of time
2. Comparison: compare/contrast eras, events, issues, role of individuals and groups, etc.
3. Contextualization: analyze how issues, themes, events, motives, etc. connect to their appropriate historical context
4. Argumentation: craft historical arguments using appropriate historical evidence
5. Interpretation: analyze historical perspectives, especially an author's point of view; evaluate the strength of various historical interpretations
6. Synthesis: combine disparate, sometimes contradictory evidence in order to create a persuasive understanding of the past; apply historical learning to other circumstances, including the present

Literacy Standards

1. Determine the main idea of a primary or secondary source. (primary source emphasis)
2. Determine cause and effect relationship between events or ideas.
3. Analyze sources of information for the author's point of view.
4. Evaluate visual information (charts, graphs, photo, maps, etc.)

5. Compare and contrast primary and secondary sources (DBQ)
6. Make and develop a claim or counterclaim based on historical evidence.
7. Conduct research to demonstrate understanding of a historical topic.
8. Write in a variety of ways to show evidence of learning.

Learning Process

The learning process will include reading strategies, writing practice, note-taking, class discussions, creative projects, quizzes, tests and much more. Such tasks are designed to allow students to learn the content and skills necessary to be successful in the course and prepare for higher learning. Differentiation will occur whenever possible. In order to enhance student learning, we may utilize video clips from films that may be rated R, typically for violence. We make this decision carefully. An alternative task may be completed by your son/daughter if they so choose.