

World History Syllabus

Teacher: Gary J. Birdwell

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School phone: 515-965-9630

Planning periods: 2, 3, 4, & 6

Classroom: 1111

Google Classroom:

- All course materials will be accessible to students on Canvas. Students will access Canvas daily for in class work, and should check frequently for reminders and announcements.

10th Grade World History Standards:

World History Grade Level Standard #1: Students will analyze civic and political institutions

World History Grade Level Standard #2: Students will assess the role of economics on global history.

World History Grade Level Standard #3: Students will analyze the connections between groups of people, and between humans and the environment throughout history.

World History Grade Level Standard #4:

Student will analyze causation, change/continuity and context in world history and justify their analysis.

World History Grade Level Standard #5:

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

Course Scope and Content:

This class will focus on developing critical thinking skills and historical analysis as we study world history from The Renaissance to World War II. The following subjects will be studied during this course:

Semester 1:

- The Renaissance
- The Reformation and the Scientific Revolution
- The Age of Exploration
- Absolutism
- The Enlightenment
- The French Revolution and the Rise of Napoleon

Semester 2:

- The Industrial Revolution
- Nationalism
- Imperialism
- World War I
- Post World War I and the Rise of Totalitarianism
- World War II

How students will be graded on academics:

- Letter grades will continue to be assigned for all courses at the secondary level
- 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.

Optional:

Levels of Proficiency: If you are using Performance Scales to measure student learning, include the Levels of Proficiency in your syllabus along with your grading scale used to determine a letter grade.

The graphic is titled "LEVELS OF PROFICIENCY" and features a large stylized letter 'A' logo at the top left. Below the title are five horizontal bars, each representing a proficiency level. Each bar has a small icon on the left with a label: 'ADVANCED' (ADV), 'MEETING' (MTG), 'PROGRESSING' (PRG), 'BEGINNING' (BEG), and 'INSUFFICIENT' (INS). The descriptions for each level are: **ADVANCED**: The student demonstrates learning beyond the expectations of proficiency. **MEETING**: The student demonstrates learning that meets the expectations of proficiency. **PROGRESSING**: The student demonstrates learning that partially meets the expectations of proficiency. **BEGINNING**: The student demonstrates learning that begins to meet the expectations of proficiency. **INSUFFICIENT**: The student has not yet submitted the required amount of evidence. It is missing or it is incomplete. At the bottom right of the graphic is the Ankeny Community School District logo.

Grading Scale for Non-weighted Classes: *(If your class uses a weighted grading scale, please replace this information accordingly.)*

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.
- Students must have all assignments/daily work turned in to be eligible for reassessment opportunities.

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.

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