Modern World History Grade 9

Course Overview: Modern World History
Examining past events in order to understand the world we live in today. Throughout the year, students will explore the history of major world issues from around the globe from the past several centuries. This course will give students the backstory to today’s international headlines.

Units and Activities: What will we be learning about and doing in this course?
Students will engage with each general unit through inquiries of several sub-topics. Broad Unit categories may include: The Middle East, Partition of India, Food Insecurity, Climate Change, Nuclear Weapons and Africa. An example of an inquiry sub-topic under the Middle East would be Why did Iran become an Islamic republic in 1979?

Standards: What knowledge and skills will I gain by the end of this course?
This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards.

Anchor Standards:
Speaking and Listening - students will speak and listen in a variety of group sizes and settings.
Taking Action - students will respond to world, regional, and local issues
Arguing and Explaining - students will construct arguments and explanations using clear, concise, and logical language with supporting evidence.
Sourcing - students will accurately gather relevant information from a variety of sources

Content Standards: This course builds student knowledge using the C3 and Common Core standards. The content standards for Modern World History are:

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ASSESSMENT OF LEARNING, GRADING AND REPORTING:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative Assessments, Summative Assessments, and Habits of Work for Learning. The grade in this course will be based on
Formative & Summative Scores (95%) and HOWLs (5%). For more info about assessment types, scoring, and overall grade calculation, please click here.

Communication:

How Do I Know My Grades?
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Materials:
Students should have a folder or binder for organizing handouts and loose paper. GoogleClassroom will be used daily using school issued chromebooks.

Schoolwide Procedures:
Please see the Student Handbook for Procedures and Policies Due Dates and Deadlines;

Extra Credit/Retaking Assessments: This class will follow the procedures outlined in the student handbook

Turnaround Time for Grade Entry: This class will follow the procedures outlined in the student handbook

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Classroom Expectations:

Be respectful - Be responsible - Be on time - Be on task - Have fun

Each person has a voice in this class so listen respectfully and be open to the opinions of others even when they differ from your own. Be responsible for your work and behavior contributing positively to the class. Be on time so you can be a full class participant. Be on task so you are contributing to your own learning and that of your classmates. Enjoy the learning journey!