Modern World History
Instructor: Nick Wolfe, 2019-2020

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. An example of a unit would be India, with a sub-topic inquiries on the 1947 Partition and the Sepoy Rebellion. All major regions of the world will be addressed, with focused attention on historical issues related to China, Middle East, Russia, Africa, India, and the Atlantic.

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 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

Assessment Types:

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. Each is briefly described below:

Formative Assessments: Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

Summative Assessments: Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.
Habits of Work for Learning: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th>Anchor Standard: Sourcing</th>
<th>Course Standards: 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.</th>
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<td></td>
<td>Citing Evidence</td>
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<td>I can identify the claims of authors writing about a similar topic.</td>
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* scores in the "Beginning range" are well below proficient and thus they are below passing.

HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

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.

Best Way to Contact Me:
The best way to contact me is via email: nwolfe@wcsu.net. Please note that I do not have internet access at home, but will do my best to respond to emails during school hours Monday through Friday.

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!

Teacher Contact Information:
The best way to contact me is via email: nwolfe@wcsu.net. Please note that I do not have internet access at home, but will do my best to respond to emails during school hours Monday through Friday.

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ____________________________________  
Student Signed: __________________________________________  Date: ___________________

Parent/Guardian name (printed): ________________________________  
Parent Signed: ___________________________________________  Date: ___________________