

Southwest Career and Technical Academy 2015-2016

Course Expectations for World History

Teacher: Mr. Joseph P. Juliano (Room: C220)

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COURSE DESCRIPTION:

This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

COURSE GOALS:

1. To compare the interrelationships among human institutions, including political, social, cultural, religious, technological, and economic. [NS: H1.0, H2.0, H3.0, H4.0]
2. To analyze the relationship between the physical environment and historical trends and events. [NS: H1.0, G5.0, G6.0]
3. To evaluate how the arts and humanities of diverse civilizations relate to historical developments. [NS: H3.0, G7.0]
4. To assess the historical development of diverse political systems. [NS: H1.0, H2.0, H3.0, H4.0, C13.0, C16.0]
5. To cite evidence supporting the role economic systems play in determining historical events and contemporary issues. [NS: H4.0, E9.0, E11.0, E12.0]
6. To synthesize the causes and consequences of complex events such as wars, conflicts, and revolutions. [NS: H1.0, H2.0, H3.0, H4.0]
7. To investigate the impact of science and technology on human and physical systems. [NS: H1.0, H3.0, G 6.0, G8.0]
8. To apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts. [NS: H1.0, H2.0, H3.0, H4.0, G5.0, G6.0, G7.0, G8.0, E9.0, E11.0, C16.0]
9. To use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking. [NS: H1.0, H2.0, H3.0, H4.0, G5.0, G6.0, G7.0, G8.0, E9.0, E11.0, C16.0]

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COURSE REQUIREMENTS AND GRADING PROCEDURES:

GRADING POLICY

The purpose of grades is to provide effective feedback to students, parents, and the school administration about a student's progress towards mastery of the established standards for a particular course or subject. As such, other factors such as attendance, effort and behavior are not considered when calculating a student's grade. However, **excessive absences** (eight unexcused absences during a semester) will result in a loss of credit in accordance with CCSD Regulation 5113. Extra credit is **not** permitted unless the work is specifically designed to provide more evidence of a student's progress towards mastery of the established standards.

Students are graded on a 0-100 point scale, with the following grade equivalents:

90-100	= A	Consistently exceeds standards
80-89	= B	Consistently meets standards
70-79	= C	Approaching standards
60-69	= D	Emergent
0-59	= F	Does not meet standards/Evidence not provided

Throughout the semester, students are expected to complete formative and summative assessments. The Southwest Career and Technical Academy incorporates Project-Based Learning across the curriculum. Further assessments include, but are not limited to, homework, class activities, participation, lab activities, class projects, quizzes, and exams.

Project-Based Learning and the Six Tenets

The Southwest Career and Technical Academy is dedicated to assessing student learning and achievement through Project-Based Learning (PBL). The Southwest CTA uses six tenets, or beliefs, to assess student performance during each PBL assessment. These tenets are the basis of grading during each PBL project.

These tenets will also be used in the classroom setting at the teacher's discretion.

Grading Tenets for Social Studies Department

Category	Assessment Weight
Content Knowledge	35%
Work Ethic	10%
Use of Resources	10%
Teamwork and Collaboration	10%
Professional Communication	10%
Writing Skills	25%

EXPLANATION OF SOCIAL STUDIES TENETS

Content Knowledge = Historical facts, key concepts and patterns and developments throughout history will be assessed under this tenet. Assessments include: Tests/Quizzes, Content-based Homework, Projects, Various class assignments

Writing Skills = Ability to engage in clear and structured historical argumentation, including essay writing, thesis statements, document analysis and free response questions. Assessments include: In-class essays, Tests/Quiz, Homework, Projects, Schoology discussions.

Presentation Skills = Includes in-class formal and informal presentations as well as formatting and structure of class projects. Assessments include: PBL Presentations, hands-on learning activities, informal class discussions, debates, level of creativity involved.

Use of Resources = Appropriate use of primary and secondary resources, application of historical documents and references, utilization of technology, mastery of tools. Assessments include: PBL activities, reference lists, essays, free-response questions.

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Teamwork/Collaboration = Group participation, Schoology discussions, effective use of classmates as resources in cooperative learning opportunities, effective communication throughout learning activities. Assessments include: peer evaluations, task-lists, group contracts, Schoology responses.

Work Ethic = Meeting Deadlines, On-task/On-Time behavior, Satisfactory Participation (Group and Individual Level),

**These are just examples and can some tenets can be used in multiple ways and assignments throughout the school year at the teacher's discretion.*

SEMESTER EXAMS

According to CCSD regulation 5121, "Semester exams shall be comprehensive of the material covered during the semester and may be worth up to, but not exceed, 20% of the student's final semester grade. Final semester grades reflect assignments and assessments completed throughout the semester with equal weight given to each quarter in the grading period.

REQUIRED MATERIALS

- Daily planner/agenda; recommended for use in all classes.
- Supply of pencils and pens for in class assignments.
- One-inch three-ring binder or equivalent space in a larger binder with three (3) tabbed dividers and a supply of loose-leaf paper. (Binder sections: Notes/Resources, Classwork, Projects)
- Highlighter(s)
- Markers or colored pencils
- We will use technology in class on a regular basis, so any device with Internet access in class is needed.
- INTERNET access at home; if you do not have access please inform me so that we can make accommodations.

MAKEUP WORK POLICY

The following language is from CCSD Regulation 5113:

Teachers provide opportunities for students to make up missed work due to absence. Students are held accountable for the work. When a student is absent, however, the educational experiences lost during that absence may be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through makeup work.

Within **three (3) school days immediately following any absence**, secondary students are required to initiate contact with the teacher(s) to obtain appropriate makeup work. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.

LATE WORK POLICY

Late work that is considered practice (homework, class work, etc.) is accepted and graded for credit at the teacher's discretion. Late work will not be accepted unless submitted with a late work slip. **You will be provided 5 late work slips per quarter.** These slips may ONLY be used with homework assignments and class activities and therefore not valid with exams, quizzes or projects (including the PBL). All late assignments that are accompanied by a late work slip are **due 2 weeks from the original due date.** These passes may not be used for group work or large projects.

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DISCIPLINE PROCEDURES AND CITIZENSHIP GRADING:

A. Classroom Discipline Plan

The following steps in the Southwest Career and Technical Academy Progressive Discipline Plan are taken when students do not follow established rules and behave inappropriately:

- STEP ONE: Teacher-Student Conference (Warning)
- STEP TWO: Parent Contact by Teacher (Phone or Email)
- STEP THREE: Counselor Referral
- STEP FOUR: Dean's Referral

Please note: Some offenses are serious enough to warrant a referral to the Dean for the initial infraction (e.g.: physical violence, gross insubordination, truancy, etc.)

B. Citizenship Policy

Student citizenship grades are reported as follows:

- O = Outstanding
- S = Satisfactory citizenship
- N = Needs Improvement
- U = Unsatisfactory citizenship

CATEGORY	Outstanding (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Engagement	Consistently involved in class activities; contributes to overall learning process; collaborates with others and/or the teacher.	Engages in class activities, but may have to be encouraged; works with others or groups, but may not initiate collaboration.	Does not engage in class activities; rarely demonstrates initiative and may occasionally disengage from class.	Consistently uninvolved in class activities. Adamant refusal to work.
Preparation	Consistently prepared with materials; work is on time and may go beyond expectations.	Student has materials and submits work in a timely fashion and as expected.	Student may have had multiple instances of being unprepared, late work, or not completed as requested.	Consistently unprepared for class. Does not submit work on time or at all.
Behavior	Consistently respectful of both classmates and adults; Takes responsibility for individual actions; Consistently complies with school and classroom rules.	Respectful to both peers and adults. Occasionally accepts personal responsibility. Mostly complies with school and classroom rules.	Disruptive to others. Argumentative and defensive when disciplined. Disregard for school or class rules.	Consistent disrespect to classmates or adults. Regularly disruptive to learning process and violation of school or class rules. Plagiarism.

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Please **sign** and **detach** this page. Your student must **return the signed page** to the teacher listed below.

Retain the remainder of this document for future reference.

Please contact *Mr. Juliano* at 799-5766 x3370, if you have any questions regarding the information included in these course expectations.

Thank you

Joseph P. Juliano

Joseph P. Juliano
August 24, 2015

Please indicate your preference.

I give my child permission to view "PG" rated films.

I do not give my child permission to view "PG" rated films with the understanding that an alternative assignment will be given.

I HAVE READ THIS DOCUMENT AND UNDERSTAND THE EXPECTATIONS FOR MY CHILD THIS YEAR.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email Address: _____

I HAVE READ THIS DOCUMENT AND UNDERSTAND THE EXPECTATIONS FOR MYSELF DURING THIS SCHOOL YEAR.

Student Signature: _____ Date: _____

Student Name (**PRINTED**): _____