

SCA Classroom Policies and Procedures for World History 2013-2014

World History

Instructor: Sister Mara Rose

Instructor Website: <http://teachersites.schoolworld.com/webpages/SMRose/>

Course Time/Location: Class 3, 5 & 7 - Room 116

Help Sessions: By appointment. I will always make time to see you.

Course Philosophy

Introducing students to formal historical study, the course begins with examination of prehistoric development and archaeological techniques. The scope of this course covers time from the evolution of civilization through the end of the Renaissance period in Europe. Students are expected to gain competency in their knowledge of western civilization, as well as have an understanding of the growth and development of civilization in Asia, Africa, the Americas, and Australia. The study of geography is integrated throughout the course.

In the World History Classroom:

In class a variety of teaching methods will be employed ranging from lecture and discussion to small group work and hypothetical reflection. Lecture is often given on a SmartBoard with aid of PowerPoint presentations that incorporates maps, a variety of images, websites, video and music. Lecture format is "communal", that is to say students are encouraged to comment, question, evaluate and add to the material at the time it is presented.

Primary Texts

Making Europe: People, Politics, and Culture. Vol. 1. By Frank L. Kidner, Maria Bucur, et al. Boston: Houghton Mifflin Company, 2014. 2nd Edition.

Goals and Objectives

Subject Mastery: World History

- A. To emphasize the roots and development of human civilization from early Mesopotamia.
- B. To identify and target the development and interconnectedness of defining political, economic, religious, social, intellectual, and artistic concepts.
- C. To develop a sense of cause and effect, significance of events, the power of ideas, the influence of personalities, impact of geography, point of view, trends, and external forces.
- D. To see beyond the chronological overview, appreciating history as a complex and unfolding human drama.
- E. To appreciate the many antecedents that provides an understanding of our current global community and contemporary issues.

General Learning Objectives: World History

- 1. Build vocabulary
- 2. Build geographic mastery
- 3. Build strong comprehensive and critical reading skills in both primary and secondary sources
- 4. Construct and evaluate historical interpretations
- 5. Develop and build essay writing and presentation skills
- 6. Enhance analytical and interpretive skills
- 7. Identify cause and effect relationships
- 8. Exercise inductive and deductive reasoning skills
- 9. Build listening and note taking skills
- 10. Develop tactics for discerning and managing large quantities of material
- 11. Enhance time management skills and promote personal academic responsibility

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Grading

Grade Weights:

- 25% Homework; Participation; Quizlets
- 20% Unit Review Questions
- 25% Projects; Essays; Research Paper
- 30% Quizzes; Tests (including test essays)

Homework / Preparation and Participation: Students will be assigned daily readings of 2-3 pages with corresponding Reading Comprehension Questions (RCQs). Supplementary primary document readings may replace textbook reading and will have corresponding RCQs to prepare for discussion. Occasionally written handouts will also be a part of the nightly homework. Additionally, students should reread the notes from daily lecture and discussion and rewrite or supplement when necessary, and review ID/vocab terms daily. In-class participation is expected on a daily basis. *The best way to check your participation level is to try to remember at home or after class what you contributed to the class. If you cannot recall anything constructive you said, chances are neither can I.*

All assignments (hand-written or typed) must be **double-spaced and dated** and should clearly indicate **page numbers and titles** of the exercises. If these instructions are not followed POINTS WILL BE DEDUCTED from the assignment. Unless otherwise indicated, all homework assignments are due the next class period. You are responsible for turning in your daily work **on time at the beginning of class.**

Homework assignments will be graded as follows:

- √ + = **Excellent, understood material very well AND response is in own wording / terminology** (100 points)
- √ = **Good, satisfactory comprehension OR response is lifted directly from the textbook** (85 points)
- √ - = **Poor comprehension, unsure if student understood material** (70 points)

Quizlets / Quizzes: Quizlets may be administered at any time deemed necessary. Generally a quizlet consists of one or two questions focusing on a previous issue that might have required extra attention during lecture or discussion and will be averaged with the homework and participation grade. Quizzes could be given once during a unit and will test mastery of information up to that point.

Unit-Review Questions: **In order to be “admitted” to take the test**, students must complete the unit-review questions for the unit currently being tested. These question packets are in essence each student’s personal study guide for the culminating history exams at the end of semesters 1 & 2. *Teacher will alert students if they need to make corrections.*

ID/Vocab Terms: A list of ID and Vocab terms will be given at the onset of each unit. It is the student’s best interest to complete this list over the course of the unit, however, at no time will they be collected. Identifications must provide the following information: *who, what, when, where, and why do I care.* ID and Vocab terms will make up a section of each unit test, therefore, students are encouraged to ask questions pertaining to these terms over the course of the unit,

Essays: Students will develop essay writing skills during this year. Several times during the year they will be required to demonstrate their abilities as critical thinkers and skilled writers through the exercise of an essay.

Research and Creative Projects: A number of projects both research and creative in nature will be assigned during the course of the year. Some assignments are geared at giving students a

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closer look at a specific individual or event; others are designed to help them distill essential ideas and sentiments expressed in philosophy and the fine arts.

Tests: Unit tests will be given at the end of every unit. Tests consist of 30-50 multiple choice questions, a few ID terms, short answer questions and/or a longer essay question.

Winter and Spring Semester Exams: Semester-End Exams will be administered during the school designated exam period for the History Department. These tests will be **cumulative** and will consist of the same types of assessments seen in unit tests.

Late Work Policy

All assignments are due on the date assigned. Late work will not be accepted for full credit. A daily assignment turned in 1 (one) day late will receive a maximum of half credit. Assignments turned in more than 1 (one) day late will receive zero points. For projects, papers and longer assignments 10% of the total points will be deducted for every day the assignment is late.

Make-Up Work & Tests

If you are absent, and excused, on the day an assignment is due you will be responsible for bringing the assignment to class the day you return to school, circumstances permitting. Should you be absent (excused) the day of a test or essay, you will complete the assignment the first day you return to class after the absence. Make-up tests are given during your study hall or before/after school with me. If you are absent for an extended length of time, we will follow the procedures outlined in the Student Handbook and establish an agreed upon timeline for completion of all assignments. If you are absent and unexcused, I will follow the procedures outlined in the Student Handbook.

Tardy / Out-of-Class Policy

You are given one "free" tardy / out-of-class pass per quarter. Every additional tardy / out-of-class incident results in a Minor Infraction.

<p>See <i>Parent/Student Handbook</i> and/or <i>Student Agenda</i> for school-wide policies concerning: Attendance, Respect of Property, Honor Code, Style Sheet Guidelines.</p>
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Dear Students and Parents of World History,

Please read the attached Policies and Procedures for EH and sign below signifying that you understand and agree with these Policies and Procedures. If you have any questions, please bring them to my attention in class.

Please sign and return this form by Monday, August 19, 2013.

Signature of Student:

I, _____, have read and understood the above Policies and Procedures for World History for the 2013-2014 school year. As a student at St. Cecilia Academy, I agree to adhere to the policies and procedures for the course outlined above.

Student Signature

Date

Parent Signature

Date