

HONORS WORLD HISTORY COURSE OUTLINE

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Planning Period: 3A & 4B

I. COURSE DESCRIPTION

- Students will examine significant ideas, beliefs and themes, organize patterns and events, and analyze how individuals and societies change from the Renaissance to the Industrial Revolution.
- Students will search for innovative ways to challenge historic divisions between nations, religions and cultures and formulate possible solutions for developing problems in their future.
- Students will work within a rigorous learning environment based on the World History National Content Standards.
- Students who are successful in World History will be well-prepared for college studies, international experience and informed participation in civic life.
- Honors World History A is a required component for high school graduation and is appropriate preparation for taking AP European History or AP World History later in high school.

II. INSTRUCTIONAL PHILOSOPHY

By the end of the semester, students will successfully

- Participate in class discussions, presentations of reading and research, and project-based learning that will enable them to demonstrate an understanding of global trends in world history from the Renaissance to the Industrial Revolution.
- Engage in writing activities analyzing revolutions, consequences of wars, and economic, political and social changes.
- Use multi-sources of information, including textbooks, internet, news and other media as a basis for research and analysis of pertinent topics.
- Research a topic in-depth and create a research product which includes a bibliography.

III. COURSE STANDARDS/GOALS

- The World History National Content Standards (available at <http://nchs.ucla.edu/standards/toc.html>) and Common Core Maryland State Standards for Social Studies provide the basis for academic standards in World History A.
- World History A provides content for assessing key turning points in history, identifying challenges that people have faced and analyzing interactions between groups. Skills such as advanced reading strategies, academic writing, note-taking, chart/map/graph analysis, oral presentations and academic research are important components of this course.

IV. MAJOR ASSIGNMENTS AND ASSESSMENTS

- Each unit will have an assessment including selected response, written response and extended written response questions.
- Homework will consist of reading textbook material and supplementary resources. Note-taking from the reading is a required component of homework. It is expected that students will maintain a careful notebook with the reading assignments.
- Daily classwork will consist of both independent and group activities. It is expected that students will keep a careful notebook of the daily drills and class notes.

V. MATERIALS

- Students are expected to have all standard materials needed for class such as paper and a writing utensil. **Please only use blue or black ink.**
- A 3-ring binder is required (and can be combined with other classes if multi-subject)
- 1 single subject spiral notebook is suggested. The notebook must be brought to class every meeting..
- **Textbooks will be issued for use at home upon request.**

VI. ASSESSMENT AND GRADING PLAN

Grades earned at Arundel High School will be a reflection of students' mastery of the relevant national (including Common Core), state, and local standards pertaining to the course of the study. All assignments and assessments are aligned to the standards.

- **A- Excellent Level** – denotes excellence in performance of each standard being assessed. At this level, a student demonstrates a strong understanding and application of real-world situations. In addition, students evaluate and create new learning. **Grade = 90% - 100%.**
- **B- Advanced Level** – denotes solid performance for each standard being assessed. Students reaching this level demonstrate competency in meeting challenges and applying problem solving strategies to real-world situations. **Grade = 80% - 98.9%.**
- **C- Acceptable Level** – denotes average mastery of knowledge and skills associated with the standard being assessed. **Grade = 70% - 79.9%.**
- **D-** Partial mastery of standards is evident. **Grade = 60%-69.9%**
- **E-** Minimal or no mastery of standards is evident **Grade = <59.9%**

Weighted Categories

Evaluation

The student's total grade is based on earning points and percentages. Formal assessments will be given at the end of every unit. The overall grade will be made up of the following percentage breakdown:

Category	Percentage of Overall Grade
Assessments (AS)	65%
Classwork (CW)	15%
Homework (HW)	10%
Quarterly (Q)	10%
<i>Total</i>	<i>100%</i>

Weighted Categories

Assessments (3-5 per Quarter)

Assessments demonstrate a student's proficiency level related to the content standards. Students will demonstrate content/standard mastery in a variety of manners. These may include, *but are not limited to* tests, quizzes, projects, writing assignments, etc.

Classwork (at least 6 per Quarter)

Classwork provides feedback to teachers and students for the purpose of improving student learning. These opportunities may also develop skills such as cooperative learning, communications, time management, organization, etc. Assignments in this category may include, *but are not limited to* labs, group work, web-searches, research, etc.

Homework (at least 6 per Quarter)

Homework provides feedback to teachers and students for the purpose of improving student learning. Homework will be 10% of the grade; in order to avoid an unexpected negative impact on a student's grade, please grade multiple HW assignments.

Quarterly

All courses will administer a quarterly assessment, worth 10% of the marking period grade. This assessment is not eligible for re-do. However, each content team with the guidance of their department chair will establish a scale score before recording grades.

Teachers shall assign a minimum grade of 50% to all assignments if students show a good faith effort. When students repeatedly do not complete tasks as assigned, the teacher will communicate with the parent, administrator and the counselor in order to determine the appropriate course of action.

Assessment Upgrades

Procedures for an upgrade:

- Students who have met minimal proficiency on a summative assessment but want to improve their mastery may complete **one upgrade**.
- Students may resubmit standards-based assessments for an upgrade **after completing an academic intervention prescribed by the classroom teacher**.
- Resubmissions are **due on the 5th class period** after the assignment is returned to students.
- Upgrades are at the discretion of the teacher, not all assignments are directly eligible

Late Assessments

- Late standards based summative assessments **will be accepted without penalty but must be submitted within five class periods**.
- Late standards based summative assessments **cannot be resubmitted for a redo or an upgrade**.

***Alternative assessments can be used as student's re-do, upgrade, or submit late assessment.**

VII. FIRST SEMESTER AT A GLANCE

First Quarter (23 Days)	
<p>Unit I: Trade and Empires</p> <ul style="list-style-type: none"> • Instruction to Course • World Geography • The Mongols • The Ming • West African Kingdoms 	<p>9 Days</p> <p>September 5th – October 1st</p>
<p>Unit II: Islamic Empires</p> <ul style="list-style-type: none"> • The Mughals • The Ottomans 	<p>5 Days</p> <p>October 2nd – October 15th</p>
<p>Unit II: Emergence of Modern Europe</p> <ul style="list-style-type: none"> • Trade with Americas • Renaissance • Reformation • Exploration 	<p>8 Days</p> <p>October 16th – November 6th</p>

Second Quarter (19 Instructional Days; 1 Quarterly Assessment Day)	
<p>Unit IV: Colonization of Latin America</p> <ul style="list-style-type: none"> • Columbian Exchange • New Social Structures • Atlantic Slave Trade 	<p>4 Days</p> <p>November 9th – November 20th</p>
<p>Unit V: Enlightenment Transformations</p> <ul style="list-style-type: none"> • Revolution in Thought • Political Thought in the Enlightenment 	<p>4 Days</p> <p>November 21st – December 5th</p>
<p>Unit VI: Atlantic Revolutions</p> <ul style="list-style-type: none"> • American & French Revolutions • Latin American & Haitian Revolutions 	<p>7 Days</p> <p>December 6th- January 4th</p>
<p>Unit VII: Industrial Revolution& Reactions</p>	<p>4 Days</p> <p>January 7th- January 22nd</p>

(DETACH THIS PAGE AND RETURN TO TEACHER)

Student – parent/guardian pledge - - - I have read and understand the requirements for this class provided on pages one through seven. The grading policy section was reviewed and I realize that the overall class grade will be determined using “percentages” instead of “straight points.” I also understand the plagiarism policy. It is clear that the plagiarism policy will be vigorously enforced even though my child may normally be an exceptional student or exhibit exemplary character on most occasions. In addition, I am aware that the interims and report cards will be issued to students close to the days indicated and I should ask my student to share this information with me at these times. It is also apparent that late homework will not be accepted unless my student provides an excused absence note.

Student name (**print**): _____

Student’s signature: _____

Parent name (**print**): _____

Parent’s/guardian’s signature: _____

Parent home phone number: _____

Parent work phone number: _____

Parent e-mail: _____