



## Course Syllabus

Franklin High School		2020-2021
<b>Course Overview</b>		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Modern World History		
Instructor Name: Marc Appell	Contact Info: mappell@pps.net	
Grade Level(s): 10		
Credit Type: (i.e. "science", "elective") Social Studies	# of credits per semester: 1	
Prerequisites (if applicable):		
General Course Description: This is a semester course covering global history for the past 700 years and focusing on major events and themes to help build a better understanding of how the societies and nations evolved over time. We will be engaging in synchronous online class meetings and asynchronous class work with a focus on skill building in critical and historical thought.		
<u>Prioritized National/State Standards:</u>		
<b>State Standards</b>		
<ul style="list-style-type: none"><li>• HS 61 - Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to current events and movements.</li><li>• HS 11 - Examining the pluralistic realities of society recognizing issues of equity and evaluating the need for change</li></ul>		
<b>Course Details</b>		
<i>Learning Expectations</i>		
Materials/Texts		
<ul style="list-style-type: none"><li>• Occasionally used textbook: World History: Patterns of Interaction, McDougal Littell</li><li>• Assignments and material links posted on Canvas</li></ul>		
Course Content and Schedule:		
<u>Historical Skills Covered:</u>		
Accessing Background Knowledge		
Evaluating Sources		
Corroboration		
Use of Evidence		
Periodization		
<u>Quarter 1:</u>		
Foundations for Historical Thinking		
Evaluating Sources		
The First Industrial Revolution		
Imperialism		



Quarter 2:

WWI

World Revolutions

WW2

Post-War World

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Flexible grouping

Depth and complexity extensions

Role Plays

Questioning strategies

Peer critiques

Varied graphic organizers to support learning

Making connections

Research extensions

Varied writing prompts

Skill based mini-lessons

Jigsaw

Safety issues and requirements (if applicable):

Students will behave in a safe and responsible manner while online in the “classroom” and in breakout rooms. Students will practice positive digital citizenship.

Classroom norms and expectations:

- Camera on and mic off when not talking (as works for you)
- Ask lots of questions
- Be present (limit multi-tasking)
- Be prepared to collaborate and self reflect
- Monitor air time
- Listen for meaning rather than to respond
- Hold space for multiple perspectives & lived experiences

*Evidence of Course Completion*

Assessment of Progress and Achievement:

By the end of the course the student should be able to:

- Employ reading strategies such as sourcing, close reading, contextualizing, and corroborating.
- Evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence.

Progress Reports/Report Cards (what a grade means):

Grades are derived from students' evidence of learning, including but not limited to: daily assignments, essays, projects, formative and summative assessments.

I use a total points system without categories. I average the first and second quarter to calculate a student's semester grade

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Career Related Learning Experience (CRLEs) and Essential Skills:

**Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?

I will communicate via email, phone calls through the Remind app, and messaging through Synergy.

**Personal Statement and other needed info**