Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	Modern World History
Instructor Info	Name: David Marsh Contact Info: Email: Dmarsh1@pps.net Phone: (503) 916-5140 Ext. 84426
Grade Level(s)	10
Room # for class	Room: Period 5 and 6 - SS-228 Period 7 - SS-118
Credit	Type of credit: History # of credits per semester: .5
Prerequisites (if applicable)	N/A
General Course Description	In Modern World History we cover world history from roughly the 1400s to modern day. As this is world history we will be covering people and cultures from Africa, Asia, the Americas, and Europe and all these groups interacted over the course of history. We will also be connecting past events to current events in order to give us a fuller understanding of the world today.

Section 2: Welcome Statement & Course Connections

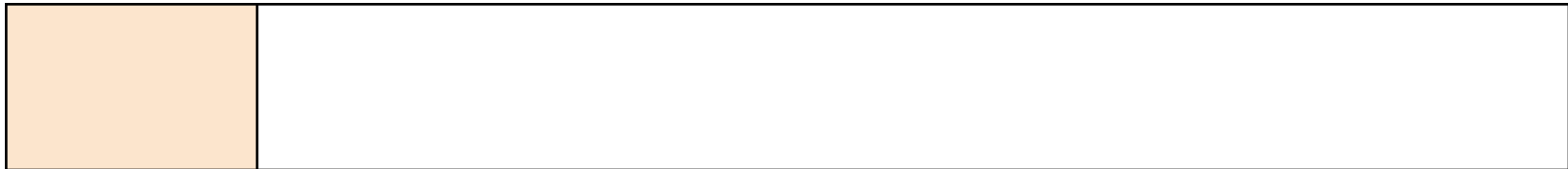|	
Personal Welcome	Welcome to Modern World HIstory. This course is a requirement for graduation but I still strive to make this a fun and interesting for all students. I look forward to getting to know all my students and

	creating a fun and energetic class atmosphere. I will apologize ahead of time for all the puns students will have to endure.
Course Highlights (topics, themes, areas of study)	- Ottoman Empire - European Renaissance - African Civilizations Pre-Colonization - Asian Civilizations 1200-1600 - American Civilizations Pre-Colonization - Colonization by Europeans - Rise of Nation-States - World War I - World War 2 - Decolonization and a New World Order
Course Connections to PPS ReImagined Vision	The Franklin High School Social Studies Department believes in creating engaging, positive and safe environments where all students are able to maximize achievement, conduct critical analysis and make connections between themselves and our collective global history. We believe in building responsible citizens, and nurturing self-confidence and self-competence through valuing lived experience and cultural heritage. We believe in awarding grace and compassion to students, families and ourselves.

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: - 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. - HS 11 - Examining the pluralistic realities of society recognizing issues of equity and evaluating the need for change
PPS Graduate Portrait Connections	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: - Communication - Critical Thinking - Racial Equity - Lifelong Learning

	- Sense of Self - Global Stewardship - Reflective Empathy - The Future
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education:* - Note Taker aids - Check-ins - Group work - All resources are available on Canvas *504 Plans:* - Note Taker aids for those who need - Check-ins - Group work - All resources are available on Canvas *English Language Learners:* - Note Taker aids - Check-ins - Group work - All resources are available on Canvas *Talented & Gifted:* - Tiered questions that allow TAG students to answer more in depth. - Group work to encourage discussion. - There will be extra credit opportunities available on Canvas for students looking to go more in depth.
Personalized Learning Graduation Requirements (as applicable in this course):	- Argumentative Essay Writing Skills - Leadership, and Team Collaboration Skills

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies *Shared Agreements*	I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender identity in the following way(s):
	
	● Everyone is free to be who they are and want to be.
	    ○ No put down language.
	    ○ No homophobic, sexist, racist, or transphobic language is allowed.
	● Freedom to speak your mind.
	    ○ Students are allowed and encouraged to speak their opinions and engage in conversation.
	    ○ Debate ideas and not attack the person.

	I will display our Agreements in the following locations: ● On the wall to the left hand side of the whiteboard.

	My plan for ongoing feedback through year on their effectiveness is:
	
	● Build relationships so students can communicate their needs with me and I will take these comments and be responsible.
	    ○ If a problem with the course is affecting one student it is affecting multiple students.
	● Check in with individual students when I can.
	    ○ Checking for understanding and ensuring clear directions.
	● Reading the room.
	    ○ If students look confused, distracted or lost then there is something about the lesson that is not working.

	● End of semester surveys
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: ● Check in with students individually during individual and group time. ● Making content relevant to students and the world students live in today. ● Ensuring content is culturally relevant to students. ● Encouraging student voice in lessons.
	Families can communicate what they know of their student's needs with me in the following ways: ● Email is the best way to reach me and I would be happy to discuss any insights about your student you want to share with me.
Empowering Students	I will celebrate student successes in the following ways: ● Showcase student work on the classroom walls ● Congratulate students for extracurricular achievements (sports teams, arts events, club activities, etc) ● Share student work with the school community when possible and appropriate
	I will solicit student feedback on my pedagogy, policies and practices by: ● Regular anonymous polls on class as well as individual opportunities to communicate.
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: ● A reminder of the correct behavior. ● A private discussion if the behavior continues. ● If the behavior continues beyond a one-on-one conversation then I will reach out to the student's parents. ● Following all of these steps, I will contact admin for assistance.

Showcasing Student Assets	I will provided opportunities for students to choose to share and showcase their work by: ● A chance to share their work with the class. ● Some assignments are jig-saws and require students to share with the class. ● Discussion groups after students have had an opportunity to write and think on their own so they can share with a larger group. ● Games will require students to interact with each other and share their ideas.

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	N/A
Coming & Going from class	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: ● Ask to leave the room respectfully., ● Take a hall pass. ● Return as quickly and as respectfully as possible to class. ● Take your seat without causing a disturbance.
Submitting Work	I will collect work from students in the following way: ● I will collect notebooks following the conclusion of a unit. Students have a full week to turn in their notebook to me for full credit. After that point I will reduce the point value of the assignment by 50%. ● There will be assessments and essays on Canvas and those will be due on Canvas.
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: ● I will check in with the student and create a plan in order to give that student a path of passing the class. ● I will chunk the work so the student has clear goals as to what they need to complete in order to reach

	the next assignment to help them pass the class.
Returning Your Work	My plan to return student work is the following: *Timeline:* ● Notebooks are returned at the latest the next day they return to class. ● Essays and larger assignments will be completed within two weeks of being turned in. *What to look for on your returned work:* ● Each page of the notebook is out of 10 points. A check is a full credit for that day. A minus will indicate if points are missing either from the notes or the EQ Answer. *Revision Opportunities:* ● Students have a week to turn in their notebooks. If the notebooks are turned in before the last day they can make revisions and resubmit their notebooks for more points. ● Essays and projects will only be allowed to be revised if it has resulted in a failing grade.
Formatting Work *(if applicable)*	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Notebook Page Format
Attendance	If a student is absent, I can help them get caught up by: ● All notes and daily activities can be found on Canvas under that unit. The slides for every unit are available in Canvas under the top item in every module.

Section 6: Course Resources & Materials

Materials Provided	I will provided the following materials to students: ● Slides ● Video links ● Any supporting documents
Materials Needed	Please have the following materials for this course: ● A single-subject notebook

	Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.
Course Resources	Here is a link to resources that are helpful to students during this course: ● Canvas - please see Canvas as it will have all course resources.
Empowering Families	The following are resources available for families to assist and support students through the course: ● All class resources are on Canvas. Families are welcome to get on Canvas and look at what is going on in class.

Section 7: Assessment of Progress and Achievement

Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their *progress* in the following ways: ● Synergy will have the student's current grade in class ● I am available to discuss a student's grade either in person with the student or via email with parents or students.
Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their *learned* abilities: ● Notebook check ● End of Unit Reflections / Mini-Essays ● Projects
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: ● I am available during tutorial to help students who need assistance with the assignments. ● In tutorial I often talk students through the essential questions or mini-essays and help them come to the answers.

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: ● Synergy
	I will update student grades at the following frequency: ● During Notebook Checks at the end of a Unit ● End of Unit Min-Essays upon being graded
Progress Reports	I will communicate the following marks on a progress report: *Mark:* A and B *Meaning of the mark:* Exceeding Proficiency and Passing *Mark:* C *Meaning of the mark:* Proficient and Passing *Mark:* D *Meaning of the mark:* Barely proficient and Passing *Mark:* F *Meaning of the mark:* Not Proficient and not Passing
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester:

Grade Weight:	Grading Scale:	
Essays and Quizzes - 45%	90% and above	**A**
Essential Questions and Daily assignments - 45%	80%-89%	**B**
Final - 10%	70%-79%	**C**
	60-69%	**D**
	59% and below	**F**

I use this system for the following reasons/each of these grade marks mean the following:

● A,B,C,D are all passing grades which means the student has proven they are proficient in the skills

	taught during the course.
	● F is a failing grade which means the student has not shown enough evidence to show me that they are proficient.
Other Needed info (if applicable)	