



Syllabus: Practices & Policies

2021-2022

Franklin High School

Section 1: Course Overview

<i>Course Title</i>	AP Modern World History	
<i>Instructor Info</i>	Name: Rachel Draper	Contact Info: rdraper@pps.net
<i>Grade Level(s)</i>		
<i>Room # for class</i>	Room: M-131 and M-224	
<i>Credit</i>	Type of credit: Graduation Social Studies Requirement # of credits per semester: .5	
<i>Prerequisites (if applicable)</i>		
<i>General Course Description</i>	Advanced Placement World History is a rigorous, yearlong, college-level course that examines history from approximately 1200 CE to the present day. The course aims to develop a greater understanding of the evolution of global processes and contacts, including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. This course is designed to give students the knowledge and analytical skills needed for intermediate and advanced levels of historical study at the college level. This course centers around six themes that will develop the students' historical skills. Students will be able to show their mastery of the course goals by taking the College Board AP World History Exam in May 2022.	

Section 2: Welcome Statement & Course Connections



<i>Personal Welcome</i>	Hi! Welcome to AP Modern World History. I am so excited to read, write, and discuss alongside you this year.
<i>Course Highlights (topics, themes, areas of study)</i>	Link to Course Exam Content from the College Board: https://apcentral.collegeboard.org/courses/ap-world-history/course
<i>Course Connections to <u>PPS Reimagined Vision</u></i>	According to PPS Reimagined Vision, “A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.” In AP Modern World, students will engage in frequent critical thinking around texts, primary and secondary sources, they will collaborate in partners and small groups, and they will examine issues in history through reading, writing, speaking, and listening.

Section 3: Student Learning

<i>Prioritized Standards</i>	The following standards will be explored in the course: <u>Prioritized National/State Standards</u> : College Board Historical Thinking Skills for AP World are: Skill 1: Identify and explain historical developments and processes Skill 2: Analyze sourcing and situation of primary and secondary sources Skill 3: Analyze arguments in primary and secondary sources Skill 4: Analyze the context of historical events, developments and processes Skill 5: Using historical reasoning processes, analyze patterns and connections between and among historical developments Skill 6: Develop and support an argument
<u>PPS Graduate Portrait Connections</u>	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: <input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge <input type="checkbox"/> Powerful and Effective Communicators
<i>Differentiation/ accessibility strategies and supports:</i>	I will provide the following supports specifically for students in the following programs: The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-, on-going and formative assessments. Students are pre-assessed through writing prompts, the notebook, reading quizzes, and culminating writing assignments from previous units of study. Formative (on-going), think-pair-share, oral questioning, Socratic Seminar, assessed to keep track of student thinking and writing. Mini-lessons are crafted to



target weaknesses in students' reading and writing skills as determined by formative assessments. Summative assessments include, but are not limited to, unit exams, culminating writing pieces (cause and effect, change and continuity overtime, persuasive, reflective, summary), and presentations.

Special Education:

504 Plans:

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding and extended time to write.

English Language Learners:

ELL/ESOL:

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD), such as:

- Posting clearly defined content and language objectives
- Emphasizing key vocabulary (pre-teaching with visuals)
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for student responses, gestures)
- Scaffolding techniques like think-alouds to support student understanding
- Allowing for frequent opportunities for student interaction
(pair-shares, small and large group work)
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback and conducting assessment of student comprehension and learning

Talented & Gifted:

AP World History is designed as a college-level course that lends itself most readily to challenging extensions for the gifted or highly capable student. Assignments and activities are designed to allow students to work beyond their ability, if so desired, and include levels of questions, open-ended writing prompts, small group work, and other critical thinking exercises.



<h2>Section 4: Cultivating Culturally Sustaining Communities</h2>	
Tier 1 SEL Strategies	
<i>Shared Agreements</i>	<p>Behavioral Expectations: At Franklin High School, in addition to following all school rules, we expect staff and students to: Strive to be...</p> <p>Thoughtful--We put time and effort into our work Respectful--We respect the diverse learning needs of our peers Organized--We are present and on time to class Neighborly--We greet others and interact positively Generous--We share our resources with each other</p> <p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p> <ul style="list-style-type: none"> • Spend time in class creating norms, posting those norms, reviewing them daily and making amendments when needed. <p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> • Daily slideshow or agenda <p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> • Student surveys • Grades/assignment completion data
<i>Student's Perspective & Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> • Get to know students • Examine personal biases • Elevate students' languages and cultures • Adapt policies, practices, and pedagogy • Respect their cultures • Be mindful of intent vs impact



	Families can communicate what they know of their student's needs with me in the following ways: <ul style="list-style-type: none"> ● Email ● Phone ● Canvas ● Conferences
<i>Empowering Students</i>	I will celebrate student successes in the following ways: <ul style="list-style-type: none"> ● Praise/positive feedback ● Displaying student work in the classroom when possible
	I will solicit student feedback on my pedagogy, policies and practices by: <ul style="list-style-type: none"> ● Regular check-ins ● Student surveys ● Written input ● Formative assessments ● Exit tickets
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: <ul style="list-style-type: none"> ● Non-shaming and avoidance of power struggles ● Authentic connection/compassion. Connection redirects more effectively. ● Remind them of expectations and or rules ● Talk to misbehaved student outside classroom or after class. ● Attempt to help the student understand their effect and role as an individual to the whole.
<i>Showcasing Student Assets</i>	I will provide opportunities for students to choose to share and showcase their work by: <ul style="list-style-type: none"> ● When possible create space in the classroom for students to share their work ● Inviting student voice in our weekly check ins

Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	<ul style="list-style-type: none"> ● Wear a mask at all times ● Maintain at least 3 feet of distance between peers and teacher when possible
<i>Coming & Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: <ul style="list-style-type: none"> ● One student out with a pass at a time



	<ul style="list-style-type: none"> ● Return in a timely manner ● Maintain distance and wear mask when in the hallways
Submitting Work	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> ● turn in during in person class meeting time ● Canvas <p>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:</p> <ul style="list-style-type: none"> ● Check in during class ● Canvas ● Tutorial
Returning Your Work	<p>My plan to return student work is the following:</p> <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> ● Feedback verbal or written ● Opportunity to check in about work during class or tutorial <p><i>Revision Opportunities:</i></p> <p>As needed with summative work during class or tutorial</p>
Formatting Work (if applicable)	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
Attendance	If a student is absent, I can help them get caught up by: Canvas, tutorial, or in class

Section 6: Course Resources & Materials

Materials Provided	<p>I will provide the following materials to students:</p> <ul style="list-style-type: none"> ● Required Texts
Materials Needed	<p>Please have the following materials for this course:</p> <p>Spiral notebook, 100 pages, college ruled, 8.5 or 9 x 11 highlighters</p> <p><i>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.</i></p>
Empowering Families	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> ● Email



	<ul style="list-style-type: none"> • Canvas • StudentVue (Synergy)
Section 7: Assessment of Progress and Achievement	
<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> • Warm Ups and Processes • Informal Writing Think Pair Shares, Etc.) • Creative projects • Daily Notebook • Small Group & Partner Work • Discussions
<i>Summative Assessments</i>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <ul style="list-style-type: none"> • Discussions • Essays AP Style • AP style stimulus based multiple choice questions • Projects
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> • 1:1 and Small Group Check Ins • Peer and Self Assessment
Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Accessing Grades</i>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> • StudentVue through SYNERGY
	I will update student grades at the following frequency: Weekly to the extent possible



<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> ● A, B, C, D, F and in rare cases, P or NP <p>The grading scale for the course is as follows:</p> <p>A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: <59</p>
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p>60% of the students overall grade is based on their summative assessments while 40% of their grade is based on formative assessments.</p> <p>I use this system for the following reasons/each of these grade marks mean the following:</p> <p>Summative Assessments (60% of the overall grade): Summative Assessments may include Unit Exams, Projects, and AP Writing Assessments (short answer questions, long essay questions and Document based questions)</p> <p>Formative Assessments (40% of the overall grade): Formative assessments may include notebook checks, source analysis, small group work, personal progress checks, daily video activities, reading quizzes, and other formats to be determined by the teacher.</p>

