



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/21/20 . Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
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: Anna Escalada York	Contact Info: ayork@pps.net , Remind	
Grade Level(s): 10		
Credit Type: (i.e. "science", "elective")	# of credits per semester: 1.0	
Prerequisites (if applicable): None		
General Course Description: Modern World History will promote an awareness of the interconnected nature of the global community. Core studies will include geography, cultural belief systems, modern history, political and economic structures, and world issues. Students will be asked to connect historical events, social and political movements, environmental and economic changes, and cultural and technological innovations with contemporary issues, considering a broad range of perspectives.		
Prioritized National/State Standards: Oregon State Standards <ul style="list-style-type: none">● 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		
Course Details		
<i>Learning Expectations</i>		
Materials/Texts Students will be provided with materials through Canvas including video clips, readings, and podcasts. In addition, additional resources (such as documentaries and other films found on Netflix and other streaming services) will be shared with students as an <u>optional resource</u> , but not required.		
Course Content and Schedule: <ul style="list-style-type: none">● Thinking like a historian● Industrialization● Imperialism● World War I● World War II● Revolutions● Post WW II		



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

1. Choice: Students will be given a variety of opportunities to demonstrate proficiency or "show what they know." This will vary by project or test, but all students will be given at least two different options on how they finish the assignment and show mastery of the objectives. The only exception to this rule is when the major assignment's objective is writing, and then students that need additional support with their writing will work with the teacher to support them with this task. Additional supports may include sentence frames, using technology to complete writing, etc. Please don't hesitate to reach out to me if you have questions.

2. Flexibility on deadlines: Extra time will be given as needed to each student that needs it. All students that are using extra time to complete assignments need to have their late work in no later than one week before any grading period is over (such as progress reports, report cards, etc.) for it to go on their student's grade.

3. Materials and levels of questions and expectations will be adapted to fit your student's needs. This may include how they will receive information, how and what they are expected to learn the material, or how they are to demonstrate their knowledge.

4. Expectations will be adapted to fit your student's needs. All students will be expected to understand the general ideas presented in class. Some students will be required to learn and understand more complex ideas. This will be partially based on the student's abilities, but also on the type of credit the student will be earning, either a modified or standard credit.

5. Students are invited to challenge themselves (and can earn honors credit) through participating in our class' version of National History Day, where they complete research on a historical topic of their choice and create a product based on their work. TAG students and other students who choose can participate in curriculum compacting for our classwork to have time to work on this assignment.

Other strategies that will be used on a regular basis:

- Flexible grouping
- Depth and complexity-using Kaplan's Icons of Depth and Complexity
- Questioning strategies
- Think-pair-share
- Various graphic organizers to support learning
- Varied writing prompts
- Jigsaw
- Skits/Role plays

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:

Google Meet Tip Guide

<p>Mute your mic when you enter & are a listener.</p> 	<p>Actively listen while others are speaking.</p> 	<p>Turn on your video if you feel comfortable doing so.</p> 
<p>Use the “raise your hand” feature when you are ready to share and wait to be called on.</p> 	<p>Participate on-topic verbally or in chat bar.</p> 	<p>The chat bar is a great tool to share questions you don't want to forget about.</p> 

Evidence of Course Completion

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

- Research independently
- Analyze sources and primary documents critically
- Consider multiple perspectives
- Connect past events to current events
- Present research findings in a variety of formats

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

Grades are derived from students' evidence of learning. Daily work, essays, projects, formative and summative assessments.

I use a total points system without categories.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Career Related Learning Experience (CRLEs) and Essential Skills:
We will be participating in project-based learning throughout the term.

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?
I will be sending out emails to all families every two weeks with upcoming dates and important information. Individual successes and concerns would also be sent as needed to individual families.

Personal Statement and other needed info

I am so excited to be working with your family and student this term. Please don't hesitate to let me know if there is anything I can do to help you or your student be successful in the class!

