

**ADLAI E. STEVENSON HIGH SCHOOL
COURSE DESCRIPTION**

SOC1N1/SOC1N2 Collaborative World History

COURSE DESCRIPTION:

Collaborative World History is a co-taught course designed to introduce students to the ideas, people, and events in world history that have created the modern world. One teacher is from the regular education social studies department and the other from Special Education. The course will focus on a selection of geographic regions and periods that have been the most influential to the course of world history, from ancient civilizations to the present. Most importantly, it is expected that students develop the skills and ways of thinking of a historian and/or social scientist, and grow socially and emotionally as a learner.

STANDARDS & LEARNING TARGETS

The learning in this course is organized around 4 skills that each focus on one specific standard. Feedback on how well students are meeting proficiency in each learning skill is provided using the gradation on pp 3-4 (see Scaled Standards.)

Skill 1: Historical Argumentation
Standard 1: <i>I can create and defend an accurate historical claim supported by evidence that demonstrates my factual knowledge, analytical skills, and is effectively organized to communicate my argument.</i>
Skill 2: Source Evaluation
Standard 2: <i>I can accurately evaluate a historical source by identifying source information, essential main ideas with a supportive evidence for each, and by using an appropriate analysis strategies to determine the source's historical significance.</i>
Skill 3: Historical and Geographical Literacy
Standard 3: <i>I can accurately demonstrate historical and geographical knowledge of course content in a variety of formats</i>
Skill 4: Citizenship- Self-Management (not calculated)
Standard 4: <i>The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself.</i>

PROFICIENCY SCALE *The following terms will be used to communicate student progress and performance on assignments and assessments in each course skill.*

Exceeds	Meets	Approaching	Developing	M	N
Evidence exceeds standard for the skill.	Evidence meets standard for skill.	Evidence approaches standard for the skill.	Evidence shows developing foundational skills.	Missing Evidence (incomplete due to absence(s))	Missing Evidence (student refusal, requires teacher meeting to resolve)

PERFORMANCE ASSESSMENTS

Feedback on learning will be given through informal and formal assessments. This can occur through Traditional Multiple Choice tests divided by standards, Historical Document Based Analysis Questions, Map Quizzes Thesis Writing, and Gallery Walks.

SPECIFIC COURSE ACTIVITIES

In order to make satisfactory progress towards course standards, students will complete activities in class

- Debate
- Discussion
- Brain Pop
- Group Quizzes
- Gallery Walks
- Simulations

SPECIFIC COURSE TOPICS OF STUDY

SOC1N1	Agriculture and Birth of Civilization Ancient River Valley Civilizations: Mesopotamia, Egypt, Indus Valley, China · Classical Empires: Greece, Persia, Rome, Imperial China · The World's Major Religions: Judaism, Buddhism, Hinduism, Confucianism, Daoism, Christianity, and Islam · Silk Roads & Cultural Diffusion across Imperial China, Central Asia, the Middle East, and North Africa · The European Middle Ages, Renaissance, and Age of Exploration
SOC1N2	· The European Reformation · The Age of Absolute Government · Revolutions in Thought: The Scientific Revolution, the Enlightenment · Revolutions in Politics: The American Revolution, French Revolution, and Latin American Revolutions · The Industrial Revolution · The Age of Imperialism · The World Wars · The Cold War Era · Globalization

REQUIRED RESOURCES

Textbook / E-Book	This course will be supported through: World History and Geography/Jackson J. Spielvogel, Ph.D All course resources are free-of-charge.
Technology	IPAD
Other	

AVAILABLE RESOURCES

Check Grades	Interactive Report Card (irc.d125.org)
ILC Tutor	Social Studies Tutors are available in both East and West ILC from 7:30am-4pm.
Canvas Learning Platform	
Other	

MAKEUP POLICY

For expected absences, you should inform the teacher ahead of time and plan to keep up in class.

For unexpected excused absences, the Stevenson X+1 policy will be enforced for all assignments due for a missed class. Tests and quizzes must be made up promptly in the testing center, or by arranging a time with the teacher.

In unique circumstances, the teacher and student may meet to determine an appropriate make-up schedule for missed assignments.

GRADE DETERMINATION

The Interactive Report Card ([IRC](#)) communicates missing assessments/assignments, teacher comments, and concerns with students' social-emotional learning (SEL). The [IRC](#) will be used to communicate students' proficiency in each learning target, overall trend towards proficiency in each standard, and the *predicted* semester letter grade.

The semester letter grade will be informed by the student's evidence from assessments over the semester-long body of work with consideration to growth over time.	
Semester Letter Grade	<i>Exceeds Standard, Meets Standard, Approaching Standard, Developing Foundational Skills</i>
	Trends in Performance on Course Skill
A	All course skills achieved at performance level of "meets" or "exceeds"
B	All course skills achieved at "meets" or "exceeds" levels, with at most one skill at a "approaching" level
C	All course skills achieved at "meets" or "exceeds" levels, with two or more skills at a "approaching" level
D	All course skills achieved at "meets" or "exceeds" levels, with at most one skill at a "developing" level
F	All course skills achieved at "meets" or "exceeds" levels with two or more skills at a "developing" level

SCALED Standards

Students will be given feedback on their level of proficiency towards mastery in each learning target using the gradations below.

Skill 1 - Historical Argumentation

Standard 1 - I can make an effective historical argument using introductory context, a thesis, supporting evidence, analysis, and proper mechanics			
EXCEEDS I can make an effective, insightful and sophisticated historical argument using introductory context, a thesis, supporting evidence, analysis, and proper mechanics	MEETS I can make an effective historical argument using introductory context, a thesis, supporting evidence, analysis, and proper mechanics	APPROACHING I can make a limited historical argument using certain elements of argumentation (listed below).	DEVELOPING I can make a limited historical argument using certain elements of argumentation with prompting.

Skill 2 - Historical Source Evaluation

Standard 2 - I can accurately evaluate a historical source/sources by identifying main idea, author's purpose, author point of view, and historical context.			
EXCEEDS I can accurately evaluate complex historical source/sources by identifying main idea, author's purpose, author point of view, and historical context.	MEETS I can accurately evaluate a historical source/sources by identifying main idea, author's purpose, author point of view, and historical context.	APPROACHING I can accurately evaluate a historical source/sources using certain aspects of sourcing (listed below)	DEVELOPING I attempt to evaluate a historical source.

SKILL 3 - Historical and Geographical Knowledge

STANDARD 3 - I can accurately demonstrate historical and geographical knowledge of course content in a variety of formats (multiple choice, essay, short answer, debate, etc.).			
EXCEEDS I accurately demonstrate historical and geographical knowledge in a variety of formats and can make connections to other concepts and knowledge.	MEETS I can accurately demonstrate historical and geographical knowledge of course content in a variety of formats (multiple choice, essay, short answer, debate, etc.).	APPROACHING I can demonstrate some historical and geographical knowledge of course content.	DEVELOPING I attempt to demonstrate knowledge.

SKILL 4 - Citizenship (SEL)-Self-Management (not calculated)

STANDARD 4 - I describe and provide evidence of my strengths and areas for growth			
EXCEEDS I take steps that foster my strengths and improve my areas for growth.	MEETS I describe and provide evidence of my strengths and areas for growth	APPROACHING I describe my strengths and areas for growth and with support I can provide evidence of both.	DEVELOPING I need help when describing my strengths and areas for growth.