

World History

2020 - 2021 Course Syllabus



Instructor: Mr. Molitor

Room: 1082

Phone: (920) 849-2358 ext. 4365

Website: www.coachmolitor.com

Email: molitort@chiltonsd.org

Course Description

World History will trace the development of the modern world from the Renaissance through the Age of Imperialism. This course includes the study of European civilizations and their influence on the formation of the Modern World. The basic topics covered include: the Renaissance and Exploration, Age of Reformation, world religions, the Enlightenment and Age of Revolutions, Nationalism, and Imperialism.

Textbook

World History. Houghton Mifflin Harcourt Publishing Company, 2018.

Online Resources

1. [Mr. Molitor's Classroom Blog](#)
 - Lesson plans and announcements are posted daily.
2. **Online Version of the World History Textbook**
 - [HMH Login Page](#)
 - Use your school username and password to login
 - Be sure you are select World History from the dropdown menu
3. **Schoology**
 - Assignments and resources will be shared via this learning platform.
4. **Turnitin.com**
 - Major writing assessments will be submitted to this website.
 - Class ID -
 - Enrollment Key -
5. **coachmolitor.com**
 - Additional enrichment resources will also be posted on my website occasionally throughout the course.

Standards-Based Learning:

This course will utilize Standards-Based Learning. To ensure accurate grade representation, student grades will be recorded on the Google Spreadsheet in conjunction with PowerSchool. Students will be assessed on relevant Chilton Standards and the Wisconsin Social Studies Learning Standards.

Chilton Standards

1. Demonstrate independence through questioning and perseverance
2. Construct viable arguments through evidence
3. Analyze and interpret abstract and quantitative data
4. Develop and use appropriate models (not formally assessed during this course)
5. Obtain, evaluate, and communicate information
6. Understand and respond to varying audiences, cultures, perspectives and purposes

World History Learning Standards (Wisconsin State Social Studies Standards)



1. Demonstrate independence through questioning and perseverance
 - a. Students will construct meaningful questions that initiate an inquiry. (I1)
 - b. Students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. (H2)



2. Construct viable arguments through evidence
 - a. Students will develop claims using evidence to support reasoning. (I3)
 - b. Students will use historical content for determining cause and effect. (H1)



3. Analyze and interpret abstract and quantitative data
 - a. Students will gather and evaluate sources. (I2)



4. Develop and use appropriate models



5. Obtain, evaluate, and communicate information
 - a. Students will communicate and critique conclusions. (I4)
 - b. Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. (H3)



6. Understand and respond to varying audiences, cultures, perspectives and purposes
 - a. Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). (H4)

Scoring

Your scores for this class are based on your work throughout the entire course.

Scores will be represented in the scale below:

3	<i>Meeting</i>	Student consistently demonstrates adequate mastery of course standards in familiar context.
2	<i>Approaching</i>	Student demonstrates beginning work toward standards and produces work that shows progress.
1	<i>Attempting</i>	Student demonstrates unclear or minimal understanding of the standard.
INC	<i>Incomplete</i>	Student has yet to attempt to demonstrate course standard.

Passing

In order to obtain credit in World History, students need to have an overall score of 2.08 or greater and cannot have a 1 or INC in any of the Chilton Standards. This number is based on the combined average of the Chilton Standards at the end of the course. Students in World History (Block) classes will receive a grade and a ½ credit at the end of each term, while the students in my World History (Skinny) classes will receive a grade and a ½ credit at the end of each semester.

Assignments: Your assignments will be varied and will consist of mostly in-class work. The purpose of your assignments is to learn. Think of your various assignments as different tools for learning. If you use the assignments carefully, they will assist you in your learning. I will not collect your assignments; they are your study tools to help you in your graded tasks. We will review and reflect on your assignments together in class.

1. **Daily work:** This must be completed on time. We will review and improve all the assignments in class. Students will need to have their daily work completed to take the assessments.

2. **Preparing for assessments:** Since the majority of assignments students should complete during the school day, it is the responsibility of the student to study their materials. Success on the written unit assessments relates to the student's continual interaction with the course material because so many of the events, people, and concepts are unfamiliar to the student.

3. **Current events:** We will attempt to discuss current events daily. Students need to be prepared to discuss significant local, national, and world news stories.

Assessments: How will you earn your grade? Final grades will be calculated by averaging all of the assessment scores during the term (semester). **Unless it is the final week of a grading period, students will be expected to reassess any 1's on the assessment.**

1. **Current Events Analysis:** Students will find and analyze at least one current event during each term (semester).
2. **Historical Article Reviews:** Students will find and analyze one historical article during each term (semester).
3. **Book Reviews:** Students will complete one written book review and presentation during each term (semester).
4. **Projects:** Each unit will have one or more projects that require you to synthesize and apply information. *(potential for Student Growth/ Distinguishing Opportunities)*

Reassessment Policy:

Students are able to complete reassessments on any assessment. Student reassessment will be on the deficient standard(s). Students will have five (5) school days to complete the Reassessment policy to include the following requirements:

- A Reassessment Form must be completed by the student.
- All outstanding work must be completed, with no incompletes.
- Teacher assigned review will be determined based on the student's performance on the assessment/assignment:
 - Possible review activities: corrections on assessments, meeting with the teacher, review assignment, review videos, etc.

Employability Skills

In addition to the standards outlined above, students will receive scores for Employability Skills (Respect and Responsibility). These scores will be assessed within the daily procedures of the course, and the multi-student work time, and projects. The scores will not be calculated into the final score for the class.



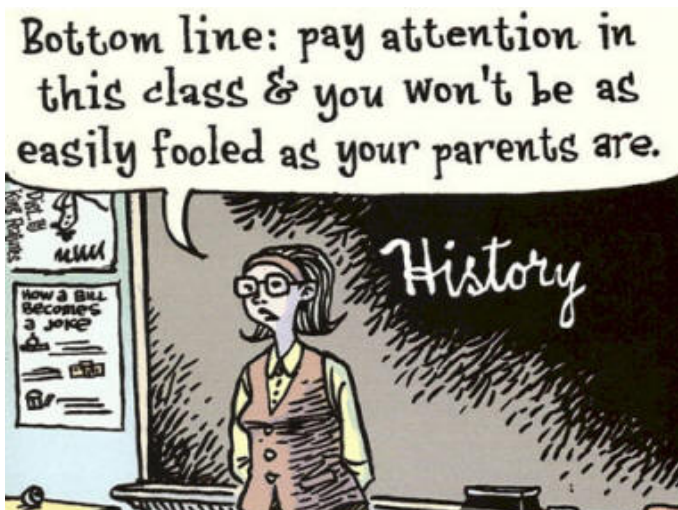
Employability Skills

7.1 Respect: Students will demonstrate respect for self, others, and school.

- Demonstrates a positive attitude
- Follows classroom expectations
- Collaborates and works productively with group members in a polite manner

7.2 Responsibility: Students take responsibility for themselves and their actions.

- Listens to and follow directions
- Comes to class prepared and on time
- Meets deadlines
- Actively participates in classroom activities
- Uses device productively as instructed
- Uses work time effectively as instructed
- Academically honest



Mr. Molitor's Tiger Values (Classroom Rules):

The 3 R's

- Respectful
- Responsible
- Ready to Learn

Any disrespect of the instructor(s) or fellow students will not be tolerated. If the learning environment is affected negatively by your disrespect, you will be asked to leave. Disrespect will result in removal from the classroom and conference with me and others around the building.

Basic Classroom Materials:

- CHS Google Chromebook
- Earbuds (when directed by instructor)
- Folder
- Notebook or Binder with Lined Paper
- Colored Pencils (when directed by instructor)
- Pen or Pencil (No red unless directed by instructor)
- **TONS OF ENTHUSIASM**

Attitude: Education is a two-way street. This means that we will not succeed if just one of us puts forth effort. I will do my best to provide a clear path to learning, and I expect the same commitment from you.

Achieve 3000: We will participate in a literacy program weekly called Achieve 3000. During each unit, you will read a predetermined article(s) online and answer questions about the article. Discussion, writing assignments or graphic organizers may also be used to further activity.

Absent/Makeup: If you miss a class, **it is your responsibility** to check Mr. Molitor's Blog, email the instructor, or look in Schoology. Then, if you are confused about the assignment or in need of materials, please conference with Mr. Molitor at an appropriate time (i.e. not in the middle of whole-group discussion). The scheduling of any missed assessments with Mr. Molitor is part of the student's responsibility when missing a class.

Extra Help:

If you find yourself falling behind or are having difficulty with a concept or unit, do not be afraid to ask for help. I will find time to give you additional help before/after school or during Homeroom. I will monitor each student's work and will inform students and parents when the grade stays consistently low.

Tardies: Students are expected to be on time for class. This means students will be in their seats when the bell rings, and Mr. Molitor will have a task located on the screen (or whiteboard) for students to be complete. After the 3rd unexcused tardy in a term, parental contact and a 10-minute teacher assigned detention will be assigned for each additional tardy. Students presenting a pass from another teacher will be marked as excused.



Electronic Devices: Activities that need the aid of electronics will be conducted in computer labs or with their **school-issued device** when directed by the instructor. Proper use of computers is expected, students should not be listening to music (unless okayed by the instructor), playing games, watching videos, or otherwise distracting themselves and others. All devices (except instructor-approved computers) should be **SILENCED** at the beginning of class and stored out of sight for the class period. All violations will be dealt with in accordance with the CHS Smart Devices Policy.

The Course at a Glance:

Unit 1: Renaissance and Exploration

❑ Module 14 & 16

Unit 2: Age of Reformation

❑ Module 15

Unit 3: Absolutism and Constitutionalism

❑ Module 17

Unit 4: Scientific, Philosophical, and Political Developments

❑ Module 18

Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century

❑ Part 1 - The French Revolution and Napoleon Europe (Module 19)

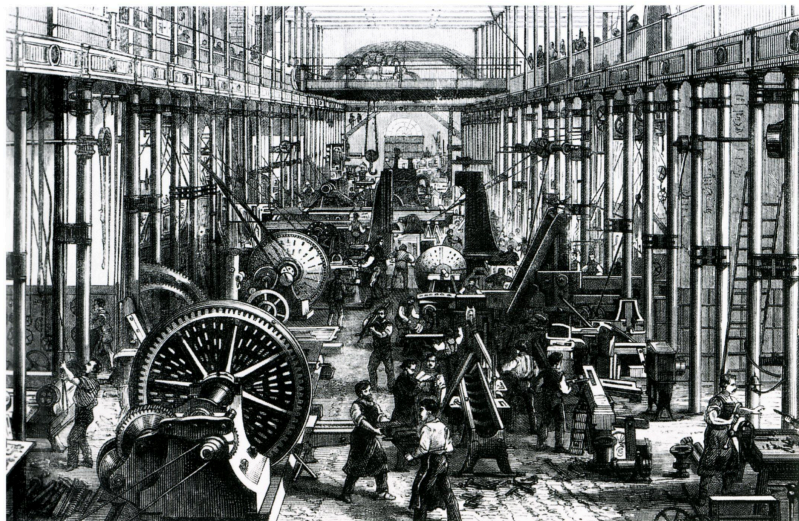
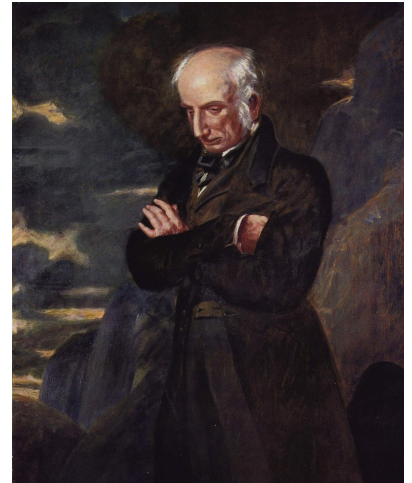
❑ Part 2 - Revolutions Sweep the West (Module 20)

Unit 6: Industrialization and Its Effects

❑ Module 21 & 22

Unit 7: 19th-Century Perspectives and Political Developments

❑ Module 23 & 24



Special Note: With the opening of the 2020-2021 school year during the Covid-19 pandemic, the special [policies and procedures](#) laid out by Chilton Public Schools will be followed until otherwise instructed by the administration. Here is the [FAQ document](#) for CHS.