

## Mr. Nicol's ACP World History Class

Room 318 | [nicolz@wellesleysps.org](mailto:nicolz@wellesleysps.org)



@MrNicolTweets |



mrnicol318

### Course Description

Because we are living our not-so-best-lives in the year 2020, it's easy for us to think that this year is perhaps the "worst" or the "most consequential" year in world history, which is known as *presentism* by historians. However, only time will tell in the coming weeks, months, and years as to how historians will tell the story of the year 2020 and its impact on the local, regional, and global communities in which we all exist. Similar to our current experiences in the year 2020, people have lived through significant events and forces in world history that have impacted the way in which they conducted their lives, and while the story of 2020 has yet to be fully written, we can begin to document this year in order to compare our experiences to our historical predecessors'.

### Course Guiding Questions

1. In what ways have historical forces *reinforced/enlarged/challenged/conflicted with/replaced* communities?
2. How can we document our learning in order to compare these historical forces to current issues in our local/regional/global community?

### Course Content Overview (\*subject to change based on our schedule)

Introductory Unit - What is History?

Unit 1: Expanding and Interweaving: The Indian Ocean Community

Unit 2: Disrupting and Connecting: The Silk Roads Community

Unit 3: Erasing and Reinventing: The Atlantic Community

### Course Norms and Grading

Since this is your first Social Studies course at the high school, the goal is to build the foundational skills you will need moving forward in high school and beyond. To do this, you will be taught how to read, write, and think like a historian. A few things that you should know about my class...

1. You will NOT be expected to *memorize* a large amount of facts, dates, people, etc...
2. You will NOT take *traditional* tests and quizzes (note the word *traditional*)
3. You will read and write as much in History as in English class
4. You will 'do' history independently

The "grading" in this course will be a truly unique experience for you in that there will be NO POINTS, NO PERCENTS, and NO LETTERS on any individual assignment. We'll further discuss this grading system in the coming weeks.

### Required Materials

Below are the materials you are expected to have *everyday* for class, whether in person OR online:

- o A fully charged laptop
- o Earphones
- o Three-ring binder (a 1/2 inch binder will be fine to save space in your backpack!)
- o Pencils and/or pens
- o Hi-Liters (multiple colors)

## Remote Learning

Let's be honest... This year will not be a usual school year. In order to be most effective and successful in your work, here are some tips for remote learning this year: [Surviving and Thriving in Remote Learning Tips](#)

## Phrases to Live By

The following three phrases are representative of the values our class will have all year:

1. *"Success is always less funny than failure."* - While the goal is to limit mistakes and failures (especially big ones...), **all** of us will make mistakes and fail. As soon as you accept the fact that you will make mistakes and fail, you can (1) begin to focus your attention on learning the ways in which you can best improve and (2) hopefully laugh about it in the future.
2. *"Communicating lateness means you can never be late."* - Turning something in late can only happen if you've missed the deadline, but if you communicate in advance that you won't turn something in on time, then how can it be late? Every one of us learns at a different pace, has external constraints on our time (sports, music, tutoring, family commitments, etc...), and, unfortunately, deal with emergencies that come up. To that end, as long as you communicate with me in advance of a due date (as best as possible), you'll never be late.
3. *"Umm.... is this good?"* This is probably the most common question from any student, and my response is normally: "What is good?" You are in control of your education, and my goal is to get you to a place where you can *independently* determine what is "good" and what still needs improvement. You should **ALWAYS** ask me direct questions ("Is this good...?" is **NOT** a direct question) and **ALWAYS** ask me about feedback or a rubric score **in person**.
4. *"We're all mature until someone breaks out the bubble wrap."* - Since you started back in Kindergarten, your teachers have always said, "You're acting like a [insert a previous age or grade]" when you were acting immaturely. In high school, a lack of maturity begins to be seen as part of your personality by your peers, teachers, and administrators. We will have fun this year, and I expect you to **ALWAYS** show respect for yourself and others both inside and outside the classroom.

The faster you internalize these core principles and beliefs, the faster you will be successful in this classroom. If you have any additional questions or concerns to begin the year, please let me know as soon as possible!