

Honors World History – Fall 2018

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Welcome to Honors World History!

The first priority of this course is to maximize each student's greatest potential. In addition, we will focus on the student as a critical reader, writer, thinker, cultural participant, and global citizen. Choose to own your learning experience. Academic integrity and honesty is of the utmost importance to your instructors and school community.

World History Key Understandings

1. What role does cultural diffusion and interdependence play in the development of cultures and societies?
2. Understand how conflict and innovation influenced political, religious, economic and social changes in civilizations.
3. Analyze exploration and expansion in terms of its motivations and impact.
4. How have revolutions and rebellions influenced and changed societies and civilizations?
5. How is an understanding of geography crucial to an understanding of history?
6. How have the change in class structure influenced cultures and societies throughout history?

Units of Study

Semester One:

Unit 1: Ancient Civilizations
Unit 2: Classical Period
Unit 3: Middle Ages, Islam and Early Nationalism
Unit 4: Renaissance and Reformation

Semester Two:

Unit 5: Non-Western Culture
Unit 6: Absolutism and Colonialism
Unit 7: Enlightenment and French Revolution
Unit 8: Industrial Revolution
Unit 9: Imperialism/WWI

Daily Procedures

Bring..."World History: Connections to Today" textbook, paper, folder/binder, pen/pencil, any work that is due

Pick up...any handouts that are set out on the table

Begin with...preparing for class by reading the learning objectives on the board, previewing the bellwork, and taking out your notebook

End with...review the learning objectives to check yourself for understanding, identify questions you need to ask your pod or teacher

Guiding Principles of our Classroom

How Learning Occurs

Think about a time in your life that you failed. What comes to mind? Do you think of learning to ride a bike? Practicing an instrument or sport? Learning to walk? Too often, we are taught to think of failure as something bad, something to be avoided. We are taught that failure is a destination, when in fact failure is a natural and unavoidable part of the journey. You would not be walking now if you had not failed and kept trying. In this

classroom, failure is not something to be afraid or ashamed of – it is often how we learn best. Every time we try, we learn something new, and these lessons allow us to reach our full potential. Do not be afraid to take a risk, to try something new, to suggest a new theory. When we stop risking, we stop growing. And this class is about your own individual growth, as a student and as a person.

Cooperative Learning: PODS

Educational research over the past several decades has strongly supported collaborative and cooperative learning as a powerful approach to learning and academic success. For this reason, our classroom is organized into collaborative learning structures called **Pods**. Pods are meant to function as a unified whole, rather than as four individual students who happen to be sitting together. As a Pod member, you will ask for and offer help to your Pod members, share ideas, and offer your best effort on each day. Your Pod will be your first and best resource in all your class work, studying, questions, etc. This structure puts students at the center of learning, and will allow you to be more actively engaged and take ownership of your learning, while enjoying class more than a “standard” classroom.

Behavior

In our first week together, we will develop a **Class Covenant** based on our **Metea LIFE Statement**. Our expectations for students and teacher will be developed on that day, and copies will be made for all students. Covenant copies **MUST** be signed and kept by all students and teacher.

In accordance with Illinois Senate Bill 100, classroom discipline issues will result in conversation with student, re-direction, parent contact and/ or dean referral.

Grading Practices

Gradebook / How You Earn Your Grades

Classwork Grade (30%): This grade contains any classwork, homework, formative assessments, etc. that the teacher collects. Grades on these types of assignments will be given on a 5-point scale, and are accompanied by descriptive feedback (comments), which should be read and considered by students as guidance on how to develop toward your full potential.

Assessments Grade (50%): This grade contains any summative assessment, which could be a quiz, unit test, midterm, or project. These grades will be entered into the online gradebook, but can always be retaken if a student demonstrates re-learning (see: Retake Petition). This emphasizes our belief that it is most important *that* students learn, not necessarily *when* students learn.

Final Exam (20%): The Final Exam will be given during the period of December 20-22 during the time designated by the school. This exam will be a district common assessment covering all material for the semester. A Final Exam will also be given at the end of Second Semester, in May, and will follow the same format, covering all material for Second Semester only.

Grading Scale –

100-90: A

89-80: B

79-70: C

69-60: D

59-0: F

Re-do's and Retakes

"I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game winning shot...and missed. I've failed over and over and over again in my life. That is why I succeed."
-Michael Jordan

Before Michael Jordan was a champion, he was a learner. Michael Jordan has taken millions of practice shots in his career before and during the time he became a dominant basketball force. His story, and countless others like this, show the importance of a purposeful re-do and retake. Failure is not something that brands us, it is something that makes us stronger and better if we maintain the right perspective. Very few times in life are we expected to be perfect on the first try. We are allowed retakes in many aspects of life, but we must work hard before these retakes. The same is true in this class. Students are able to re-do assignments and retake assessments, but any re-dos and retakes must reflect *re-learning*.

Michael Jordan took a million practice shots, but he probably never just flung the ball at the net. This is why any re-dos must be done thoughtfully and purposefully. To re-do an assignment, the original assignment must be corrected and improved and must be accompanied by a paragraph explaining how you relearned the material (i.e. did you read in the book? Ask a teacher in resource? Review with a friend?). This paragraph must be thoughtful and reflect genuine effort. Your teacher may require you to re-do any particular assignment, and may assign a due date that the re-do must be done and turned in by. Please be aware of this as you receive assignments back!

To retake an assessment, students must complete a Retake Petition, clearly explaining why they should get to retake and detailing a specific plan for re-learning. A list of study strategies will be compiled as a class to help the re-learning process. Re-dos and retakes will be taken for full credit IF a student demonstrates genuine re-learning and ongoing pursuit of learning.

Work Completion Expectations and Guidelines

Missing Work: Missing work is never an excuse to give yourself a zero. Work is assigned and done in this class because it is essential for your learning, and as such all assignments must be completed on time. If a student does not meet this requirement, they will be given an incomplete and held accountable to complete the work, because the learning behind the work is still important. Students will NOT be able to retake an assessment unless all of their work for that unit is turned in.

Absent Work: A student's grade can begin to drop after 3 absences. As such, it is imperative for your success to make up all work that you miss on any days you are absent. When returning from an absence, please talk with your podmates to get the work that you missed and any announcements/due dates that you missed. Make-up work must be done within the same number of days you were absent (for example, if you were absent Monday and Tuesday, then you have Wednesday and Thursday to complete the work, and the work is due on Friday). Any work that was due the day of your absence is due the day you return to class.

Plagiarism and Academic Honesty

Plagiarism is defined as using someone else's words as your own. Students sometimes plagiarize without realizing it, and therefore you must be **very cautious** to ensure that you are not in fact using another author's exact words for any assignment, paper, project, etc. Students caught plagiarizing (including unintentional plagiarism) will receive a **zero**, and may receive further penalties at your teacher's discretion.

Our goal for this class is that you are all successful. Please communicate with your teacher freely so that we can all work toward this shared goal together.