

Basics to help you pass the class:

I'm available for after school help, test make-up and tutoring if students make a "sticky note" appointment. All assignments and most of the handouts will be posted online at *my* class website, not EdModo. Once posted, they'll remain for the entire year. It's the student's responsibility to find and keep up with class assignments. We *will* be using computers every day, so students are expected to be responsible and to follow class rules for computer use. Homework for this class will vary, but involves a lot of reading, some internet assignments, projects and work the student doesn't complete in class. I *do* set aside class time to do the assignments. EdModo is used in our class, not Moodle. There is a "parent code" to let you look at scores - ask for it!

Curriculum Goals:

Students will be asked to learn about and evaluate World History and Geography, prehistoric periods to present. Each student will be expected to do reading, writing and research as well as engage in classroom discussions. Students will be presented with a variety of historical information and sources that scratch the surface of our world's past. It should be noted that the history in our textbooks focuses on the physical evidence about the progression of man's presence on the planet. It also means that we learn about the practices and philosophical views of all those other cultures. It is not the goal of this class to measure the value or validity of those beliefs, but rather to learn that this *was* the philosophy or cultural practices of *those* people.

★**ADVICE TO PARENTS:** Journals are the best way for parents to see if students are working in class or not - just compare the student work to the assignments and requirements posted online on Devoirs at audrogers.com. If you have concerns that your student may not be meeting the curriculum needs of the class, begin by checking the assigned classwork versus the completed work found in the journals, portfolio and Edmodo. If you don't find a matching amount of completed materials, it's likely the student is in academic distress.

★Expectations for students:

- ★ **Respect** - for yourself, for others, for the school, the classroom and your learning environment. **Use good manners** in the classroom - so will I. Hate speech, cyber harassment and/or bullying is unacceptable. It is not acceptable to interfere with other the other students' ability to learn. This is about your behavior in the workplace; be responsible, be respectful.
- ★ **Communication** - If you don't let me know that you're struggling, need extra help, or that something has gone wrong somewhere, I can't help. Be self-advocating - if the grade isn't right or you don't understand, talk to me. If you need to come in, make an appointment. If you've been absent, let me know your plans for the work.
- ★ **Organization** - follow expected procedures and know where to find what you need.
- ★ **Personal Responsibility** - Know what has to be accomplished each week. Do what needs to be done because that's **your** job. If you don't do it, communicate honestly and immediately with your teacher to solve the problem. This is your educational experience, and you will only get out of it what you put in.
- ★ **Academic Honesty** - Do your own work. If you rely on outside sources and use their text, cite them and use quotes. I can take random sections of your text and do a quick online search for plagiarism without resorting to Turnitin. Collaboration is encouraged but not on everything, so the work needs to come from *you* and not someone else.
- ★ **Self-check** - keep track of your activity regularly. You can use your Weekly Self Evaluations to do this if you answer them honestly. Make sure you complete the items in your Journal and that you actually work in class on class assignments.

Resources:

Class website: is located on audrogers.com and is available without a password. Once on the site, go to **Announce** for downloads, instructional videos and how-to pages. Go to **Devoirs** for the daily assignments charts. This is a blog format site, so the topmost entry is also the most recent. Once posted, items will remain on the site for the entire year, but might move to *Archive*.

Textbook: CD-Rom version uploaded to computers or online *World History: Patterns of Interaction* by MacDougal Little. As a rule, computer-based reading assignments are to be expected. Some hardcopy texts available in class, but not for checkout except for students with specific educational needs. Contact me by email if your student needs an at-home hardcopy version of the text.

EdModo: replaces **Moodle** for my class. I find it more reliable and parent-friendly. Parents should ask students for the parent code, or they can email me at arogers@district70.org to get one. Digital assignments and tests are given here. If students have a zero for one of them, it means it was not received. **Assignments lock after the due date.**

Supplements:

Teacher-generated: How-to's, notes, samples

Videos: iTunesU Podcasts, TED Talks, Smithsonian, PBS, History Channel, NOVA, National Geographic and other assorted sources. Some must be restricted to EdModo or the classroom due to copyright needs.

Rubrics: Scrapbook rubric checklists, MYP rubrics.

World History and Geography

Expected Pace: is subject to change depending on school-related interruptions and classroom learning needs. Track daily/weekly assignments and tests on the class website under *Devoirs*. Track changes on the class website under *Devoirs*. Things that won't change: Chapter sections to be covered, Self-Evaluations and Finals.

<u>First Quarter:</u>	Daily	Reading & Discussion, Text book assignments, Casebook, maps and activities
Geography & History Terms: Scientists, Earliest Civilizations to Emerging Empires	Internet EdModo Tests Projects Maps Videos CaseBook	Lascaux, Chauvet Tassili n'Ajer, Leakeys, Scorpion King Weekly Self-Evaluations (10 pts) <i>progress tracker, not subject material</i> Chapter tests on EdModo (50 points) Study Guides <i>Scrapbook Page</i> (50 pts) Handouts w/ worksheets (10 pts) film notes (req. format) and summaries (10-20 pts) Written work for each chapter section (5pts/section) done to specified format
<u>Second Quarter</u>	Daily	Reading & Discussion, Text book assignments, Casebook, maps and activities
Ancient Empires to Middle Ages	Internet EdModo Tests Projects Maps Videos CaseBook Finals	Qin Shi Huang, Tut, Indus, Parthenon, Charlemagne, Germanic Tribes, Marco Polo, Holy Roman Empire Weekly Self-Evaluations (10 pts) <i>progress tracker, not subject material</i> Chapter tests on EdModo (50 points) Study Guides <i>Comparative Religions-web</i> (50pts) <i>Scrapbook Page</i> (50 pts) Handouts w/ worksheets (10 pts) film notes (req. format) and summaries (10-20 pts) Written work for each chapter section (5pts/section) done to specified format Cumulative knowledge tests on EdModo(60 pts) Study Guides
<u>Third Quarter</u>	Daily	Reading & Discussion, Text book assignments, Casebook, maps and activities
Renaissance/Early Americas to The Enlightenment & Revolutions	Internet EdModo Tests Maps Videos CaseBook	Galileo, DaVinci, Salons, Humanism, Meso-America, Napoleon Weekly Self-Evaluations (10 pts) <i>progress tracker, not subject material</i> Chapter tests on EdModo (50 points) Study Guide Handouts w/ worksheets (10 pts) film notes (req. format) and summaries (10-20 pts) Written work for each chapter section (5pts/section) done to specified format
<u>Final Quarter</u>	Daily	Reading & Discussion, Text book assignments, Casebook, maps and activities
Age of Empires, Industrial Revolution to World War I	Internet EdModo Tests Videos CaseBook Finals	Eli Whitney, Edison, Potato Famine, Suffrage, Labor Laws Weekly Self-Evaluations (10 pts) <i>progress tracker, not subject material</i> Section tests and Finals (points vary) Study Guides film notes (req. format) and summaries (10-20 pts) Written work for each chapter section (5pts/section) done to specified format WWI test on EdModo (60 pts) Study Guides

DO NOT REMOVE FROM PAGE!!! (This is kept, signed, in the student's portfolio for score points.)

★ I have read and understand the expectations above, I know to contact the instructor if there's an issue.

Parent(Print): _____ Signature: _____

★ I have read and understand the expectations above, including my responsibilities for work and academic honesty. I know to contact the instructor if there's an issue.

Student(Print): _____ Signature: _____

(Both student and parent signatures must be present for full credit.)