

## Curriculum Goals:

Students will be asked to learn about and evaluate World History and Geography, from prehistoric periods to present. I'll make every attempt to meet special learning needs, and to base my evaluation of a student's progress on individual ability-levels, but all students are asked to accomplish the the same tasks. 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 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 and EdModo 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](http://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. Use this website as a conversation-starter with the student when discussing progress or concerns.

## ★Expectations for students as individuals

- ★ **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.

## ★ "Success" is based on:

- ★ **Journals** - For *each* Chapter Section you need: Categories, 5 Definitions,

## Resources:

**Class website:** is located on [audrogers.com](http://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](mailto: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, TED-Ed, 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.

**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.

<b><u>First Quarter:</u></b>	Area of Study	<b>Geography &amp; History Terms; Scientists, Earliest Civilizations to Emerging Empires</b>
	Tests	<b>Chapter tests</b> on EdModo (50-70 points) Study Guides given
	Video	<b>Notes:</b> "The Great Wall"
	Internet	podcasts, video shorts Lascaux, Chauvet Tassili n'Ajer, Leakeys, Scorpion King
	EdModo	Weekly Self-Evaluations (10 pts) <i>progress tracker, not subject material</i>
	Journal	Written work for each chapter section (5pts/section) done to specified format
<b><u>Second Quarter:</u></b>	Area of Study	<b>Ancient Empires; Mesopotamia, Egypt, and China to Middle Ages</b>
	Internet	Qin Shi Huang, Tut, Indus, Parthenon, Charlemagne, Germanic Tribes, Marco Polo, Holy Roman Empire
	EdModo	Weekly Self-Evaluations (10 pts) <i>progress tracker, not subject material</i>
	Tests	Chapter tests on EdModo (50-70 points) Study Guides given
	Projects	<i>Comparative Religions</i> -web (50pts) <i>Scrapbook Page</i> (50 pts)
	Maps	Handouts w/ worksheets (10 pts)
	Videos	film notes (req. format) and summaries (10-20 pts)
	Journal	Written work for each chapter section (5pts/section) done to specified format
	Finals	Cumulative knowledge tests on EdModo(60 pts) Study Guides
<b><u>Third Quarter:</u></b>	Area of Study	<b>Renaissance, Early Americas, the Enlightenment, and Revolutions</b>
	Internet	Galileo, DaVinci, Salons, Humanism, Meso-America, Napoleon
	EdModo	Weekly Self-Evaluations (10 pts) <i>progress tracker, not subject material</i>
	Tests	Chapter tests on EdModo (50 points) Study Guide
	Maps	Handouts w/ worksheets (10 pts)
	Videos	film notes (req. format) and summaries (10-20 pts)
	Journal	Written work for each chapter section (5pts/section) done to specified format
<b><u>Final Quarter:</u></b>	Area of Study	<b>Age of Empires, Industrial Revolution, World War I</b>
	Internet	Empire Building, Nationalism, Industrial Revolution, Potato Famine, Child Labor, Suffrage, Labor Laws
	EdModo	Weekly Self-Evaluations (10 pts) <i>progress tracker, not subject material</i>
	Tests	Section tests and <b>Finals</b> (points vary) Study Guides
	Videos	film notes (req. format) and summaries (10-20 pts)
	Journal	Written work for each chapter section (5pts/section) done to specified format
	Finals	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.)