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| World Studies (EC1010) Course Information Sheet  **Instructors: Mr. Bowen, Mrs. Burmeister, Mrs. Caramagno, Mr. Heiken, Ms. Mangin-Hinkley, Dr. McHenry, Mr. Meraz Cerna, Ms. Rietveld, and Ms. Yick Gilbride**  **Textbook:  *Patterns of Interaction***  **Prerequisites: None**  **Length:  Year**  **Credits:  10 Units**  **UC/CSU:  Yes/Yes** What Students Can Expect From This Course **Course Description:**  The purpose of this course is to develop an understanding of the historical, geographical, political, economic and cultural contexts that together create the modern world. This understanding is obtained through an examination of the 10th grade California State Historical Social Science Framework through WWII. These standards focus on the major turning points and dynamics that shaped global history from the mid eighteenth century to the end of WWII. In this course we will work to build Common Core Social Studies Skills including: reading, writing, researching, and interpreting a variety of historical sources.  We will follow the State Curriculum Framework for World Studies for our subject matter including: The World in 1750, Revolutions, the Industrial Revolution, New Imperialism, WWI, Totalitarianism, the Holocaust, and WWII. We will have several formal papers and at least one research project.  **Assessment And Grading:**  Per BP/AR 5121, teachers of the same course are expected to align their grading and assessment practices in the following areas: (a) the weight of assignments for the various categories of assessment, (b) homework policies, late/make up policies, opportunities for revision, and grading scales, (c) degrees of proficiency. In addition, the policy specifies that “group work is to be considered an essential part of the learning experience, and that grades earned through group participation are to reflect an individual student’s achievement on a designated academic standard and to be awarded to individuals rather than to groups of students. | **Grading practices are determined by course teams. All teachers of this course will determine grades as defined below:** Student grades in this course will be determined by a variety of assessments and activities (in class activities, essays, quizzes, tests, notes and homework). Items assessed will be weighted in the grade book as follows:  **First Semester**  Based on Timely Completion:  Preparation (on time homework completion): 5%  Collaboration (citizenship in class): 5%  Revision is Encouraged:  Academic Writing (essays and projects): 25%  Critical Thinking (reading, discussion, note-taking, or written activities): 20%  Historical Mastery (tests and quizzes): 40%  Unit 1, The World in 1750  Unit 2, Revolutions  Unit 3, Industrial Revolution  Final Assessment: 5% \*no revision\*  **Second Semester**  Based on Timely Completion:  Preparation (on time homework completion): 5%  Collaboration (citizenship in class): 5%  Revision is Encouraged:  Academic Writing (essays and projects): 25%  Critical Thinking (reading, discussion, note-taking, or written activities): 20%  Historical Mastery (tests and quizzes): 40%  Unit 4, Imperialism  Unit 5, WWI  Unit 6, Totalitarianism  Unit 7: WWII and the Holocaust  Final Museum Project: 5% \*no revision\* |
| Grading Scale:   |  |  |  | | --- | --- | --- | | Skill Level Name | Letter Mark | SIS/Aeries Final Grade Percent Scale | | A+ / Advanced + | A+ | 96.66-100 | | A / Advanced | A | 93.33-96.65 | | A- / Advanced - | A- | 90-93.32 | | B+ / Proficient + | B+ | 86.66-89.99 | | B / Proficient | B | 83.33-86.65 | | B- / Proficient - | B- | 80-83.32 | | C+ / Basic + | C+ | 76.66-79.99 | | C / Basic | C | 73.33-76.65 | | C- / Basic - | C- | 70-73.32 | | D+ / Below Basic + | D+ | 66.66-69.99 | | D / Below Basic | D | 63.33-66.65 | | D- / Below Basic - | D- | 60-63.32 | | F / Far Below Basic | F | 50-59.99 |     Gradebook Update Policy:  The grade book is updated about every two weeks. Essays and projects may take longer to appear in the grade book. What Is Expected From The Student Daily Assignments:  Students should be prepared to be called on and participate in class every day.  Students are expected to keep track of their daily assignments and homework. Students can also find this information on the class web page for their teacher, Google Classroom and/or Google Calendar.  Students might have a homework assignment up to almost every day, and students should plan to spend up to 2-3 hours per week outside of class. Students are encouraged to budget their time on long-term assignments.  Group Work: Students may do work with a team in a group work assignment, but they will only be graded individually for the part of the assignment they were assigned. They will not be graded on the work of their partners, however students can expect to be graded on their effective collaboration.  Finals: All World Studies students will complete a final assessment at the end of each semester. This final is and is based on work from the whole course. Students should therefore keep all work organized. | **Attendance:** Absences: An “unexcused absence” is an absence in excess of a 30-minute period occurring in a given class. Students may not exceed 14 unexcused absences across their entire schedule. A full day, unexcused absence counts as 5, 6 or 7 absences depending on how many classes a student carries toward the total of 14. On the 15th unexcused absence, students may be referred to an alternative educational program/site pursuant to the District’s involuntary transfer policy (AR/OP 5113).Tardies: Students may not exceed 19 unexcused tardies across their entire schedule. An unexcused tardy is an absence from class from when the bell rings until up to 30 minutes of a class period. At the 15th unexcused tardy, there will be a mandatory parent conference with the student’s Assistant Principal. This conference will be scheduled to occur the morning after the family is contacted by the school. At the student/parent conference, consequences for continued tardiness are discussed and the student is assigned to Saturday School. An attendance contract will also be signed at this meeting. Failure to attend Saturday School may result in a transfer to an alternative educational program/site. **Academic Integrity Policy:**  Honesty, trust and integrity are vital components of the education process.  The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.  There are three categories for violations of academic integrity based on the severity of the offense (Categories A, B, and C). Examples of academic integrity violations include, but are not limited to, copying homework, allowing someone else to copy your work, plagiarism (taking or passing off another’s ideas as one’s own, including using Internet sources without documentation), copying from another’s exam, improperly obtaining and/or using tests, and using unauthorized notes/materials.  Check with your teachers if you are unsure of their expectations.  A student’s education and integrity are extraordinarily valuable. Thus, students are expected to do their own work. If a student feels they are not able to complete their own work, they should consult their teacher for assistance. Student or parents/guardians who are unclear about what constitutes cheating should consult the instructor and the district Academic Integrity policy posted on the instructor’s website. District policy regarding cheating will be followed at all times. |
| Late Work /Make Up / Revisions and Reassessments: Late Work: Turning work in on time is highly recommended as it affords time for teacher feedback and student revision of work. On-time assignments result in more learning and higher grades because students have the opportunity to practice skills and can use or expand on what is learned for homework in class. Students are permitted to turn in late work for proficiency grades, but will lose Preparedness points. Preparation grades cannot be revised.  Absences: Students should look to online resources first to find out what they may have missed. It is the student’s responsibility to initiate getting all missed work and talking to their teacher to find out what they need to make up.  Revisions and Reassessments: Because making and correcting mistakes is part of any learning process, students are encouraged to take advantage of the instructor’s revision opportunities. Students may revise most academic writing, critical thinking assignments and assessments in an attempt to achieve higher proficiency. Revision time frame/deadlines will be communicated by each teacher, and vary by assignment. Reassessments for tests and quizzes should also be completed within a month of the original assessment.  Classroom Rules:   * School Behavior Policies Apply in the Classroom. * Cell phones should be in backpacks during class unless directed by the teacher.. * All technological devices (calculators, iPods, etc.) may only be used with teacher permission.  Students must ask for permission every time.   Digital Device Policy:  Devices can only be used in class at the teacher’s discretion and should use them in line with the [MVLA Digital Device](https://docs.google.com/a/mvla.net/document/d/1LhfiDIFvaWpLfa-aiqppdFKboEBRffU8PQ-nIHmIPyk/edit?usp=sharing)  and behavior policies. If distraction becomes an issue, the teachers will manage the situation as they would with any other distraction and in line with the relevant policies.  Help:  Students can get help in a number of ways. They can make an appointment to see their teacher, either during lunch, after school, or during the weekly tutorial period, or go to the Tutorial Center. They can also send an email. Teacher email addresses and phone numbers are posted on the teacher main web page. The school librarian, Homework Club, and weekly tutorial period are also available during regular school hours. | **Contact Info:**  **Teacher Name**: Dr. Paul McHenry  **Email**: paul.mchenry@mvla.net  **Phone:** 650.691.2452  **Web Page**: www.paulmchenry.com  **Office Hours / Extra Help**: I am available most days before school and during break. I am also available during tutorial on Tuesdays and often during lunch.  We (The student and parent/guardian)have read this sheet together and understand the general outline of the course presented here.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student name (print)  Student signature Date  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Parent/Guardian’s signature Date  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

*This is a year-long contract between student, guardians and teacher.*