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| **Mr. Paluczak** |
| World History Syllabus Fall 2019 |
| Incarnate Word Academy |

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***The Importance of History in our own Lives***

*History well told is beautiful. Many of the historians who most appeal to the general reading public know the importance of dramatic and skillful writing—as well as of accuracy. Biography and military history appeal in part because of the tales they contain. History as art and entertainment serves a real purpose, on aesthetic grounds but also on the level of human understanding. Stories well done are stories that reveal how people and societies have actually functioned, and they prompt thoughts about the human experience in other times and places. The same aesthetic and humanistic goals inspire people to immerse themselves in efforts to reconstruct quite remote pasts, far removed from immediate, present-day utility. Exploring what historians sometimes call the "pastness of the past"—the ways people in distant ages constructed their lives—involves a sense of beauty and excitement, and ultimately another perspective on human life and society*.

***Text***

HMH Social Studies World History: Student Edition 2018

***Course Description***

This course is a survey of World History from the Prehistory to the present. This class will proceed chronologically but will focus on specific themes as we go. We will explore how early humans adapted and transformed their environment. Then we will discuss the rise of the Eastern and Western World, focusing on how humans developed culture, religion, states, empires, and networks of trade in both areas of the world. Next, we will study how the East and the West developed in the Age of Exchange and Encounter. Finally, we will study the impacts of the Eastern and Western Hemispheres connected. This will lead the class into the second semester’s study of globalization through revolutions, imperialism, and global conflicts. All in all, this course is designed to provide students with a broad understanding of global developments so that the students have a foundation they can build upon as they pursue other Social Studies classes in the future.

***Overall Objectives***

1. Describe relevant information or argument within a source
2. Explain historical significance of and similarities and differences of historical events
3. Examine relationships between cause and effect of historical events
4. Describe patterns of continuity or change and relative significance over time

***Laps***

Each Lap will be roughly a cycle in length and consist of an assortment of different activities, discussions, and open labs.

1. Ancient Empires
2. Eastern World
3. Western World
4. Age of Exchange and Encounter: Eastern World
5. Age of Exchange and Encounter: Western World
6. Connecting Hemispheres
7. Industrial Revolution and Imperialism
8. World War I
9. Years of Crisis
10. World War II
11. The Modern World

***Assessments, Scoring, and Open Labs***

**Assessment**

Each Lap will have a series of formative assessments known as learning goals. Each of the Learning Goals will have their own unique assessment. Assessments are designed for the student to show me what they have learned and how the students can communicate to me their knowledge of the goals. No classroom learns exactly the same way so assessments per Lap will undoubtedly vary.

Students who have achieved a satisfactory score, yet want to improve their score, must fill out the Assessment Retake Form.  Below is a copy of the Assessment Retake Form.  Assessment Retake Forms will be found in a folder by my open lab sign in sheet.  Not all retake requests may be granted.

**Scoring Breakdown**

Grades will be broken down on a points system.

* **Formative Assessment Learning Goals** consists of homework, open lab work, quizzes, and day to day activities/assignments.
* **Summative Assessment Essential Questions** consists of tests and projects.
* **Final Exam** will be worth **15%** of the total points for the semester.

**Structured Open Lab**

I reserve the right to structure any student who I believe is struggling.  This structuring could last a cycle, Lap, or longer.  The purpose of structured open lab time is for the student to get more individual assistance in the areas in which they are struggling (homework, quizzes, concepts, in class readings, etc).  This is not a tutoring session.  Students will be expected to work and put forth a solid effort while structured.  Once their grade rises or their effort increases structuring will be lifted.  This is not a punishment!  This is to aid the student. However, if you miss a structured open lab you will receive a 1-D.

**Open Lab Policies**

1. **Arrive promptly** in appropriate uniform and prepared with materials.
2. **Sign in** to every open lab and indicate what you intend to accomplish.
3. **Open lab is for learning activities, such as LAP activities, conferencing, or group projects.**
4. Work alone silently or quietly and respectfully in small groups.
5. Purses, pencil cases, book bags, or any other kind of bag must be on the floor at all times – no exceptions.
6. Open lab assignments are due on the date and time according to the Lap.  Some assignments may be handed in at 3:00, by midnight, or before break.  You never know. It really depends on our schedule.

***Expectations***

1. According to school policy, any **phones** that ring during class or open lab will be confiscated
2. No **purses or bags** will be allowed on the desk tops during class or open lab.
3. **Respect** your instructor, your fellow students, and yourself at all times
4. I expect all students to **come** **prepared** to class with their book, paper and pen/pencil every day.
5. I expect all students to **arrive promptly** to class and be ready to begin in a timely manner.
6. I expect all students to **behave** in a responsible and mature manner for the entire class period.
7. I expect all students to **participate** appropriately in class discussions.
8. I expect all students to be in **proper uniform**.
9. I expect all students to complete written assignments using **complete sentences and proper grammar**.
10. Students may be given a **required** **outside** **reading** assignment to enrich the lesson.  This will be listed in the lap where appropriate.

***Student Responsibility***

1. I emphasize **responsibility**, **maturity**, and **college preparation** skills in my class.
2. All students are given a **lap** which covers what we are doing for the entire unit.
3. **Every** Practice Assessment, quiz, Learning Goal, project, EQ, etc. is listed in the lap.
4. **Every** due date is listed in the lap.
5. There is **no excuse for not turning in assignments or being unprepared for tests, Learning Goals, or EQ projects/papers**. Time management is a very important skill and it is stressed in my class.

***Email Policy***

If you need to email me with questions, assignments, or other concerns, please note that you must use your school email account IWA is no longer communicating with outside student emails and you will not have access to your personal email accounts during the school day.  In addition, you must **check your student email account daily**. I will often send reminders, updates, or other emails with important information.  You are responsible for checking your email to receive these updates. Please make sure that your Edline account is up and running.

Additionally, it is important when emailing a teacher to note appropriate etiquette. **I MAY NOT RESPOND TO EMAILS SENT AFTER 6:00 PM, OR ON SATURDAYS.**

**Remember, you are addressing a teacher when you email and it is a great skill to learn how to write concise and professional emails.**

***Enrichment***

1. Enrichment is exactly what it sounds like, enriching your understanding and knowledge of the material covered in the Lap.
2. Enrichment is designed to further your understanding of the material and not bail you out if you are struggling in class.  **Enrichment activities will never be worth more than 5 points**.
3. Enrichment activities will vary.  On some Laps, depending on the material that we are examining, students may be required to visit certain local museum exhibits, watch educational television programs or movies, write short papers over a primary documents, etc.
4. If you are struggling in class concentrate on the assignments and not the enrichment because the assignments are worth more and are more important than the enrichment activities.
5. Enrichment will be added at the end of Lap.

***Absences***

1. If you miss classes consult your Lap for information regarding what you missed. **It is up to you, the student, to figure out what you need to get caught up.**  I will certainly help you, but you must take the responsibility in getting caught up. I will not seek you out if you missed a class or did not turn in assignment in.
2. **For all extended absences a timeline for the completion of your work will have to be agreed upon by the teacher and administration.**  Contact me if you know that you will be missing school or my class for more than three days.
3. While you were absent, if an assignment has been turned in, **you must turn it in the next calendar day**.
4. Write “**Absent**” on all work

***Mr. Paluczak***

***Fall Semester 2019***

***mpaluczak@iwacademy.org***

***Syllabus***

**Student Agreement**

I have read and understand the expectations Mr. Paluczak has set forth for his class.  I agree to abide by these expectations.  If I chose not to do so, I willingly accept the consequences of my decisions.

**Student Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Agreement**

I have read and understand the expectations set forth in Mr. Paluczak’s syllabus.  I will support my daughter in her endeavors to meet these expectations.  Likewise, I understand the consequences if she fails to meet the expectations.

**Parent/Guardian Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Optional:**

**Contact Information**

Parents/Guardians –

Please fill out the bottom portion of this sheet so that I know the way you prefer me to contact you.  This is not required, but it is appreciated.  I look forward to working with you to help your daughter be successful in my class.

Thank you,

Michael Paluczak

**Email Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**