

# ***Modern World History***

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**“TEACHERS HAVE THE RIGHT TO TEACH, AND STUDENTS HAVE THE RIGHT TO LEARN”**

World History is a two credit, two-semester course open to 10th grade students. Successful completion of this course satisfies the World History graduation requirement. This course covers the ideas and institutions that have shaped our modern world. This course will be taught with an emphasis on reading and discussion of a basic informational text, reading historical perspectives followed by substantive conversations, reading and discussing both primary and secondary sources and using the sources as evidence to support historical claims, communicating conclusions through argumentative essays and discussion forums derived from reading informational text, constructing compelling and supporting questions to guide student inquiry, and gathering and evaluating historical sources. The general format of the course will include traditional lecture, whole and small group discussion, cooperative group work, historical fiction, and audio-visual items. This course will focus on the study of the histories of the world’s civilizations from 1500 to Present. Through their studies, students will develop an appreciation for the civilizations of the world and the social, political, and economic institutions and the technological developments that, over time, became embedded in each culture. In addition, students will be able to see the impact that each civilization had upon one another as contacts were made and relationships were established. Furthermore, an analysis of the geographic impact on history will be included. Students will learn strategies that will enhance their abilities to analyze various sources of historical information. Students will demonstrate their historical understanding through written and oral assessments. Social Studies Learning Center, study hall, and tutoring services are available to students who need additional assistance to meet course requirements.

## **9-12 Social Studies Standards**

### **World History Themes**

- Theme 1: Interaction Between Humans and the Environment
- Theme 2: Development and Interaction of Cultures
- Theme 3: State-Building, Expansion, and Conflict
- Theme 4: Creation, Expansion, and Interaction of Economic Systems
- Theme 5: Development and Transformation of Social Structures

### **World History Periods**

- |  |                        |
|--|------------------------|
| Global Interactions                        | c. 1450 to c. 1750     |
| Industrialization and Global Integration   | c. 1750 to c. 1900     |
| Accelerating Global Change and Realignment | c. 1900 to the Present |

### **World History Historical Thinking Skills**

<http://www.nchs.ucla.edu/Standards/>

- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Research Capabilities
- Historical Issues-Analysis and Decision-Making

### **Textbook**

Ramirez, Susan Elizabeth....[et al.] World History Human Legacy Modern Era. Holt, Rinehart, Winston, 2008.  
ISBN # 0395938295

### **Electronic Textbook**

<http://my.hrw.com/> User Name:dshsmodern2 Password: rams2010

A variety of other primary and secondary sources will be used during the course. Check the Canvas website for electronic versions of those sources or links to relevant websites. <https://dubuque.instructure.com>

## EXPECTATIONS

### CORE VALUES

ENGAGEMENT

RESPECT

INTEGRITY

GRIT

### **HONOR CODE**

*As a member of the Dubuque Senior school community:*

I will let my conscience be my guide in my everyday actions and endeavors at Dubuque Senior High School.

I will neither give nor receive unauthorized aid, as defined by my teacher both explicitly and implicitly, from any source on exams, homework, quizzes, papers, or any other academic endeavor.

I will not steal or violate others' property, either academic or material.

I will not violate the person of others or the person of the school.

I will pledge my honesty to the school community, and I expect others to be responsible and to do the same.

On all my work, my name affirms my honor.

### ***Attendance***

YOU CAN ONLY SUCCEED IF YOU ARE IN CLASS. If you attend class regularly you will benefit from class discussions, collaborative work, immediate feedback on progress, instructor assistance on guided work and the development of important learning skills and work habits.

### ***Punctuality***

YOU ARE EXPECTED TO BE IN THE CLASSROOM WHEN THE PASSING BELL RINGS. If you are prompt to class you will know the instructional learning goals for the day and thus, will know the instructional purpose. Likewise, you will receive immediate feedback on completed independent homework. More importantly you will develop responsibility, an important learning skill and work habit. **CONSEQUENTLY, IF YOU FAIL TO ATTEND CLASS HABITUALLY ON TIME YOU WILL BE EXPECTED TO SERVE A 15 MINUTE DETENTION FOR EACH AND EVERY INFRACTION.**

### ***Independent Homework***

YOU ARE EXPECTED TO COMPLETE ALL ASSIGNED HOMEWORK ACCORDING TO ASSIGNED DUE DATES AND DEADLINES. It is expected that student completed work reveals engagement and interaction with the material. Student work will be checked for completion and accuracy. Since completed homework provides evidence of academic development, students will be assigned a minus for incomplete work. Students can erase the incomplete work by giving evidence of completed work on the next school day. Work CANNOT be completed during the class period to erase the minus. If you are absent, arrangements for completion of homework will be arranged and all work will be completed according to established deadlines. Homework will be checked daily. LEVELERS (BONUS OPPORTUNITIES) ARE PROVIDED FOR STUDENTS WHO COMPLETE 90% OF THEIR HOMEWORK DURING A CHAPTER. THESE OPPORTUNITIES ARE PROVIDED ON CHAPTER CONTENT KNOWLEDGE ASSESSMENTS.

### ***Makeup Work***

All makeup work is expected to be completed by arranged deadlines. If absences are going to be extended it will be necessary for students to inquire about missed assignments by contacting me @ 552-5640 or [mwulfekuhle@dbqschools.org](mailto:mwulfekuhle@dbqschools.org)

### ***Extra Evidence***

All students, at times, will be asked to provide more evidence of academic competency. These opportunities are NOT optional and the tasks will be completed by all students. These opportunities will only boost your grade but more importantly will provide evidence of student understanding. These opportunities are offered at different points in each quarter. They will be writing tasks and usually will be discussion forums or R.A.F.T.s

### ***Semester/Final Exams***

ALL Students are EXPECTED to attend scheduled semester and final exams. NO exemptions will be permitted. Semester and Final exams are designed to provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction. It is necessary students take the exams so sufficient evidence can be collected and assessment of student historical proficiency can be determined.

### ***Behavior***

YOU ARE EXPECTED TO BEHAVE IN A MATURE MANNER AND RESPECT OTHERS. **NO FOOD OR DRINK WILL BE ALLOWED IN THE CLASSROOM (GENERAL SCHOOL RULES, IN STUDENT AGENDA)**. By demonstrating mature behaviors, you will develop responsible work habits ensuring your likely success in this course. In addition, students are expected to stay focused and use class time to appropriately complete assigned tasks. Likewise, students will be expected to follow instructions with minimal supervision.

### ***Participation***

YOU ARE EXPECTED TO BE AN ACTIVE PARTICIPANT IN ALL CLASS ACTIVITIES AND MUST DEMONSTRATE THAT YOU ARE PREPARED TO LEARN ON A DAILY BASIS. Contributing to class discussions will provide you with immediate feedback and will guide you in your full understanding of historical content. Likewise, your class participation will allow you to assess your preconceptions about the past and you will reinforce your current thinking or correct errors in your previous thinking about the past. In addition, participation in class discussions will enhance your collaborative and initiative skills and work habits. Students are expected to complete an equitable share of work in a group and always respond positively to others.

### ***Organization***

You are expected to keep a daily record of your class assignments and you must record information completely and accurately on the independent practice record. You are expected to bring your textbook (covered) to class each day. You are expected to bring writing utensils (pens & pencils) to class each day. Finally, you are expected to maintain a class binder (2" or 2½") that should be brought to class every day. The student binder should be organized and include course handouts, notes and assigned materials.

### ***Technology***

Student learning can be enhanced by the use of computers. Using these tools can improve student reading and writing skills. Also, students can be provided immediate feedback about their work using technology. **Because our classroom is equipped with laptops for each student, you will have NO need for a personal electronic device.** You are asked to keep your personal electronic devices in your backpack and not use them in this classroom. If you continue to ignore this policy, you will be asked to place your device in cell phone caddy in the classroom. The device will be returned at the end of the period.

## **ASSESSMENT**

### **What is the purpose of Assessment in this class?**

To collect evidence of...

- Knowledge development and proficiency
- Historical skill development and proficiency
- Learning Skills and Work Habits development and proficiency

To report feedback about...

- Knowledge development and proficiency
- Historical skill development and proficiency
- Learning Skills and Work Habits development and proficiency

### **How will you be assessed in this class?**

- Selected Response Quizzes and Tests (Multiple Choice)
- Socratic Seminars
- Free Response Essays (Argumentative-Claim & Counter-Claim)\*\*\*
- Reading Informational Text Quizzes
- R.A.F.T.s (Point of View Writing)
- Discussion Forums
- Independent Homework (End of Quarter 5pt. Scale)
- Learning Skills & Work Habits (End of Quarter, 5 pt. Scale)
- Leveler points will be rewarded to students who successfully complete 90% or better on their unit homework

**What is assessed in this class?**

- Understanding of historical facts, dates, names, places, events and ideas
- Historical Thinking Skills
- Learning Skills and Work Habits

**Responsibility**

- ✓ Fulfill responsibilities and commitments within the learning environment.
- ✓ Complete your class work, homework, and assignments according to agreed-upon timelines.
- ✓ Take responsibility for and managing your own behavior.

**Organization**

- ✓ Devise and follow a plan and process for completing your assigned work and tasks.
- ✓ Establish priorities and manage your time to complete tasks and achieve goals.
- ✓ Identify, gather, evaluate, and use information, technology, and resources to complete tasks.

**Independent Work**

- ✓ Independently monitor, assess, and revise plans to complete tasks and meet goals.
- ✓ Use class time appropriately to complete tasks.
- ✓ Follow instructions with minimal supervision.

**Collaboration**

- ✓ Accepts various roles and an equitable share of work in a group.
- ✓ Respond positively to the ideas, opinions, values, and traditions of others.
- ✓ Build healthy peer-to-peer relationships through personal and media-assisted interactions.
- ✓ Work with others to resolve conflicts and build consensus to achieve group goals
- ✓ Share information, resources, and expertise and promote critical thinking to solve problems and make decisions.

**Initiative**

- ✓ Look for and act on new ideas and opportunities for learning.
- ✓ Demonstrate the capacity for innovation and a willingness to take risks.
- ✓ Demonstrate curiosity and interest in learning.
- ✓ Approach new tasks with a positive attitude.
- ✓ Recognize and advocate appropriately for the rights of self and others.

**Self-Regulation**

- ✓ Set own individual goals and monitor progress towards achieving them.
- ✓ Seek clarification or assistance when needed.
- ✓ Assess and reflect critically on own strengths, needs, and interests.
- ✓ Identify learning opportunities, choices, and strategies to meet personal needs and achieve goals.
- ✓ Persevere and make an effort when responding to challenges.

**Grading Scale**

<b>A</b>	<b>100% .....93%</b>	<b>C</b>	<b>76% .....73%</b>	<b>A</b>	<b>100% .....90% = 5</b>
<b>A-</b>	<b>92% .....90%</b>	<b>C-</b>	<b>72% .....70%</b>	<b>B</b>	<b>89% .....80% = 4</b>
<b>B+</b>	<b>89% .....87%</b>	<b>D+</b>	<b>69% .....67%</b>	<b>C</b>	<b>79% .....70% = 3</b>
<b>B</b>	<b>86% .....83%</b>	<b>D</b>	<b>66% .....63%</b>	<b>D</b>	<b>69% .....60% = 2</b>
<b>B-</b>	<b>82% .....80%</b>	<b>D-</b>	<b>62% .....60%</b>	<b>F</b>	<b>59% .....0%= 1</b>
<b>C+</b>	<b>79% .....77%</b>	<b>F</b>	<b>59% .....0%</b>		

**SMART GOAL OPTIONS/MODELS**

- By the end of each chapter and throughout the quarter, I will improve my independent homework completion from a basic proficiency of 70% completion to a 90% completion rate and thusly, earn levelers for each chapter summative exam
- By the end of the quarter, I will improve my content knowledge performance by scoring a mean average above 3 (60%) to at least 4 or 5 out of 5 on content knowledge assessments
- By the end of the quarter, I will improve my speaking & listening skills by scoring a mean average above 2 (50%) to at least 3 or 4 out of 4 on both initiative and collaboration on the Learning Skills & Work Habits Tracker
- By the end of the quarter, I will improve my reading informational skills by scoring a mean average above 4.2 (60%) to at least a 4.3 or higher mean average out of 6 on Document-based Lesson assessments
- By the end of the quarter, I will improve my writing performance by scoring a mean average above 3 (60%) to at least 4 or 5 out of 5 on claim and counter-claim formative assessment writing tasks
- By the end of the quarter, I will improve my writing performance by scoring a mean average above 4.2 (60%) to at least a 4.3 or higher mean average out of 6 on Discussion Forum Extra Evidence Opportunities



### **What is Canvas?**

- Canvas is a software package for producing an internet-based course and web site.
- Place where students can interact with teachers, fellow students and historical content.

### **How do I, as a student, login in to Canvas?**

- Link to the following internet address: <https://dubuque.instructure.com/login/canvas>
- **User Name:** Power School User Name      **Password:** Student ID

### **Can Parents access the Canvas course page? (Still in the Works)**

- Parents can access the course page @ <https://dubuque.instructure.com/login/canvas>

### **Why Canvas?**

- Opportunity for more students to share their thoughts
- Reduce dependency on printed materials (paper)
- Infuses technology into the curriculum
- Social Networking skills are developed
- Promotes more in depth study of course content
- Teacher to Student and Student to Student communication is enhanced
- Complements Face to Face instruction time

### **What are the benefits of Canvas?**

- Class time can be used to troubleshoot student misunderstandings
- ALL students can interact and develop a deeper understanding of the content
- Students can probe the thinking of their peers
- Students can think freely without the pressures that come with classroom participation
- Assessments provide students with rapid feedback
- Security, safe from the dangers often associated with other social networking programs
- Organized, efficient
- GREEN, environmentally friendly with paper and pencils

### **What is the downside of Canvas?**

- Time Management
- Internet Savvy is a must, computer literate
- Computer Access

### **What skills are needed to navigate Canvas?**

- Point and click mouse

### **How is the course page organized?**

- Your Course will be organized into modules, pages, quizzes/tests, syllabus, files, discussions, grades and other important links

### **\*\*\*Mobile Application Access**

- **Canvas by Instructure**