

# 2016-2017 Accelerated World History Mr. Roth's Classroom Information

**Student** (*Websters dfn.: one who studies, an attentive and systematic observer*):

The future of our nation is dependent upon an informed and involved citizenry. People like you are needed to positively impact the world, locally and globally. The social sciences provide a framework through which you can make sense of your world. Specifically, I am convinced that this class is an important step in your understanding and impact on the world.

Accelerated classes should be occupied by *intrinsically* motivated learners. Do not take this class simply because your parents want you here. Likewise, don't take this class simply for the 'accelerated' label. A desire to learn is assumed. This will require focus and sacrifice. I understand that most of you have all sorts of responsibilities and chosen activities that are vying for your time and energy, so . . . count the cost of being in this class.

## Classroom Expectations

In order to provide the best atmosphere in which to learn, I expect your actions to agree with the policies detailed in the *Student Handbook* (see p.49-59). In summary:

General Expectations	Bell to bell expectations
<ul style="list-style-type: none"> <li>✓ Be responsible</li> <li>✓ Be respectful</li> <li>✓ Be Safe</li> <li>✓ Be FOCUSED!</li> </ul>	<ul style="list-style-type: none"> <li>✓ Treat others like you want to be treated</li> <li>✓ Don't eat</li> <li>✓ Cellphone presence by my permission only</li> </ul>

## Late Work/Absences/Re-takes

It is the students' responsibility to ask for, and return, all work missed due to an excused absence. Students must complete all make-up work "within a reasonable time . . ., usually the same amount of time as days missed" (*Student Handbook*, page 16). If you are absent on the day of a test, you will need to schedule a make-up time outside of the regular class time within **ONE WEEK** of the test date. All work for a unit must be submitted within a week of the unit test.

In general, there will be no re-takes on unit tests nor the semester final. Re-takes will be allowed on quizzes within a week. Certainly, special circumstances will be considered.

## Hall Passes

I will grant hall passes for bathroom visits or other purposes that I deem important! However, you will be responsible to **check out AND make up the amount of time** you missed after class or after school.

## Grading

**'Personal Management'** activities (25% of total grade) put an emphasis on learning readiness, including study skills, preparedness, timeliness, participation, and focus. These activities include note-taking, Friday Quizzes, group assignments, daily activities, etc.

100 - 85 = A  
85 - 75 = B  
75 - 65 = C  
65 - 60 = D  
60 - 00 = F

**'Academic Achievement'** activities (75% of total grade) will assess progress toward learning standards via unit exams, map quizzes, writing assessments, formal projects, and the final exam.

***I Don't Round!***

Your parents may view your progress towards proficiency on course standards as well as personal management for the class by using the Parent Links button on the top of the SHS homepage to access the link to Pinnacle (a password-restricted website). A letter will be mailed home with instructions for using the website as well as a log-in and password. For further assistance with your log-in or password, contact the Silverton High School Counseling Center (503-873-6331).

## Accelerated World History Syllabus

Unit #	Unit Name	Text Reference	Unit Test date*	featured map (quiz date)*
1	World Geography Basics		Sept. 21	World Map (Sept. 21)
2	Modern Society/Industrialization/Types of Government	Ch. 12 – 13	Oct. 20	United States (Oct. 12)
3	Imperialism	Ch. 14.1-3, Ch. 24.2	Nov. 17	Africa (Nov. 9)
4	WWI	Ch. 16.1,2,4	Dec. 20	Europe (Dec. 7)
5	Russian Revolution/Economic Systems	Ch. 16.3, Ch. 14.4, Ch. 18.4, Ch. 22	included in Final	Soviet Republics (Jan. 18)
6	Between the Wars/WWII	Ch. 17, Ch. 19	Feb. 23	
7	Cold War	Ch. 20, Ch. 21.1-3	Mar. 24	Latin America (Mar. 15)
8	Asia	Ch. 15, Ch. 18.2, Ch. 24	Apr. 27	Asia (Apr. 19)
9	the Middle East	Ch. 18.1-2, Ch. 23	June 2	Middle East (May 17)
10	Our World Today	Ch. 25	included in Final	Australia/Oceania (on Final)

\*all dates are subject to change

Your best is good enough!

Sincerely,

Dear Parents,

Having your son or daughter in my class is a privilege that I take very seriously. I look forward to seeing them grow as a student and young adult.

With that in my mind I would like to enlist your help in making your teen's experience in my World History class profitable and successful. May I suggest a few ways (perhaps already practiced) you can support them?

1. Ask questions about what they are studying. The more they engage in thinking about the topics confronted in class, the better their ability to process and make connections with what is happening in their world, at home and beyond.
2. Check their grades and calendars online. I will post announcements and assignments in the classroom as well as on Google Classroom. Pinnacle and the high school website also provide a wealth of information.
3. Encourage your son/daughter to communicate and advocate for themselves. If they have questions or concerns, have them initiate a conversation with me so that their issue can be resolved. I believe that self-advocacy is critical in preparation for life beyond high school.
4. Contact me if you have concerns that haven't been resolved by the above suggestions.
5. Oh, and one more thing: my most significant classroom challenge is reducing distractions. I've told my students that theirs is, in my estimation, the most distracted generation to ever live. Years (OK, decades) ago when I was a student I found plenty to challenge my focus; today's kids deal with much more. Perhaps there is no greater potential distraction in the classroom than cell phones. This is unfortunate, because were the distracting aspects of phones eliminated, they might be great tools for the enhancement of education. Unfortunately, my experience thus far has led to the belief that the negatives of cellphone presence in the high school classroom outweigh the positives.

When a phone rings or vibrates in my class, not only is the recipient painfully tempted to check it out, but the rest of the class is usually distracted as well.

In fact, students often claim that it is their parent and an immediate response is wanted. If true, this puts the student in a pickle, because one of the authority figures in their life is going to be frustrated no matter what.

Here again is a great opportunity for our students to develop habits and traits that will serve them well in the future: such as self-control and the ability to concentrate. So I humbly ask that you not expect immediate replies. If there is an emergency, by all means, contact the office. In such circumstances, they do a great job of immediately retrieving the students from class and providing the necessary support. Our office staff also is proficient in passing along messages at appropriate times.

Incidentally, I will strive to abide by my own classroom expectations as well, and not allow cell phones, food, etc. distract me from my purpose during class time.

Please indicate their understanding these expectations.

parent signature: \_\_\_\_\_