**World History II (9) – Course Outline**

2017-08-08

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| Instructor | Ms. Antonini |
| Time and Location | B Days: Block 5: 8:55-10:15Room 307 |
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Dear Grade 9 Parents and Students,

Welcome to Ms. Antonini’s 9th grade World History II class! This is my second year at QISS and I am very excited to be your teacher this year! I hope to inspire my students to become masters of learning and to become independent thinkers. I also hope they will grow to have the ability to teach other the materials they cover in our class discussions, assignments, and other class work.

**Course Overview:**

The main goal for our World History II course will be to learn about historical data ranging from The Renaissance to the Age of Nationalism and Transition. Students will gain content knowledge, as well as experience in historical events through the eyes of others from reading texts, performing plays, having debates, and much more. I hope to guide student learning through differentiated curriculum, actively participating audiences, and engaging activities throughout the semester. The topics and skills developed throughout the course will be primarily driven by the Q.I.S.S. adopted standards.  These standards were selected from the National Council for the Social Studies and the California Language Arts Standards.  At the beginning of each topic of study each student will be made aware of the benchmarks that will be addressed during that unit.  Students will be expected to show effective mastery of the benchmarks designated for their level and their performance will determine their grade in the course. In addition to the class textbooks, students will also be given a series of novels, periodicals, short stories and other texts to read and analyze.  Students will be responsible for these texts and must resubmit them at the end of the year.

**Thematic Units:**

In World History II, we will be covering a multitude of topics. We will focus on many different areas of study all under these 4 Major Units:

1. Renaissance and Reformation
2. Age of Discovery and European Monarchies
3. The Scientific Revolution and The Enlightenment
4. The French Revolution & Age of Nationalism and Transition

**Behavior and Homework Expectations:**

-Classroom behavior expectations will follow closely along with our school’s mission statement. I want passionate, active, courageous students who are sensitive communicators. I hope to create lifelong learners, and intellectual students who strive to be global citizens of the world. Students should hold a high level of respect for themselves and others. Disrespect and the violation of other people, or their property will not be tolerated in my classroom.

-QISS also follows PBIS which will be enforced in and out of the classroom.

-Homework and class work is expected to be complete, creative, clear, and comprehendible. In accordance with Q.I.S.S. policy, late work will be penalized 10% per day, up to 50% penalty.

**Assessments and Grading:**

The course will taught over the entire year with students receiving grades each academic quarter.  The grades will be reported using the A-F system with a percentage given out of 100%. Both formative (homework, papers, quizzes, daily participation) and summative (authentic, projects, key assignments, exams) assessment tasks will be given that assess both content and skill mastery.

Formative Assessments: 50%

Summative Assessments: 50%

Please feel free to contact me with any questions, comments, or concerns throughout the year.

Thank you,

Amanda Antonini

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