

Classroom guidelines and procedures handbook for

Historians

prepared for students in Mr. Schlosser's WORLD HISTORY classes at

OSWAYO VALLEY HIGH SCHOOL

inspiring and developing life long learners to enrich the world

If found, please return to _____
(WRITE YOUR NAME HERE)

Parent/Guardian Signature _____

Questions About Classroom Guidelines and Procedures

WHAT DO YOU NEED TO BRING?

- ☛ Ink Pen (blue or black) or pencil
- ☛ Notebook that will hold papers
- ☛ Standard, full-sheet notebook paper
- ☛ Textbook
- ☛ Miscellaneous supplies as assigned

WHAT DO YOU NEED TO DO TO SUCCEED?

☛ _____ We will do this by...

- ...expecting to be challenged.
- ...recognizing that knowing is good, but understanding is better.
- ...never underestimate the importance of brain power.

☛ _____ We will do this by...

- ...realizing “good enough” rarely is.
- ...being responsible for what we do and what don’ t do.
- ...earning the grade you want and receiving the grade you deserve.

☛ _____ We will do this by...

- ...asking when in doubt.
- ...avoiding the stupid questions.
- ...holding questions until given permission to ask.

☛ _____ We will do this by...

- ...knowing and following instructions.
- ...being a good listener when others are talking.
- ...respecting the ideas of others even if we disagree!

☛ _____ We will do this by...

- ...committing ourselves to the class, 100%.
- ...actively involving ourselves in each activity.
- ...being positive, rather than negative.



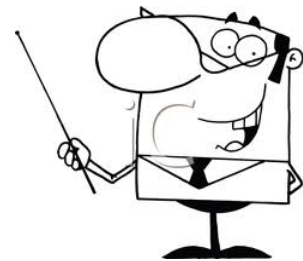
How Should You Behave?

All class conduct will be based on the “Secrets to Success” . This will be a disciplined classroom. Understand that discipline differs from punishment. DISCIPLINE is having a structured learning environment; conduct interrupting that environment will probably bring PUNISHMENT. Learn discretion.

There will be many guidelines for you to follow during the year; some of which we have already talked about. Rather than looking at these guidelines and policies as rules, think of them as management principles. There are enough things for you to do without having to worry about a list of things not to do. Expect “automatic” infractions for the housekeeping problems; expect infractions for behavioral problems.

Here are some answers to some frequently asked questions

- ☛ Assignments are due when I collect them; 50% deduction applies to all late assignments.
- ☛ Do your own work!
- ☛ Be in your seat ready to go when the bell rings; have a late pass if you are late. Because I won’ t ask for one, that is your responsibility.
- ☛ Remain seated until you are dismissed at the end of the period.
- ☛ Gum, candy, and food are not acceptable.
- ☛ Assignments from other classes or “love notes” will be taken, not be returned; magazines, books, toys, or other items not listed on the “Supplies List” will be taken,, to be returned at the end of the school year or sooner if a parent/guardian calls to request them back.
- ☛ Requests for extra credit will not be granted.
- ☛ Missed work is your responsibility; don’ t expect me to track you down to give you what you missed. To get your missed assignments: 1) check on line; 2) get handouts from your mail box; and 3) follow the assignment schedule on the board.
- ☛ “Advanced absences” . If you know you will be missing class or hope to be excused from a class period, don’ t bother asking me right before the period begins. I will not give you permission. Be responsible and plan ahead.
- ☛ Expect to be graded for classroom participation.
- ☛ Do not put anything on or take anything off my desk!



How Will You Be Graded?

You begin this school year with nothing. What you have done in the past has no bearing on your grade for this class. Everyone has a clean slate; the grade book is blank. What is written in it is entirely up to you. It is important to understand that I do not give grades—you earn them.

You will have many opportunities to earn grades: homework, quizzes, tests, projects, etc. Each of these opportunities will be assigned a point value. You earn points for each correct response. The goal is to accumulate as many points as possible during the marking period. The more points you earn the higher your grade.

You will not see a ‘minus’ on your work, with one exception. If you do not follow instructions, you will lose 3 points from your final grade, regardless of the assignment type or size. If an answer you give earns only partial credit, you will see “+” followed by a number (for example, +2). Grades for completed assignments will be shown by writing the points earned/points possible (for example 9/10). You will only see letter grades on tests and report cards. Here is an example:

Student A	Assignment	Student B
0	Homework (5)	5
10	Homework (10)	10
5	Quiz (5)	3
0	Homework (20)	20
10	Quiz (10)	7
95	Test (100)	85
Points Earned: 120 Grade: 80%	Points Possible: 150	Points Earned: 130 Grade: 87%

If you keep track of the points you earn out of the points possible, you will know exactly what your grade is at any point during the marking period. DO NOT ASK ME WHAT YOUR GRADE IS. Keep track of your scores or check MMS Student/Parent Portal.

It is very important that you communicate with me: both the good and the bad. Good times to see me are before school, after school, or if an emergency, during lunch. Use the calendar on the back bulletin board to sign for an “appointment” to meet with me. Of course, you should never interrupt a class. Or you can call me (697-7180) or email me at mrschlosser@mrschlosser.com.

**Begin, right now, to take responsibility for your performance in this class.
You will get out of it what you put into it.**



A good technique to improving your reading and/or comprehension skills is the SQ3R METHOD

Survey: what is the reading about?

Question: what are some key concepts or objectives?

Read: have you actually read it? Or just glanced at it?

Recite: what are the answers to the questions from step #2?

Review: what was the reading about?

What are some strategies for studying?

Taking Notes

- ☛ Prepare in advance
- ☛ Organize your material
- ☛ Use a note-taking system
- ☛ Listen for clues to important points
- ☛ Recognize and record main ideas
- ☛ Be selective and paraphrase
- ☛ Record all terms and definitions
- ☛ Write legibly
- ☛ Rewrite and review

Developing Listening Skills

- ☛ Stay alert
- ☛ Follow directions
- ☛ Know the goal
- ☛ Look for main ideas
- ☛ Recognize supporting facts
- ☛ Listen for transition words
- ☛ Use time wisely
- ☛ Ask for help

Managing Self and Time

- ☛ Organize a home study area
- ☛ Use a written schedule
- ☛ Break big projects into small activities
- ☛ Keep desk and materials organized
- ☛ Arrive early (to class)
- ☛ Don't procrastinate
- ☛ Complete assignments on time

Reading Texts and Assignments

- ☛ Read for meaning
- ☛ Give an overview
- ☛ Discuss new terms
- ☛ Promote self-testing
- ☛ Avoid assuming too much
- ☛ Paraphrase, personalize, and
- ☛ Underline and/or highlight
- ☛ Ask for help

Preparing for Tests

- ☛ Be positive
- ☛ Stay current with assignments
- ☛ Review on a regular basis
- ☛ Know what the test will cover (check the overview sheet if available)
- ☛ Avoid cramming
- ☛ Schedule study preparation time
- ☛ Ask for help

Taking Tests

- ☛ Be organized
- ☛ Read and follow directions
- ☛ Scan the test and plan your time
- ☛ Answer the less difficult questions first, then go back to the more difficult ones
- ☛ Ignore other students
- ☛ Proofread answers
- ☛ Ask for help

Knowing is good, but understanding is better

Critical Thinking in the Social Studies¹

Make and support judgments on the subject matter for a specific purpose

Rank the causes of the Great War from most to least significant and justify the order.



Put the pieces back together in a new way; collect information from several sources; draw conclusions; create new insights

Formulate a theory on the causes of war.



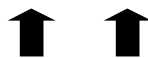
Take apart the subject matter; explain how the parts fit together; reveal causes, find gaps in understanding; seek additional information

What were the causes of the Great War?



Use the acquired knowledge, facts, or interpretations in a new situation or in a different way

How would you apply what you know about the causes of the Great War to the Iraqi War?



Using facts to explain, interpret, describe, and clarify

Describe two events that led to the Great War.



Acquire facts as the basis for study

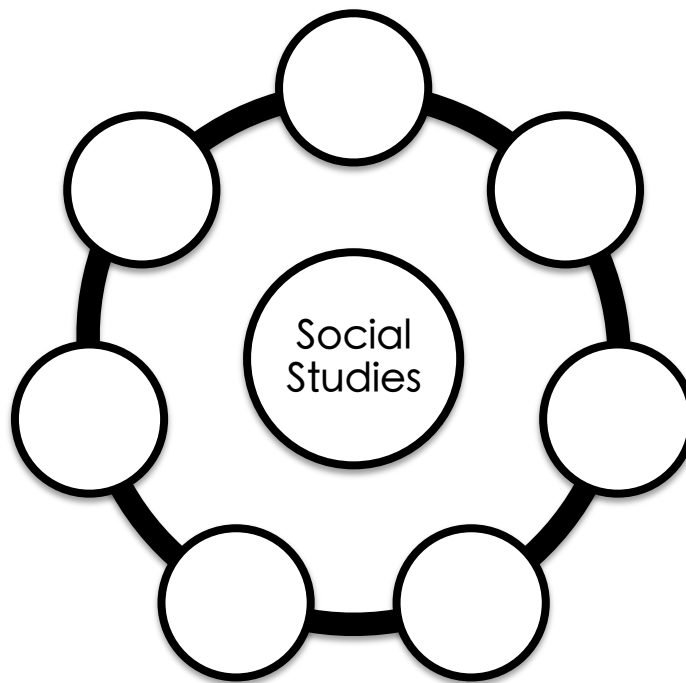
When did the Great War begin?

WHAT IS HISTORY?

The word HISTORY comes from a Greek word – “ _____ ” – meaning “learning by inquiry.” It has two parts:

1. _____
2. Judging the _____

History is one discipline of Social Studies (or the Social Sciences). They intertwine, so studying one of them means studying them all.

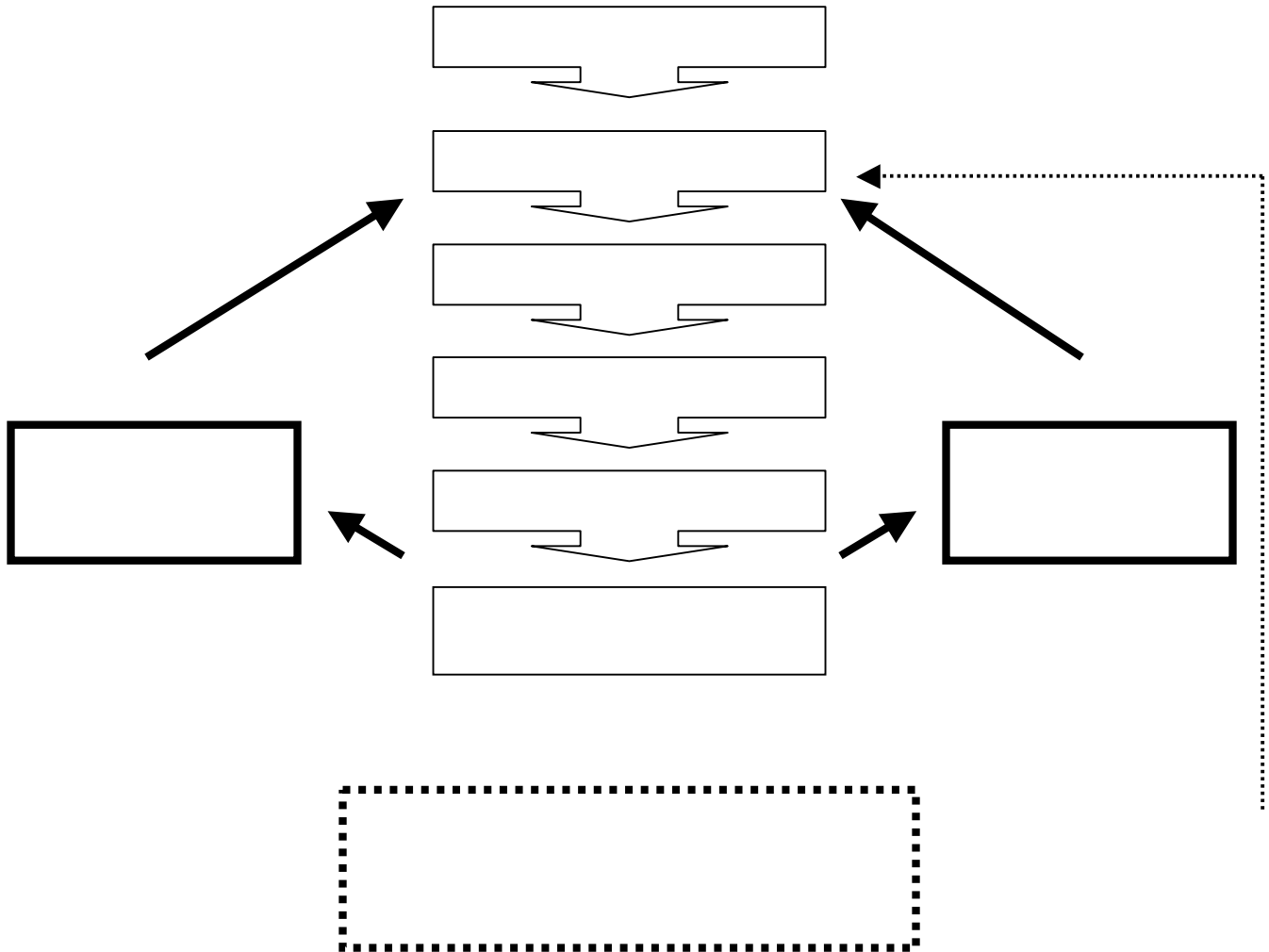


These different disciplines of Social Studies become themes for any study an individual social science:²

- _____
- _____ , Continuity, and Change
- People, _____ and Environments
- _____ Development and Identity
- Individuals, _____ and Institutions
- Power, Authority and _____
- _____ , _____ , and _____
- Science, Technology, and _____
- _____ Connections
- _____ Ideals and Practices¹

HISTORY...a SCIENCE?

_____ !... and because it is, we utilize the scientific method--balanced with the peculiarities that social scientists deal with the _____ of life, not just the _____ of life.



"You are completely free to carry out whatever research you want, so long as you come to these conclusions."

WHY STUDY HISTORY?

- A. History is _____
- B. History can be _____
- C. History has _____ and _____
1. It _____ our ability to understand _____ from _____
 2. It _____ a sense of gratitude for the _____ of previous people
 3. It gives an _____ for our heritage
 4. It _____ us to a wide range of _____
 5. It _____ the responsibilities we have as citizens

WHAT STANDARDS DO WE STRIVE TO MEET?

Pennsylvania Academic Standards

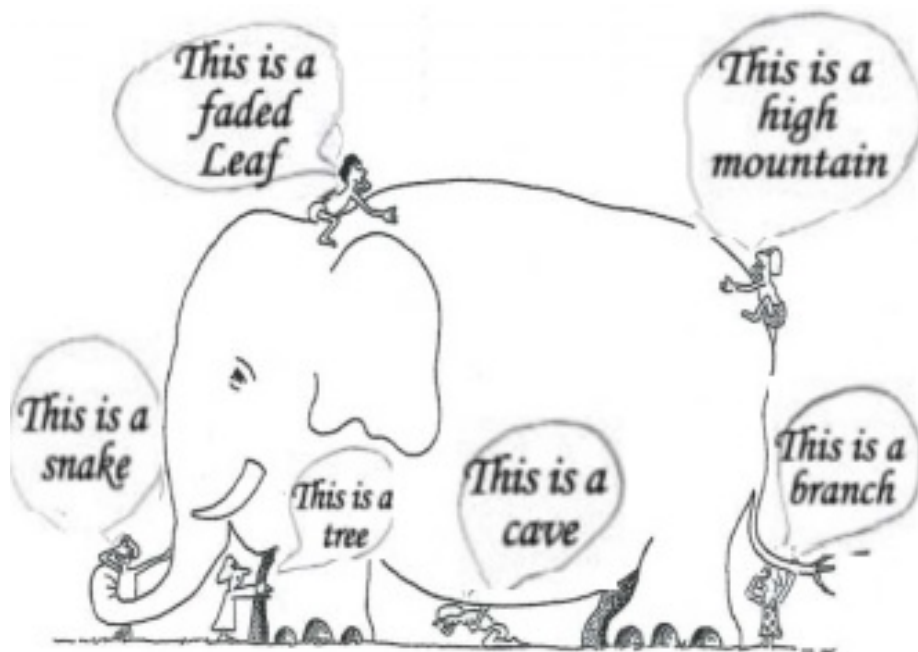
- Evaluate historical interpretation of events
- Evaluate chronological thinking
- Synthesize and evaluate historical sources
- Analyze and interpret historical research
- Identify and evaluate the political and cultural contributions of individuals and groups to History
- Evaluate how continuity and change have influenced History
- Identify and evaluate conflict and cooperation among social groups and organizations in History
- Identify and evaluate primary documents, material artifacts and historic sites important in History

WHAT ARE THE SOURCES FOR HISTORY?

-
-
-

HOW DO WE INTERPRET HISTORY?

-
-
-
-



Specific Questions About World History

You will hear a lot about “the big ideas” – broad questions historians answered studying facts from the past. Three form the foundation for our study of World History⁵:

- Humans and the _____ . How has the changing relationship between human beings and the physical and natural environment affected human life from early times to the present?
- Humans and _____ . Why have relations among humans become so complex since early times?
- Humans and _____ . How have human views of the world, nature, and the cosmos changed?

HOW CAN WE POSSIBLY COVER THE HISTORY OF THE ENTIRE WORLD?

Well, we _____ — we _____. Do we choose specific time periods, skipping others? Do we choose specific civilizations, leaving others out? Neither of those sound like a good idea. To organize our study, though, we will look at broad themes across time. In fact, we look at nine _____ :⁶

- Era 1: The Beginnings of Human Society
- Era 2: Early Civilizations and the Emergence of Pastoral Peoples
- Era 3: Classical Traditions, Major Religions, and Giant Empires
- Era 4: Expanding Zones of Exchange and Encounter
- Era 5: Intensified Hemispheric Interactions
- Era 6: The Emergence of the First Global Age
- Era 7: An Age of Revolutions
- Era 8: A Half-Century of Crisis and Achievement
- Era 9: The 20th Century Since 1945: Promises and Paradoxes

WHAT IS THE BEST WAY TO GET STARTED?⁷

Different historians approach world history using different _____ —some look at it as _____ (the order in which events happened); some look at it as _____ (comparing what happened in Place A with happened in Place B); and some look at it as _____ (what happened everywhere). We will take a somewhat different approach by “learning to _____.” World History, if it truly is World History, centers itself not on a “particular spot on the globe” , but encompasses “the world as a _____.” Our challenge lies in thinking about our history in an interconnected, _____ way.

Did you notice that key word: _____. Understanding global connections requires knowing the _____. To quote Shakespeare, “All the world’ s a stage; the men and women merely players.” That means _____ become necessary tools to studying history by putting people and places in perspective based on _____. It is also important to have perspective in relation to time; our tool for this is the _____.



As we study the world this year, remember to think _____ : big history and big geography. To gain the greatest benefit from your study you must put people, events, and ideas into contextual relationship.

¹ Adapted from “Critical Thinking in History”, Social Studies School Services, Culver City, CA, 2004

² “National Standards for Social Studies Teachers,” National Council for the Social Studies, 2006.

³ <http://claesjohnsonmathscience.files.wordpress.com/2011/12/science.jpg>

⁴ http://curezone.com/upload/Members/WhistlingBooger/Blind_Men_And_Elephant.jpg

⁵ “World History for Us All” (<http://worldhistoryforusall.sdsu.edu/>)

⁶ Adapted from the National Center for History in the Schools (<http://www.nchs.ucla.edu/Standards/world-history-standards>).

⁷ Adapted from “World History for Us All” (<http://worldhistoryforusall.sdsu.edu/>)