Ms. Arze

Room: B32

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**Modern World history**

In our class, we will focus on issues that cut across continents. We will point to injustices around these issues and look at what is being done to resist these injustices. We will try and understand the roots of some of the key problems the world is facing like inequality, war, cultural and environmental destruction, migrations, etc. You will write stories, poems, essays, and narratives to explore the lived realities of others around the world and to look for potential solutions. This class is going to be about breaking down stereotypes we may have about other people and nations and coming out with an understanding of the systems that create these stereotypes. We will question everything, challenge ourselves, and challenge each other.

**Expectations:** My main expectation is that you be an ally to your peers. This starts with coming to class prepared and on time with your cell phone and headphones off or away. It is also my hope that we create a classroom community where we respect, care and push each other to learn. Participation is a central component of this. It is up to all of us to ensure that everyone in the classroom feels safe and free to participate. I expect all my students to be courteous and respectful but also to stay focused, question everything, and challenge themselves and their peers. **No racist, sexist, homophobic or otherwise prejudiced remarks will be tolerated.** If you are uncomfortable about anything that occurs in class, please come see me.

**Tech Policy:** Madison has a building-wide technology policy this year. Cell phones/electronic devices may only be used for educational purposes in the classroom setting. If a student wishes to use their device for non-educational purposes, they may do so before the morning bell rings, during passing time, lunch, and after school. **Students must store their cell phone, headphones, electronic device in a location that is not visible to the teacher or other students when the Tech Away sign is visible**. Students may use the device with teacher approval; this will be signaled by the **Tech Okay/Tech Away** sign being turned to Tech Okay.If a cell phone/ electronic device is used for any reason and/ or is visible anytime during class time when the Tech Away sign is visible, a staff member will confiscate the device.

**Supplies:** To be prepared for class each day, you will need

* Something to write with
* A Composition notebook dedicated to MWH
* An organizational method for worksheets, articles, etc.

Please bring these by our second class meeting.If you are unable to purchase any of these, please let me know immediately and I can connect you with supplies.

**Absent Policy:** If you are absent, check the class website for daily worksheets and activities. Please attempt to complete before next class. If you need assistance, come by during lunch (anytime) or after school (by appointment) and I will help you catch up. If you were unable to access the website while you were away, you may check the absent wall for any worksheets or handouts you may need or use the class computer to print them. Please do not work on old assignments in class without permission.

**Portfolios:** I will provideeach student with a folder that STAYS in the classroom. Every piece of completed (revised & graded) student work will go into that folder. At the end of each grading period, we will both review your portfolio. You will ensure that all assignments are included and you will submit a self-evaluation of your work.

**Grading:** In this class we will be writing essays, poems, interior monologues and personal

narratives as well as working in groups and individually to answer or explore big questions.Your grade will be based on the thoughtfulness and thoroughness of your written work and oral participation; the number of assignments completed; your growth as a thinker and writer throughout the term; your knowledge of global issues discussed; and the respect you show other people in the class. By the end of the year, I expect you to be able to: :

* Show that you can write an essay with an engaging introduction, a clear thesis, evidence that supports the essay’s thesis, analysis of evidence and a conclusion
* Demonstrate that you can ***consistently*** participate in a class discussion by actively listening and sharing without interrupting or disrupting with side conversations
* Complete a piece of writing that imagines the perspective of an individual from another culture or time period The piece should incorporate specific knowledge about another person’s time period, social circumstances, and worldview.
* Demonstrate understanding and analyze readings.

**Late work & revisions:** If you are unable to submit an assignment on time, please come and see me **before the assignment is due** and we will come up with a plan together. I will not accept late work unless we have discussed it. If you are unhappy with your grade on an assignment, we can discuss ways to improve your work. **I ALWAYS accept revisions** to assignments so you can resubmit work as many times as you wish.

**How to contact me:** I want all students to be successful in my classroom because I care about you and your learning. If you are confused about anything we do in class, need help with an assignment or just want to talk about some idea raised in class, I encourage you to come in and speak with me. You can drop by anytime but if you want to be sure to catch me, please set up an appointment. You can also reach me by:

Phone: (503) 916-5220 x79282 Email: [msarze@gmail.com](mailto:msarze@gmail.com) Class site: msarze.weebly.com

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

**Parent / Guardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Common Core Aligned Standards**

## Key Ideas and Details

* [CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
* [CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
* [CCSS.ELA-Literacy.RH.9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## Craft and Structure

* [CCSS.ELA-Literacy.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
* [CCSS.ELA-Literacy.RH.9-10.5](http://www.corestandards.org/ELA-Literacy/RH/9-10/5/) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
* [CCSS.ELA-Literacy.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

## Integration of Knowledge and Ideas

* [CCSS.ELA-Literacy.RH.9-10.7](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* [CCSS.ELA-Literacy.RH.9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/) Assess the extent to which the reasoning and evidence in a text support the author’s claims.
* [CCSS.ELA-Literacy.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/) Compare and contrast treatments of the same topic in several primary and secondary sources.

## Range of Reading and Level of Text Complexity

* [CCSS.ELA-Literacy.RH.9-10.10](http://www.corestandards.org/ELA-Literacy/RH/9-10/10/) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Priority Portland Public School District Standards**

SSA 1.0 Ask questions that access prior knowledge, identify reasons to learn, and clarify key terms.

SSA 2.0 Acquire and organize information by investigating multiple sources and recognizing patterns and trends.

SSA 3.0 Analyze by evaluating opposing claims, interpreting ideas, synthesizing information, and formulating a thesis.

SSA 4.0 Apply learning through communication and problem solving skills in order to contribute to the betterment of personal, community and global circumstances.

HS.1.1 Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from history.

HS.2.1 Compare and contrast institutions and ideas in history, noting cause and effect relationships.

HS.3.1 Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century.

HS.4.1 Evaluate how contemporary perspectives affect historical interpretation.

HS.5.1-Recognize assess and interpret relationships among events, issues, and developments in different spheres of human activity (i.e. economic, social, political, cultural).