Mission
To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

Course Description
How and why does civilization develop? Ancient History is recommended to any student who is interested in man and his transition from the dawn of civilization to the Roman Empire. An analysis of man's political, economic, social, spiritual, and intellectual development through the centuries will provide a foundation for critical understanding and appreciation of the inherent values of both western and eastern civilizations and their impact upon the modern world.

The roots of the modern world are evident in medieval history and provide the student with a rich appreciation and understanding of its present-day world. The legacy of the Roman Empire, feudalism, the church, nation-making and the emerging modern world provide the basis of man's major activity and progress during this historical period.

Course Learning Standards
- Primary source analysis including art and artifacts
- Interpretation of maps
- Identification of Cause & Effect relationships
- Creating a logical argument using historical fact as evidence/support

- How societies address political challenges
- How societies address economic challenges
- How societies express social & cultural values

Grading:
Your course grade will reflect what you have learned, not what you have completed!

Overall Semester grade:
- 85% of the Course grade includes formative and summative assignments
- 15% Semester final exam

Course Grade
Each unit/standard is assigned a particular percentage.
Within each unit, summative and formative sections are weighted as follows:
- 90% Summative, 10% Formative
Summative Unit Tests Grade Determination

Typically, there are five possible grades on a summative assessment:

<table>
<thead>
<tr>
<th>Assessed As</th>
<th>Assessment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure</td>
<td>Did not attempt the work</td>
<td>0%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Attempted but did not acceptably complete all work at level I</td>
<td>69%</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>Acceptably completed all level I work</td>
<td>79%</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>Acceptably completed all level I &amp; II work</td>
<td>89%</td>
</tr>
<tr>
<td>Exceptional</td>
<td>Acceptably completed all level work levels I - III</td>
<td>100%</td>
</tr>
</tbody>
</table>

Summative Assessments
Summative assessments are typically comprised of a series of progressively more complex tasks ... usually three per unit. Students’ progress through the summative assessment “levels” in an iterative process with their teachers acting as coaches. **Students must complete all level I tasks before you go on to level II and all level II before you move on to level III. In fact ... teachers will NOT grade successively higher levels of assessment until you have fully completed the preceding exercise. “Fully completed” means the work is done ... submitted to your teacher ... approved by the teacher.**

Once you have been approved as having successfully completed level I work you begin the level II assessment. Once that is approved you will begin the level III assessment. **Managing this process ... doing the work ... meeting with the teacher ... improving the work ... completing successive levels of assessment and completing them within the published deadlines is the student’s responsibility!!!!!!!** It is also important to understand that this process ... the submission of work, discussion with the instructor ... and improvement of work constitutes the “re-take” policy of the class.

Formative Grade Determination (Reading Quizzes)
There will be at least one multiple choice/matching reading quiz in each unit. Quizzes will be graded on a 0-100% scale.

Grading Disbursement:
A= 89.5-100 B= 79.5-89.4 C= 69.5-79.4 D=59.5-69.4 F= 59.4 and below
Any percentage lower than 50% will be put into the grade book as a 50%, the lowest possible grade on completed work (incomplete or work not turned in will receive a grade of 0 in the grade book).

Reassessment Policy

**Summative Assignments (tests, quizzes, projects):** With respect to summative unit tests it is very important to understand that the iterative process is the re-take. It is the student’s responsibility to know and work within the re-take and deadline policies.

**Formative Assignments (class work, activities, homework):** There are no “retakes” of formative assessments.

Communication

- Teachers make every effort to respond to emails and phone calls within 48 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven’t received a response in 48 hours, please resend the email or call their voicemail. Your email may have gone into the spam folder.

Help

- Make an appointment with your teacher.
- Attend S.O.S (supervised open study) in the Literacy Center M, W & Th from 3:15 to 4:15.
- Drop in for peer tutor during lunch periods or before school through the Literacy Center.

Parents or Guardians

We need your help!
- Parents should actively check Infinite Campus for their student’s grade.
  - The grades on Infinite Campus will be accurate only at Mid-Quarter and Quarter. Prior to those dates, the grade reflected is fluid.
- Infinite Campus is a communication tool until final grade is posted.
  - Please ask your student about their school work
  - Check with your individual teacher for classroom procedures, schedules, and daily class news.