

WORLD HISTORY

2022-2023

Stacey Ward

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Please email, if you have questions.



ABOUT MS. WARD



Teacher at Rogers High School 2 years

Teacher/Athletic Director at Ferris High School for 32 years

Teacher at North Central High School for 6 years

Degrees: B.A. English & History, Minor in French Whitworth University

M.A. Sports Administration Gonzaga University

Certificates: Social Sciences/History/Civics/English/Language Arts/French

Attended SPS schools: Shadle Park, Salk, Indian Trail

Tenth Grade – World History – Scope & Sequence

- Review of Middle Ages
 - Review of World Religions
 - History from the Renaissance to Present
 - Exploration
 - Columbian Exchange
 - Age of Revolutions
 - Global crisis and achievement in the 20th Century
 - Past, Present and Future: global conflicts and resolutions
 - Assessments: Exploration DBQ, French Revolution DBQ, CBA – Causes of Conflict (WWI), 4th quarter-- Compare and Contrast – old problem/current problem/solution
- Skills – Document analysis, making a claim, supporting evidence, point of view

COURSE INFO:

- **Skills work in class:**
 - Reading**
 - Vocabulary**
 - Studying for Quizzes/Tests/Exams/Projects**
 - Class discussions**
- **Most work can be completed in class if students use time effectively**
- **Grades are based on assignments, tests, and projects. Common assessments are used by all World History teachers.**

GENERAL RUBRIC

General Rubric for all class activities and assignments	
4	Sophisticated understanding of a given topic (provides fresh insights; understands subtleties, makes inferences, and considers contexts; can see several sides of an issue); thorough, organized work; critical-thinking clearly present throughout; applies previous knowledge and concepts to new situations and problems with skill and insight
3	Solid understanding of a given topic (starts to take basic ideas to deeper levels); competent organization overall; communication hindered by some flaws in spelling, punctuation, etc.
2	Basic understanding of a given topic (gets the main ideas, but does not go beyond the surface); ideas may be over-generalized and / or lack support in places; should re-organize work to make it more effective; quite a few errors and problems with spelling, punctuation, etc.
1	Limited understanding of a given topic (struggles to grasp main ideas); ideas are vague and rarely supported; lacks organization; overall, misses the assignment's goals

SUPPORT FOR STUDENTS

- **In class** – I am always available in class to answer questions and help with assignments. Although I coach volleyball in the fall, I am available before and after school to answer questions and help with assignments.
- I use in class conferences on a regular basis to check in with kids especially if we are working on a big project or writing assignment.
- Students can generally turn in assignments on paper or digitally.