

# Mount Vernon High School Home of the Majors

*"Majors achieve and thrive together with purpose and pride."*



#ProudMajors

**Welcome to BTSN from your MVHS Administrative Team! ¡Bienvenido a BTSN de parte de su equipo administrativo de MVHS!**

**(We will send you a photo to insert here)**

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| <b>P.R.I.D.E.</b>    | <b>IB<br/>Learner<br/>Profile</b>  | <b>WITHIN OUR SCHOOL</b>   |
|----------------------|--|--|
| <b>Preparation</b>   | <ul style="list-style-type: none"> <li>• Communicators</li> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Reflective</li> <li>• Thinkers</li> </ul>                        | <ul style="list-style-type: none"> <li>• Majors walk with a purpose and; with the goal of arriving to class on-time.</li> <li>• Majors aim to</li> <li>• Majors are available to engage in all aspects of the learning process.</li> <li>• Majors advocate appropriately when they need assistance (academic, behavior, social/emotional).</li> <li>• Majors communicate with teachers and plan in advance for when they are not in class and to follow up on lessons missed.</li> </ul> |
| <b>Respect</b>       | <ul style="list-style-type: none"> <li>• Balanced</li> <li>• Caring</li> <li>• Communicators</li> <li>• Principled</li> <li>• Reflective</li> </ul>                              | <ul style="list-style-type: none"> <li>• Majors use appropriate tone of voice, word choice/language and body language.</li> <li>• Majors are mindful of their environments and conversations.</li> <li>• Majors respect the boundaries and personal space of others.</li> <li>• Majors greet each other and return greetings to others.</li> <li>• Majors follow the expectations set forth by teachers in their classrooms &amp; the SR&amp;R.</li> </ul>                               |
| <b>Integrity</b>     | <ul style="list-style-type: none"> <li>• Balanced</li> <li>• Communicators</li> <li>• Open mindedness</li> <li>• Principled</li> </ul>   | <ul style="list-style-type: none"> <li>• Majors are truthful and courageous enough to communicate with staff/peers.</li> <li>• Majors are responsible and accountable for their actions and success.</li> <li>• Majors are mindful of others and respect diverse perspectives.</li> <li>• Majors are aware of their behaviors and how their behaviors can impact others.</li> </ul>  |
| <b>Determination</b> | <ul style="list-style-type: none"> <li>• Communicators</li> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Risk-Takers</li> </ul>   | <ul style="list-style-type: none"> <li>• Majors are committed and present in the moment.</li> <li>• Majors follow through with assigned tasks.</li> <li>• Majors complete tasks to the best of their abilities.</li> <li>• Majors persevere through difficult situations, tasks, conflicts and roadblocks and promptly communicate with teachers/staff for assistance.</li> </ul>  |
| <b>Excellence</b>    | <ul style="list-style-type: none"> <li>• Balanced</li> <li>• Inquirers</li> <li>• Communicators</li> <li>• Knowledgeable</li> <li>• Reflective</li> <li>• Risk-Takers</li> </ul> | <ul style="list-style-type: none"> <li>• Majors show maximum effort in all that they do.</li> <li>• Majors strive to create balance between school and home and minimize distractions.</li> <li>• Majors self-reflect as they grow and develop into life-long learners.</li> <li>• Majors are able to self-regulate their actions in order to accomplish goals.</li> <li>• Majors are team players and are always willing to lend a hand.</li> </ul>                                     |



**My name is Sarah Emmett/Mi nombre es Sarah Emmett.**

Este es mi quinto año enseñando, comencé mi carrera aquí, como suplente a largo plazo. Tengo una hija de 21 años, se gradúa de la UVA en diciembre. Tengo una maestría en Ciencias Políticas y he trabajado en Capitol Hill.

My name is Sarah Emmett. This is my 5th year teaching, I began my career here, as a long term substitute. I have one daughter age 21, she is graduating from UVA in December. I have a MA in Political Science and I have worked on Capitol Hill.

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# Curriculum Overview: World History/historia mundial

**Course Description:** This class focuses on the history of the world from the Paleolithic Era (early humans) to 1500 A.D. in terms of impact on Western Civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

A major theme running throughout our year will be “What makes a civilization?” We will study how geography, religion, expression (art), economics, and government all work together to create civilizations and how these aspects have influenced the development of our current civilization.

Our year is broken down by units. Within each unit we will learn the facts of these civilizations and expand on our knowledge by studying primary and secondary sources about them. Students should be prepared for and expect to write extensively in this class.

**Unit 1** – Historical Thinking Skills

**Unit 2** - Prehistory and Agriculture Revolution

**Unit 2** - Ancient River Valley Civilizations

**Unit 4** – Persia, Ancient India, Ancient China

**Unit 5** – Greece

**Unit 6** – Rome

**Unit 7** – Byzantine Empire and Eastern Europe

**Unit 8** - Islamic Civilizations

**Unit 9** - Asia

**Unit 10** – African Civilizations and Mesoamerica

**Unit 11** - Middle Ages, Europe, and Trade Routes

**Unit 12** - The Renaissance

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Descripción del Curso: Esta clase se enfoca en la historia del mundo desde la Era Paleolítica (humanos primitivos) hasta el 1500 d.C. en términos de impacto en la Civilización Occidental. El estudio de la historia se basa en el conocimiento de fechas, nombres, lugares, eventos e ideas. La comprensión histórica, sin embargo, requiere que los estudiantes participen en el pensamiento histórico, planteen preguntas y reúnan evidencia para respaldar sus respuestas. Los estudiantes que participan en el pensamiento histórico recurren al pensamiento cronológico, la comprensión histórica, el análisis e interpretación históricos, la investigación histórica y la toma de decisiones. Estas habilidades se desarrollan a través del estudio de la sustancia histórica significativa de la era o sociedad que se estudia.

Un tema importante que se desarrollará a lo largo de nuestro año será "¿Qué hace a una civilización?" Estudiaremos cómo la geografía, la religión, la expresión (arte), la economía y el gobierno trabajan juntos para crear civilizaciones y cómo estos aspectos han influido en el desarrollo de nuestra civilización actual.

Nuestro año está desglosado por unidades. Dentro de cada unidad, aprenderemos los hechos de estas civilizaciones y ampliaremos nuestro conocimiento mediante el estudio de fuentes primarias y secundarias sobre ellas. Los estudiantes deben estar preparados y esperar escribir extensamente en esta clase.

Unidad 1 – Habilidades de pensamiento histórico

Unidad 2 - Prehistoria y Revolución Agrícola

Unidad 2 - Civilizaciones antiguas del valle del río

Unidad 4 – Persia, India antigua, China antigua

Unidad 5 – Grecia

Unidad 6 – Roma

Unidad 7 - Imperio Bizantino y Europa del Este

Unidad 08 - Civilizaciones Islámicas

Unidad 9 - Asia

Unidad 10 – Civilizaciones africanas y Mesoamérica

Unidad 11 - Edad Media, Europa y Rutas Comerciales

Unidad 12 - El Renacimiento

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## Recommended Supplies for Class

- 3 Ring Binder
- Pack of 4 color highlighters
- Box of Pencils
- Box of Tissues

Please let me know if you need help accessing these items

- Carpeta de 3 anillos
- Pack de 4 iluminadores de colores
- caja de lapices
- Caja de pañuelos

Avíseme si necesita ayuda para acceder a estos elementos.

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## **Procedures and Routines for the Classroom**

**Students need to bring a fully charged laptop to school every day. I have a small classroom and very few outlets, so best to charge the computer at home.**

**I keep our notes/list/learning targets for the day on the whiteboard behind my desk. We follow the FCPS Approved Engagement model (see next slide). The students in my classes have set their own rules to follow and I have approved**

**Los estudiantes deben traer una computadora portátil completamente cargada a la escuela todos los días. Tengo un salón de clases pequeño y muy pocos enchufes, así que lo mejor es cargar la computadora en casa.**

**Guardo nuestras notas/lista del día en la pizarra detrás de mi escritorio. Seguimos el modelo de Compromiso Aprobado por FCPS (vea la siguiente diapositiva). Los alumnos de mis clases han fijado sus propias normas a seguir y las he aprobado.**

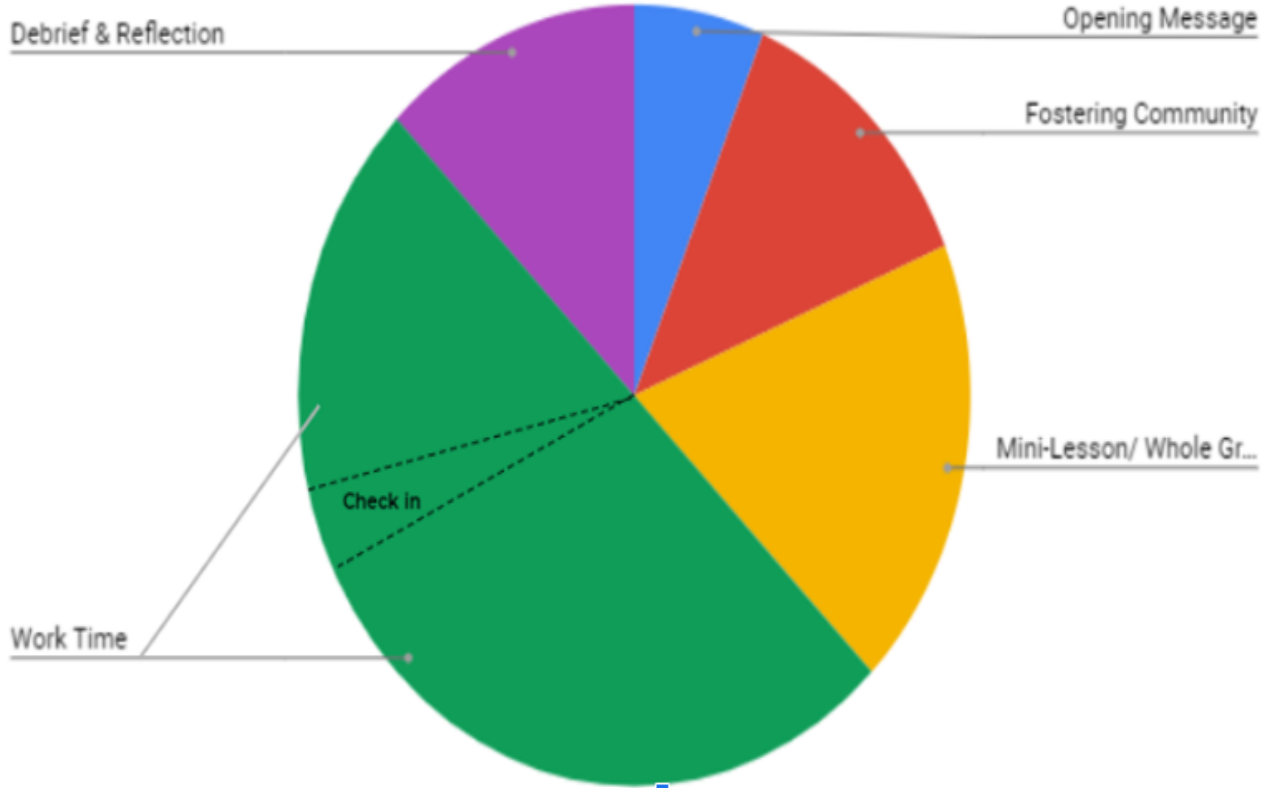
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## Engagement Model (Time Breakdown)



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## **Grading and Assessments**

**Test and Major Projects are counted at 60% of a students grade  
Quizzes, small projects and classwork is 40% of a students grade**

**Las pruebas y los proyectos principales se cuentan como el 60% de la  
calificación de un estudiante  
Cuestionarios, pequeños proyectos y trabajo de clase es el 40% de la  
calificación de un estudiante**

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## Attendance

**Attendance is taken during the first ten minutes of class and updated (if needed the last 10 minutes of class) it takes away from learning for everyone when students are late. Please always have your student be on time. Please do not send your child to school if they are not feeling well. They can look at Schoology and find the work they have missed.**

**La asistencia se toma durante los primeros 10 minutos de clase y se actualiza (si es necesario, los últimos 10 minutos de clase) se quita el aprendizaje para todos cuando los estudiantes llegan tarde. Por favor, siempre haga que su estudiante llegue a tiempo. Por favor, no envíe a su hijo a la escuela si no se siente bien. Pueden consultar Schoology y encontrar el trabajo que se han perdido.**

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