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Modern world history syllabus

Modern World HistoryCourse Program Instructor: Bill Huggins Room: B-102 E. Mail: whuggins@greenville.k12.sc.us Course: Modern World History My Schedule: (2016-17) 1st Period - American Civil War II Period- Planning Period 3: Planning Period 4: Modern World History CP 5th Period: Modern World History Honors 6th Period

Modern World History Honors 7th Period Modern World History CP Text: World History: Patterns of Interaction. Roger B. Beck, et al. (McDougal Littell) Assumptions: World Geography Methods: Various methods will be used to dispel the necessary information, including: lecture, discussion, research, understanding of reading, essays, films, graphics and map work, etc. Students should expect to write frequently in any social study class and complete several writing assignments during the quarter. Students should expect some form of formal assessment at the end of each unit. This will include traditional tests, but could also include other authentic assessments that are appropriate on the teacher's hand. Small ratings, such as quizzes or homework, will be used to measure students' progress and exhaustion. One of the main common major projects [rubric driven] will be assigned every quarter. At least one small overall basic assessment will be given each quarter. Goals: 1) To introduce a student to essential knowledge of world history. 2) Allow students to practice map reading, graph interpretation and research skills in insightful information in certain topic areas. Outline of the course: The focus of global studies is the basic civilizations of the past and their contribution to the world, such as today—in aspects that range from geographical to social and political. This course should highlight critical thinking, highlighting why specific civilisations evolved where and when they did so, why they became dominant, why they fell and how they continued to influence the development of human culture. Course requirements: Each student will retain a notebook for all material that is covered by the class. A three- or five-themed notebook is suggested. It must be used only for this class. Notebooks will be periodically checked to make sure that every student does not happen daily warm ups, and a degree will be assigned at the end of each nine weeks (10% of the final class). Warm Ups will most likely be assigned 2-3 times a week. Classification and evaluation: Tests and projects. 60% Daily Tasks 15% Quizzes..... 15% Bell Ringer/Notebook/Homework..... 10% ***Will of the three main tests every nine weeks. Tests will always be published in advance, and a study guide will be provided, which will highlight the right ideas. Quizzes will be submitted periodically, and may not always be announced in advance. SUMMATIVE PROJECTS WILL BE AWARDED EVERY NINE WEEKS. EXTENDED RESPONSE and/or ESSAYS will be assigned to all units. They will be part of the test or sorted by test class. DAILY TASKS will always be collected or reviewed for the class. LATE WORK POLICY- Students can apply for late class work/homework within two days of the assigned date for a class that starts as 80 before sorting. The late project policy will be indicated in the rubric. This policy may not apply to summary projects. LIFELINE- Students who fail a test may take the chance once a year to retake a modified but similarly rigorous test for the upper class. If a student decides to use a lifeline, regardless of how they score the retake, their new test degree will be one point lower than the lowest passing score of the class (at least 70). The pupil and parent will sign a contract with the teacher and test the test at the teacher's discretion. The student must also undertake a mandatory review session under the supervision of the teacher (to be planned). Students will only have two weeks after the test to plan a retake. Students who earn zero in the test cannot use the lifeline for that particular test. HONOR CODE - All students will be held according to the standards agreed in the MHS Honor Code. All basic assessments will require students to agree to the Code of Honor through their signature on a test or rubric. Despite the fact that no signing for a task is required, small assessments will still be subject to an honor code. Classification scale: A 90 - 100 B 80 - 89 C 70 - 79 D 60 - 69 F 0 - 59 Availability: I will be available before school, during my planning periods and after school every day (except Wednesdays). If you want to meet at a more comfortable time, see me for planning. I can always be reached by calling Mauldin High School at 355-6500. Attendance policy: Students are expected to attend the class regularly (see attendance policy in the Student Guide). Good attendance is mandatory if the student hopes to do well in the classroom. Students without an unexplored absence will not be allowed to perform the missed work, including quizzes and all class assignments. Pupils with excuses for absence will be allowed to complete all missed tasks for 5 school days, including: quizzes, classroom tests and projects. It is the student's responsibility to see me for missed assignments. If a student feels that they are entitled to an extension after five days, they can fill out the make up extension form and apply for a review for me. Extensions will be granted on a case-by-case basis and the extension will only be granted in extreme circumstances. Tardy Policy: Students should be on time every day and should be inside the classroom when the tardy bell rings. Excessive tardiness will not be allowed. Classroom Rules: 1) Be on time 2) Be in your place, when class starts 3) Do not speak, and the teacher speaks 4) Follow the instructions 5) Bring all materials to class (including text) 6) No food or drink 7) NO cell phones 8) No hats worn in class 9) Respect your fellow classmates 10) Come to class ready to learn ** Students are also responsible for complying with all the rules and consequences as specified in the Student Guide. Consequences of violating the rules: He/She may be asked to A) stay after class or post-school detention B) complete additional task C) go to the administrator's office in a severe condition: Any behavior that harms the learning environment or the safety of the teacher or students, justifies an immediate trip to the principal's office. AWARDS for proper behavior: He/she may have her parent called, a note sent home. ** NOTE: The instructor shall have the right to update and modify this training information and any guidelines and rules available at any time throughout the school year. Students will be informed when the changes occur. LEARN FROM THE PAST..... LIVE IN THE PRESENT..... FUTURE PLAN Modern World History Course 9 Program p. Harvey and Mr. Krieger Ipswich High School 2018-2019 School Year Course Review Topics Review Snapshot This course we explore the history of the world from the beginning of the 19th century to the beginning of the 21st century. We will explore cultural, political, economic and social changes industrial revolution. We will focus on the development of nations, on the dominance of certain countries, and ultimately our year will end when we assess the leap into today's globalisation. Throughout the history of the world, 9 will consider how leaders, nations and civilizations have affected diversity or responded to it in an ever-changing world. In a volume and sequence in 1912, speaking to a group of historians in Boston, President Teddy Roosevelt said: History should not be treated as something that was set for itself. In fact, we look deeply at the relationship that the person has with the story. How did the identities of nations shape history? Why are we against them so often? What choices did people make and how did some of these individual choices make history? How has justice been served or not served? And, most importantly, today we will understand the legacy of history and why it is relevant to our world. If we don't understand why history is relevant today, why study it? Below are two graphics that give an insight into the contemporary world history of 9 volumes and sequence. Below are our course pieces: Chapter I: The Spirit of Revolution and Nationalism: Then and Now Chapter II: Industrialization and Reform Form Century Unit III: That Magnificent Cake: Imperialism Unit IV: China World Stage Unit V: War to End All Wars? Chapter VI: Russia: Revolution for Democracy Chapter VII: The Road to World War Two Block VIII: Human Behavior and Holocaust Chapter IX: World War Two Block X: Cold War Chapter XI: Modern Issues Back to Top Classification Policy Your final degree for this course will be determined according to the following formula: General course sorting Semester Grade I Grade I 40% semester Class II 40% final exam / evaluation 20% first semester classification coursework 85% classroom contribution 15% second semester classification coursework 85% classroom contribution 15% assignments and general classes will be based on a points system. Before each task, you will know all available points. The estimate will be based on the following calculation: Total earned points ÷ Total available points assignment maximum points Home works 10 Reading quiz 15 unit test 100 unit project 100 Other tasks1 differ 1With other tasks, such as class work, library surveys, or special projects, you will be informed of possible points when the assignment begins. Back to Top Homework & Tasks Homework is an important part of this course. Homework is designed to improve our work in the classroom. The completion of homework will help you understand the thing and hopefully make it more interesting. You'll be better prepared for class discussions, other tasks, and tests or quizzes. You will also have the opportunity to participate in a number of activities. These activities will range from group presentations to individual projects. We hope that the tasks will be attractive and will allow you to show your experience in the field of modern world history. Successfully completing and serving all your homework and tasks will improve your course class. 1. Homework/tasks must be at the beginning of the class or when assembled. 2. Late homework/tasks will be accepted one day late in the class with a maximum of 50% of the credit or will be subject to a fine indicated at the time of appointment. ** Late homework/tasks will be accepted up to one week late for a maximum of 25% of the credit or the penalty indicated at the time of appointment will be applied. ** If your homework is discussed and/or reviewed in the classroom, you do not have the right to submit them after the deadline. 3. If you are not there, you are responsible for receiving your homework and/or tasks. 4. If you are not present, you are responsible for presenting your homework and/or tasks. 5. Homework will be evaluated using this sliding scale rubric: The points criteria of 10 Homework show excellent effort and attention to the task. 5 Homework shows great effort and thought, but homework is uncomfortable or the answers are unclear. 0 Homework shows minimal effort, not completed or not submitted. Back to top classroom input – The floating scale class contribution will be included as part of each semester class. Contributions in the classroom represent 15% of each semester class. See below for the impact of absences on your class contribution class. Some people like to speak in class and are always interested in engaging in the discussion. Others are willing to attend sometimes, but may not be comfortable talking regularly. And some students do not like to participate in the group discussion ... it's just not their thing. Therefore, the contribution component of your class in the classroom is designed to motivate some of you to engage in discussions, rather than punishing students who don't want to participate in groups on a regular basis. Your class contribution rating is not based solely on your speaking during group discussions. On the contrary, this component of your class is based on several factors: - participation in class discussions: - how well you work with other students when we do classroom activities: - attitude in the classroom: and - contribution to class with ideas and recommendations for change. The following section describes the classification criteria: Grade A criteria (100 %) Excellent participation in class discussions, often asking thought-provoking questions, willingly working with other students during classes in the classroom, excellent attitudes and/or showing great efforts to create a positive atmosphere in the classroom. B (85 %) High participation in class discussions, work well with other students during lessons, excellent attitude and/or great efforts to create a positive atmosphere in the classroom. C (75 %) Participation in class discussions is acceptable, sometimes works well with other students during class classes and/or meets certain expectations with attitude and input into the classroom environment. D (68 %) Rarely or never participates in class discussions, negative attitudes and/or disturbing the class. F (25%) Rarely or never participates in class discussions, is dangerous in the classroom, does not participate in group projects and/or is not part of the class environment. If we do not learn in class, you should fill out the Class Absence Summary form online within 4 school days of absence(s). For example, if you are not working on Monday, you must submit your form and receive credit by Friday until the end of the school day. You should fill out a separate form for each day of the missed class. Your class contribution level will be reduced by 10 points if you fail to successfully complete the class absence summary form and submit it by the deadline. For example, if you have a B (85%) your class contribution level and you do not successfully submit a class absence summary form by the deadline, your class contribution rate would be reduced to 75%. Click here to get a class absence summary that back to the most popular attendance and contribution to the classroom are important aspects of the course. Participating in the classroom advances your knowledge of the material and allows other students to learn from you. Class sessions are also designed to complement homework and individual studies rather than changing or repeating readings. Please refer to pages 9 and 10 of the Ipswich High School 2018-2019 Head of Pupils and Parents, which deals with attendance policies and the impact of absences on classrooms. An important note about trips in the Field Trips field are valuable components of the course curriculum. During the semester, you may

need to skip our class session(s) to take part in the next outdoor course. Please note that you are responsible for notifying me at least two days before the OUTDOOR TRIP if you are going to be absent. In addition, if you are working on a group project, you are responsible for notifying your team members that you will not be there. If you do not provide prior notice (at least two school days) on a field trip, you will not be able to perform any of the missed work in the classroom. An important comment about family leave Family leave must be confirmed by the head office before your absence. While we will provide assistance, advanced tasks are not guaranteed. If you have the right to submit make-up work, the work must be provided in accordance with the family holiday policy. Back to top

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