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| **World History & Geography Syllabus**  **2017-2018** | **Mrs. Garfield**  **Phone: 503-431-5673**  **Email:** [**kgarfield@ttsd.k12.or.us**](mailto:kgarfield@ttsd.k12.or.us)  **Website: garfieldtheteacher.weebly.com** |

**Course Overview**

This course will allow you to explore our modern world and how it has been shaped through history. By taking a global perspective of history, we will gain a stronger understanding of the common human experiences that bond us but also discover the differences that make each community around the globe so unique. During this course, we will be examining primary source historical documents with support from secondary sources to gain a deeper understanding of the experiences of others while analyzing them for meaning and reliability.

**Topics of Study & Assessment**

Quarter I: Mexico: The Past and Present of a Changing Country

* Introduction of Human Geography, SPICE Elements and analyzing historical significance, cause and effect and change and continuity
* Introducing the theme of revolution and its influence in the creation of the modern world
* Understanding and evaluating Mexico’s Independence and Revolution
* Assessment: Historical Assessment, OPVL, and informative writing assignment

Quarter II: The Nature of Revolution in China

* Identify and explain how the collapse dynastic China led to the creation of communist China
* Examine and analyze the causes and effects of the implementation of communist social and economic policy in China
* Assessment: Historical Assessment, OPVL, and on-demand argumentative essay

Quarter III: India: Caste, Imperialism and Resistance

* Exploring the impact of industrialization, Imperialism, and the dominance of European countries throughout the globe
* Understanding the establishment and resulting resistance movements of the caste system in India and discussing the impacts of classism throughout the world
* Assessment: Historical Assessment, OPVL, and historical narrative assignment

Quarter IV: The Causes and Legacy of 9/11 & The War on Terror

* Discuss the short and long term effects of 9/11 in the United States and abroad
* Critique and debate the resulting War on Terror and the U.S. and world involvement in the Middle East
* Inspect the current situation in the modern Middle East and synthesize how this has led to the Syrian Civil War and the development of ISIS
* Assessment: Historical Assessment, OPVL and in-class debate

**Academic Expectations**

* Academic honesty is of the utmost importance to me and I will follow school policies in the unfortunate event that dishonesty occurs.
* All assignments are designed to assist you in achieving the learning standards of this course. Completion of them is key to your success and thus expected. **LATE WORK** will be deducted accordingly from the Personal Management category and 30% will be deducted from the total score.

**Behavioral Expectations**

1. **Attendance:** Be physically and mentally present while in class.
2. **Everyone Talks, Every Day:** Each of you possess your own voice and ideas that are essential to the progress of our class. You will talk; whether that’s in partners, small groups, with me, or to the whole class every day.
3. **Phones Off and Away:** In order to create a productive and collaborative learning environment, students will be asked to shut off their phones when they walk into class. If phones are used in class, they will be confiscated and turned into SAO. A second offense requires parents to pick phone up from the SAO office. In case of emergency, please contact Tualatin High School Student Affairs Office at 503-431-5631.
4. **Respect**: Show respect for the ideas and feelings of all members of our classroom and school community. ***Sexist, racist, homophobic, or any other hurtful comments will not be tolerated in our classroom community.***
5. **Take Responsibility for your learning**: If you have a question, ask. If you need further assistance, come see me. If you want your work checked, talk with your peers or me. If you are acting in a way that is hindering your ability to learn, change your behavior.

**Website**

For this course, I have created a website, garfieldtheteacher.weebly.com, to help support our learning. On the website you will find lectures, in-class assignments, homework, course documents, readings, announcements, and videos. If you miss class for any reason, this is a great first resource.

Parents, I highly recommend you also utilize my website to stay up to date with that being discussed and as well as assigned homework and in-class assignments.

**TAG Statement**

An important note about TAG: To ensure that students designated as “Talented as Gifted” (TAG) receive academic instruction that is appropriate for their rate and level of learning, the curriculum and instruction of this course may be differentiated to include specialized groupings, compacting of curriculum, accelerated pacing, and providing of extension / challenge activities (this would be different work of a complementary nature and not extra work on top of existing assignments).

**Grading**

A cumulative grade based on points awarded is assigned at the end of the semester. Each assignment or assessment will be evaluated using a rubric. Below is an example rubric. Different standards will have different rubrics, but they will be similar to this one:

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| --- | --- | --- | --- | --- |
|  | **EXCEEDS** | **MEETS** | **DEVELOPING** | **BEGINNING** |
| Category 1 |  |  |  |  |
| Category 2 |  |  |  |  |
| Category 3 |  |  |  |  |
| **TOTAL POINTS EARNED /** | | | | |

Grades are calculated using the following percentages:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **F** |
| 100 - 89.5% | 89.4 - 79.5% | 79.4 - 69.5% | 69.4 - 60% | < 60% |

**Grading Categories**

All assignments, assessments, collaboration and discussion that are completed for a grade will be filtered into one or more of the following grading categories. At the end of each quarter, the student will receive a Personal Management grade.

|  |  |  |
| --- | --- | --- |
| **SECTION TITLE** | **EXAMPLES** | **PERCENTAGE OF GRADE** |
| **Summative Assessments** | 1. Essays 2. Geography tests 3. Class discussions/simulations 4. Historical Assessments 5. Presentations of student research, thinking, writing and/or creation. | **70%** |
| **Formative Assessments** | 1. In class worksheets/assignments 2. Homework 3. Daily Writing responses 4. Exit Tickets 5. Quizzes | **20%** |
| **Personal Management**  *Will be entered and/or updated at the close of each quarter.* | 1. Arriving to class on time and prepared with all material. 2. Participation in all activities and/or discussions. 3. Completing all assignments on time and with effort, accuracy and integrity. 4. Collaborate within a team setting, practicing leadership, fairness and respect. | **10%** |

**World history Standards**

**Informative/Narrative Writing**

Writing 1: Focus/Thesis/Theme:*I can clearly develop and identify the main point of my writing.*

Writing 2: Evidence/Historical Details: *I can use a variety of types of evidence to support my main point.*

Writing 3: Historical Context and Empathy Analysis:*I can demonstrate an understanding of the how the past shaped the actions of people living in it.*

Writing 4: Social Studies Writing:*I can organize my ideas, write using proper citations, and use a variety of writing strategies.*

**Historical Thinking/Concepts**

HT1: Significance (Identifications): *I can define key terms and explain how they are important to the understanding of the historical topic.*

HT 2: Cause and Effect:*I can explain the causes and effects of complex historical events.*

HT 3: Perspectives (OPVL Source Analysis): *I can analyze the value and limitations of a variety of types of sources in regards to studying history.*

HT 4: Change & Continuity:*I can explain how themes in history have remained the same and how they have changed.*

HT 5: Geographical Perspective: *I can apply geography to interpret the past.*

**My Promise**

I will strive to treat you fairly, act with compassion, but also to uphold my classroom expectations and policies that I believe will help all of us find success this year. If at any time you have questions, concerns, or comments please voice them to me and I will do the best I can to assist you. I truly look forward to working and learning with you all this year.

**World History Movie Permission**

As part of the World History course at Tualatin High School, we will be viewing films that are rated PG and PG-13. Also, we will be viewing portions of documentaries, news clips, and excerpts from current events that may not be rated and may contain harsh language or graphic images that represent the realities of the topics of study. These videos will all be carefully selected and highly relevant to the course learning outcomes.

If you have any objections to your student viewing films of this nature, please indicate your wishes by refusing your permission in the contract section below. Your student will not be penalized in any way. They will be issued an alternate assignment worth equal credit to the film assignment. If you will allow your student to watch all films under these conditions please indicate your approval and your student will participate in the viewing of films. This policy will only apply to full-length feature films and will exclude documentaries or films **Rated “G”**.

**World History Student Contract**

Parent/Student Agreement

I have read Mrs. Garfield’s World History Syllabus and agree to the rules and regulations provided therein. I understand that if the student violates the rules and regulations contained in the syllabus that they are subject to the appropriate disciplinary actions in accordance with school and district rules. I also understand that Mrs. Garfield has the right to make changes to the syllabus at any time if changes are brought to your attention and implemented in a timely manner. I am aware of the TTSD acceptable use policy governing technology (refer to the TuHS student handbook) and acknowledge my acceptance.

***Please check one of the following choices.***

* I permit my student to watch films rated PG, PG-13, and Unrated films & Documentaries in World History.
* I request an alternative assignment for my student.

Student Name:

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

Parent/Guardian Name:

Parent/Guardian Signature: