

# World History Course Syllabus

Instructor: Rebekah Diana

**Course Question:** What are the signs of a successful society?

**Readings:** This course will mostly feature outside readings; one or twice we will use the textbook.

Textbook: Beck, R. et al. Modern World History: Patterns of Interaction. Orlando: Houghton Mifflin, 2012.

**Course Website:** <http://msdiana.weebly.com/world-history.html> Bookmark this website.

**Required Materials:** 1” binder for this class with notebook paper & class handouts

## **Course Content**

1. Global Expansion and Encounter (1450-1750)
  - a. Emergence and Development of New Nations (1900-Present) and Challenges to Democracy and Human Rights (1945-Present)
2. Age of Revolutions (1750-1914)
3. International Conflicts (1870-Present)

**Course Format:** The format for learning in this course includes lecture, reading, Socratic seminar, writing, debate, and individual and group projects.

Because of my part-time schedule, I am available for tutorial after school until 3pm to assist you. I encourage you to take advantage of this time to have any questions answered and expand on your learning.

**Expectations** (you can have of me and I will have of you)

I expect students to be **responsible** for coming to class on-time and completing work.

>>Students will submit their homework at the beginning of class during the warm-up exercise.

I will **check-in** with students for understanding and progress on work completion.

>>Students will check with classmates and come to me if they have questions about the lesson or assignments. Students will communicate if they cannot submit an item to me on-time.

I will rely on student **participation** to direct the flow of the lesson.

>>Students will actively engage in the lesson, sharing input with peers or to the class as a whole. This participation will be facilitated by classmates and me.

I will have students take notes and complete in-class free writes in a **class binder**. I may periodically view your reflections and notes to check for participation and content/skills understanding and demonstration.

>>Students will maintain a class notebook in which they take notes and write warm-ups and periodic in-class writes. Students should be ready to submit their binders for a grade at any time.

I will accommodate students' individual learning needs (IEPs, 504 Plans).

>>Students will communicate if these **accommodations** are not meeting their needs so that I can adjust my methods accordingly. Students will use these accommodations to better their learning; their efforts will be demonstrated by classroom behavior, participation, and work completion.

I will positively reinforce students' efforts and achievements through notes, discussion, and one-one conversation.

>> Students will adjust their efforts and strive for continued achievement based on my **feedback**.

Use of cell phones for any purpose is not allowed in the classroom\*. \*The only exception is there may be a time where I give specific permission to use your phone only for the purpose of our learning activity. The first offense will merit a warning and a contact home to your parent/guardian. The second offense will merit time in ISD and another contact home. Any offense thereafter will result in further disciplinary action.

### **Classroom Procedures**

Beginning of class: When the bell rings students are in their seats with their class binder and pen/pencil out. Eyes are up front and ready for the lesson hook or warm-up.

End of class: Students pack up when I dismiss them. Please don't do so earlier than that as it is distracting to the class and me. Often I will dismiss you before the bell rings.

### **Bathroom Policy**

Each student will receive 3 bathroom/water passes for the semester. Students will use give their passes to me in order to use the facilities. For each pass that is not used, the student will receive 5 extra credit points on top of the grade for the last participation assignment of the semester, for a total of 15 possible points.

### **Grading Policy**

I will do my best to present you with information that is accessible and be available for additional help after school. I ask that students simply do their best in this class by having a positive mindset, attending class, taking notes, participating, completing assignments on-time, and studying - in short, trying. Course grades will be determined according to the following scale:

A	100% - 90%
B	89.9% - 80%
C	79.9% - 70%
D	69.9%-60%
F	59.9% - 0%

**Categories:** The **approximate** weighting for the various course requirements is as follows:

- 30%    Citizenship/Participation - Notetaking, Exit slips, Class Activities                    (e.g.,                    Socratic seminar, debate)
- 35%    Written Work
- 35%    Projects and Presentations

**Performance Assessments:** There will be performance assessments throughout each unit to test your learning in a variety of ways. Performance assessments will range from essays to individual and group projects to debates and Socratic seminars. There will be an assignment handout and rubric for each project to help you prepare.

Due to the nature of performances such as debates and group projects, if a student misses the day of performance for any reason, that student has 5 school days (unless it's before a holiday earlier on and the number of days will be subject to that time frame) to make up the presentation after school. Unless s/he is has an excused absence, each day late results in one-half grade deduction (see below). Individual performances like essays can be re-done and in some cases will be required to be redone.

**Late Work and Absences:** Assignments are due at the beginning of the class period. If an assignment is not turned in at that time, it is late. I accept late work for assignments that can be turned in hard copy or electronically. **Late assignments must be submitted within 5 school days of the deadline to count for credit\*** (in order to allow for a highest possible grade of C-). *However, some assignments (e.g., in-class group assignments, Socratic seminars), due to the nature of the work, cannot be turned in late for credit.* This means that many assignments will not be accepted late and must be turned in on-time. I will allow for an alternate assignment for students with *excused absences* in order to make-up credit.

\*There is an exception for projects due before holiday breaks. Students must submit late work at an assigned date by me, which could be before the 5-day cut off.

If an assignment is late the adjusted grade is below

<b>Submitted</b>	<b>Highest Possible Grade</b>
The due date, AFTER the class period is over	A-
1 day late	A-
2 days late	B
3 days late	B-
4 days late	C
5 days late	C-
6 days or more late	0

*Excused absences and late work:* If your absence is excused you will have the number of days that you missed class to make up any missing assignments or exams. (e.g., three consecutive days' absence = three days to submit work assigned/due during that absence).

**Extra Work:** similar to the concept of extra credit. I rarely offer opportunities for you to do extra work to increase your grade. By changing the word "credit" to "work" I require that in order for you to get the extra points, you must do more than just complete the work, you must do it well. Extra work that is poorly done may not result in any additional points added to your grade.

**It is your responsibility to check the course website and/or ask what you missed while you were absent and to secure any necessary materials.** If you ahead of time that you'll be absent please talk with me ahead of time so that we can make plans accordingly and you may obtain homework/assignment materials from me beforehand.

The OSD's and Olympia High School's respective policies regarding the consequences of the number of absences and tardies will be followed. While you will have the opportunity to make up work missed during an absence, it is in your best interest to not fall behind.

**Cheating:** Students are encouraged to help each other and work together on various projects, but cheating **will not be tolerated**. This includes plagiarism:

Plagiarism is copying another's work and submitting it as if it were the original work of the student. Whether the source is copyrighted or not, printed or recorded, or a paper used by another student, if it is used without recognizing the source, plagiarism exists. Academic honesty and respect of copyright laws are also required in use of computer information downloaded from another source. If you have any questions, check with your teacher prior to completion of the assignment. – OHS Academic Honesty Code

Should any student be caught cheating or helping someone else cheat, he or she will receive a zero on said assignment/exam and I will notify parents.

Please see OHS's Academic Honesty Code in full, including enforced consequences, on the school website: [http://olympia.osd.wednet.edu/information/student\\_policies\\_codes/academic\\_honest\\_code](http://olympia.osd.wednet.edu/information/student_policies_codes/academic_honest_code).

*Disclaimer: The instructor reserves the sole and complete right to modify this syllabus at any time and in any way she sees fit.*

---

### **Detach and Return bottom portion to me by the deadline:**

Thank you for taking the time to read the syllabus. Please fill out the following information, sign at the bottom to indicate that you received and read the information.

***I have read and understand the goals and requirements for the course, as they are written above, and agree to meet them.***

Student Name (print): \_\_\_\_\_ Student Signature: \_\_\_\_\_

Parent / Guardian Name(s) (print): \_\_\_\_\_ Parent Signature: \_\_\_\_\_