

World History

Spring 2022

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Dear Students, Parents, and Guardians,

Welcome to World History! This semester-long course is based on the North Carolina Standard Course of Study's recommended goals and objectives and the strands established by the National Council for the Social Studies (NCSS). It is a graduation requirement for all Union County High School students. That means you must pass it, as it sets the foundation for future classes in American History, Civics, and Economics.

Education is a communal effort, so success in this course depends on the efforts and contribution of the teacher, students, parents, and others. I will work hard to provide students with the tools to excel in this class, but success in this course requires your effort and commitment as well.

CONTACT INFORMATION

Email is the best way to contact me. My email is nicholas.grant@ucps.k12.nc.us. I check my UCPS email often during the school day, but please allow up to 48 hours for a response, Monday-Friday. If you have not received an email response within 48 hours, please resend the email. Emails received after the school day ends on Friday will be answered the following Monday. I am also available for meetings/tutoring before or after school by appointment.

COURSE OVERVIEW

World History is a survey course, which means this course briefly covers broad topics and concepts about the field of study through a chronological and thematic approach. This course is typically taken at the ninth grade level, and therefore draws and builds upon historical, cultural, and geographical content that the student learned in courses taken at the middle grades level. Additionally, this course seeks to provide students with a broad amount of content knowledge based in history, geography, politics, economics, and culture to guide students in becoming informed and active citizens on a national and global level. The end goal of this course is to help students develop their ability to understand, analyze, and appreciate the human experience across space and time.

While we will visit ancient history for occasional clarity, the main bulk of our study will be from 1200 CE to the present day, as outlined below.

Unit 1: Global Tapestry – After a brief introduction to historical thinking and writing skills, we'll explore the influence of geography, the structure of different systems of government, and the impact of world religions, all setting the table for our historical understanding.

Unit 2: Foundations of Culture & Global Interactions – From Mansa Musa in Africa to the Mongols of Asia and the lords and knights of Europe, events of the Middle Ages form a cultural foundation with repercussions that are still felt today. The silk road and maritime trade routes also open doors to new thinking, giving rise to the Renaissance, Reformation, Enlightenment, and an age of exploration.

Unit 3: Revolutions & Reforms – A new global awareness brings demands, expectations, and growing discontent, fueling calls for revolution across the globe from America to France and beyond.

Unit 4: Innovation & Conflicts – Innovations of the Industrial Revolution increase competition between countries, fueling an expanding need for resources. Imperialism spreads, leaving its mark on the world.

Unit 5: Global Conflict - From World War 1 to World War 2, the Cold War and smaller wars between, the global tapestry shifts as new tensions and superpowers rise. We'll examine the threads connecting them all.

Unit 6: Human Rights, the Environment, and the Modern World - Climate change and pollution, human rights, health concerns and pandemics, limited resources, religion and extremism: we'll seek evidence of progress while hypothesizing future outcomes.

CONDUCT EXPECTATIONS

I expect the classroom to be a safe environment characterized by trust and respect. As such, I promise to treat you with respect, and I expect you to offer that same respect to one another and to me. The following is a list of guidelines that will help support trust and respect, and ensure a productive use of the limited time we have in class.

- Be prepared, on time, and use class time wisely. When class begins, be in your seat with all materials ready to go.
- Complete all work, make sure it's your own, and turn it in on time. If you are using someone else's ideas, you need to cite the source. If you are unsure how to cite another person's work please ask how. Cheating and plagiarism are serious violations resulting in a zero for the assignment or test in question and a teacher conference.
- Students must follow the district and school policies regarding the use of electronic devices. As you enter the room, make sure your phone is stored in your assigned pocket on the phone tree. Remove and store earbuds. Ensure your computer is charged *prior to* class. Requests to charge computers during class will be granted at the teacher's discretion.
- Check your school email and the Canvas page at least once a day to ensure you are receiving important announcements and are on track with assignment due dates.
- Plan restroom breaks between classes. Do not interrupt class discussions, presentations, or assessments with requests to use the restroom. If a need arises during class, request it during small group or individual work. You must sign out, take a hall pass, and leave your phone properly stored in the phone tree.
- Students are expected to remain in their seats until the bell rings. This is primarily so that I can answer questions, provide support to students at the end of class, and ensure that the classroom is clean and in order. I expect students to make sure desks are returned to their original position in the classroom and to clean up their general area. All trash should be picked up and thrown away. Resources and materials should be returned to Mr. Grant in the same condition they were received.
- Be respectful and polite to everyone. This course will expose you to religious, political, social, and economic experiences and perspectives that may be at odds with your own. I will not require or expect you to agree or disagree with other's ideas, but I do expect you to be respectful. I will not tolerate any behavior intent on discriminating against, harming, or demoralizing another. I do encourage you to develop and share your own *informed* perspective in order to support diversity of thought in our classroom.

I don't anticipate issues, but if warranted, the following consequences will apply.

1. A fair warning that behavior is out of line
2. Teacher conference. You'll need to explain yourself.
3. Conference with parent/guardian
4. Detention with the teacher (before or after school)
5. Disciplinary referral to the administration

*NOTE: I may skip steps at my discretion if behavior demands it.

ACADEMIC EXPECTATIONS

Below, I have outlined the general structure of lessons, academic expectations, and the kinds of assignments students can expect to complete. I reserve the right to adjust lessons and add or subtract assignments based on the content being covered and the needs of students.

Lesson Structure

- Warm-Up Activity
- Review Agenda, Learning Objectives, and Essential/Guiding Question(s)
- Mini-Lecture, Presentation, and/or Class Discussion
- Inquiry Activity - small group, partner, and/or individual work focused on analysis and evaluation of primary/secondary sources with emphasis on critical thinking responses
- Closure Activity - debrief discussion, exit ticket, review of concepts, etc.

Expectations

Students are expected to be successful in this course. In order for them to be successful, they will need to be prepared for each class by studying the material, completing in-class, out-of-class, and online Canvas assignments, actively participating in class, and seeking additional help if they are having difficulties with the material. Students who work hard and put forth their best effort will be successful and have the potential to earn an A or B in this course. Ultimately, students are accountable and responsible for their own academic achievement. The teacher, parent/guardian, administration, and support staff is here to guide each student toward success. Time-management and organizational skills are imperative to success in this course. Some weeks may be heavier with assignments than other weeks, so it is essential to budget time wisely, so as to not get bogged down with course readings and assignments.

Assignments

- Warm-Up Notebook - Students will record their daily warm-up responses in a Google Docs warm-up notebook that will be shared with me. Responses, and student engagement in class discussion based on responses, will make up the core of students' participation grade. Students who are absent are responsible for obtaining the warm-up information for the day(s) they were absent from a peer. I will periodically check warm-up notebooks. These checks may be announced or unannounced, but they will occur *at least* once per six week grading period.
- Homework - Generally, I prefer to have students complete the majority of their work in class so that I can support them and answer questions as they arise. That said, I may assign homework depending on the content being covered and based on my assessment of the need for additional practice. Generally, separate homework assignments are expected to be turned in the following day at the beginning of class unless I specifically identify a different submission date. Students who do not use class time wisely may also have to complete classwork while at home. Such work may incur a late penalty if the assignment was due at the end of the class period.
- Projects - Projects will be given throughout the semester to enhance the learning process and material of the World History course.
- Written Responses - Written responses (e.g., document-based responses, framework-based responses, short answer worksheets, essays, etc.) will be assigned throughout the semester to cultivate critical/higher thinking about the course material. Written responses will be an essential part of student grades.

- Quizzes - Announced and unannounced quizzes will be given to assess student knowledge on a topic prior to the unit exam.
- Tests - Tests will be given at the end of each unit.
- Extra Credit - Opportunities for extra credit will be given at the sole discretion of the teacher.

GRADING POLICY

Each assignment is worth a specified point value. The general value for different assignments is listed below, although these may be adjusted depending on the assignment. Students should familiarize themselves with how much each assignment is worth and keep track of their grades as a method of knowing their progress at all times. **Students are advised to keep their graded assignments** in case I need to refer back to the assignment for questions about grades.

General Point Values:

Grading Scale:

Tests & Projects: 60-130 points

A= 100-90

Quizzes: 20-60 points

B= 89-80

Homework & Classwork: 10-40 points

C= 79-70

D= 69-60

F= 59 and below

Student progress reports are given to students at the mid-point during each six weeks. Those will be provided to parents/guardians to view student grades by logging on to PowerSchool. Usernames and passwords for accessing PowerSchool can be acquired in the main office at Marvin Ridge High School. It is **highly recommended** that parents regularly check on their student's grades and contact me if there are any concerns. I reserve the right to change/alter a grade if there is justifiable cause and at my sole discretion.

MAKE-UP & LATE WORK POLICY

All work is due on time. If you are absent the day an assignment is collected you have **three (3) days** from your return date to school to turn in late assignments. **After three (3) days it will count as a 0.** If the student is absent the day an assignment was handed out, it is the student's responsibility, **NOT the teacher's**, to obtain the homework assignment the day they return to school (at the beginning or end of class, NOT in the middle of the lesson).

I reserve the right to assess a late penalty on submitted work. Generally, late work will lose **10%** grade value every day it is late, down to a **50%** maximum after five days. That said, I am understanding of various circumstances that may impact a student's ability to submit work on-time. If a student believes they will be unable to submit an assignment by the due date, they should contact me (preferably by speaking with me at the beginning or end of class) as soon as possible to discuss alternative arrangements. I reserve the right to offer or deny such alternative arrangements dependent on the circumstance and whether a student has contacted me within an appropriate time frame *prior to* the assignment due date.

ATTENDANCE

Students are expected to attend class and be on time. We will follow the school procedures regarding tardiness and absences. Students should refer to their student handbook for details.

SUPPLIES

Students are asked to have the following for class:

- A 3-ring binder (may be shared with another class; I would advise at least 1-1.5")

- Plenty of loose-leaf paper or a spiral notebook with perforated pages
- Black/blue pens and #2 pencils
- Colored pencils/ markers

Syllabus Contract

I have read and understand the expectations and policies outlined in this syllabus, and agree to abide by them. If I fail to do so, I understand progressive disciplinary actions will be taken. I understand that if I have any concerns throughout the semester, I should practice self-advocacy and speak with Mr. Grant as soon as possible.

Printed Student Name _____

Signature of Student _____ Date _____

I have read all of the above information with my child and will work with my child to ensure their success in World History. I will contact Mr. Grant with any questions, comments, or concerns immediately.

Printed name of Parent/Guardian _____

Signature of Parent/Guardian _____ Date _____

Please provide the following contact information. Please circle the best form of contact.

Phone Number: _____ Email: _____

Is there anything you want me to know about your child? (this remains strictly confidential - problems you want me to be aware of, allergies, etc.)