

GHS Course Syllabus

General Course Information

Subject: Geography and World History Year: 2013-2014

Department: Social Studies Room #: 224 Periods Taught: 4A, 2B, 4B

Course Title: World Studies

Course Description: This year-long course combines the theme of western civilizations with current issues and historical events in economics, government, geography, and literature. There will be additional emphasis on re-search, essay writing, and speech techniques. Students are also required to complete projects demonstrating the ability to self-direct learning, deliberate on public issues, and communicate effectively.

Faculty Name: Todd Patterson
Bachelor of Arts- Communications – Linfield College
Master of Arts- Education – Concordia University

Office Hours: 8:00 AM – 4:00 PM

Welcome/Introduction to Course: Welcome to World Studies! I look forward to getting to know each of you during the school year. To be successful in my class I recommend good attendance and participation. Please feel free to address me any time with concerns.

Note to Parents: E-mail is the best way to contact me. Please feel free to e-mail me any time at patterst@hsd.k12.or.us

Learning Outcomes

Oregon Social Studies Standards

Historical Knowledge

- HS.1. Evaluate continuity and change over the course of world and United States history.
- HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.
- HS.3. Explain the historical development and impact of major world religions and philosophies.
- HS.4. Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions; and art and literature on culture and thought.
- HS.5. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history.
- HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.
- HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.

Historical Thinking

- HS.10. Evaluate an historical source for point of view and historical context.

Geography / Civics

- HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.
- HS. 15 Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.
- HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.
- HS.18. Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural).

- HS.19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.
- HS.20 Analyze distribution and characteristics of human settlement patterns
- HS.21. Relate trends in world population to current events and analyze their interrelationship.
- HS.23. Analyze distribution and characteristics of human settlement patterns.
- HS. 48 Explain economic challenges to growth in developing countries

Social Science Analysis

- HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
- HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
- HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

Common Core-ELA Literacy 9-10

Reading

- RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing

- 9-10.WHST.1 Write arguments focused on *discipline-specific content*.
- 9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Readings

Required Text: World History: Modern Times

Additionally, everyday there will be SSR for 10-15, a book is required for this time period.

Supplies: 1. Everyday you will need to bring a Composition book. This notebook will be dedicated solely to this class and all classwork and homework will be organized in the notebook. The notebook will be collected every 2-3 weeks.

Grading & Plagiarism

Grading Categories

& Percentages:

In accordance with the new Hillsboro Balanced Grading policy, this class is graded on a 5-point scale as listed below. Also, in accordance with the policy a larger weight is placed on all assessments.

Assignment Breakdown-

Notebook (classwork/homework) 30%

Assessments (tests/projects/paragraphs) 70%

Grading Scale: All assignments and assessments are graded on a 5 point scale that breaks down the following way:

Entered Grade	Gradebook %
A=5.0-4.0	100-80%
B=3.9-3.0	79-60%
C=2.9-2.0	59-40%
D=1.9-1.0	39-20%
F=0.9-0.0	19-0%

A progress report will be posted in class every 1-2 weeks. According to the Glencoe High School Student/Parent Handbook, students are expected to demonstrate continuous effort to accomplish class objectives. If you are not receiving a passing grade at mid-quarter, a phone call will be made to your parents alerting them to your academic situation.

In addition to the course hours in the classroom, the expectation for work completion outside of class includes approximately 1-2 hours per week. Activities will include finishing Cornell Notes, other homework, projects, and papers.

Late Work Policy: All work is to be done in your WORLD STUDIES notebook. This notebook will be collected every 2-3 weeks (about every 10 assignments) at the end of the Unit on the day of the tests.

If you are absent

1. Please talk to me **before or after school** regarding your absence and how you can make up the assignments you missed **AFTER** you have checked my website.

Make-up Work Policy: Students with excused absences are allowed one more day than the number of days absent to complete and submit any assigned make-up work.

FOR TESTS: Students have the opportunity to make-up any test given. Students are strongly encouraged to re-take tests that they do not receive a B or higher on. This will be done on the student's time in the Testing Center.

NG and I Policy: For students who are not passing the class at the end of the semester, may be eligible for a "No Grade" or "Incomplete" if they have shown progress toward achieving understanding of the standards covered during that semester. The assignment of a NG or I is completely at the discretion of the teacher. If a NG or I is given, the student will be informed of the material needed to be covered and the timeline for completion by the teacher.

Cheating/Plagiarism Policy: Cheating/plagiarism will not be tolerated. Any student caught cheating will receive a grade of zero on the assignment or exam. In the event of a second offense, the student may be removed from the class with loss of credit, suspended, or expelled from school. This includes "sharing" notebooks. **At no time, shall a student have more than one notebook in their possession.**

Course Schedule/Outline:

Quarter 1

Geography Review
World Religions Unit
World History - Scientific Revolution and Enlightenment and Governments

Quarter 2

World History- Revolutions: French, Mexican, Industrial

Quarter 3

World History- Nationalism, Imperialism, Apartheid, Genocide, World War I, Russian Revolution

Quarter 4

World History: Between the War and Rise of the Dictators, World War II, Chinese Revolution, Cold War

** The instructor reserves the right to make changes.*

Classroom Conduct: Respect your classmates, teacher, and visitors. Mature behavior is expected and required!!

1. Come to class prepared.
2. Be on time.
3. Communicate with me if you are having any problems
4. When any type of announcement comes on, I expect talking to cease immediately
5. Overall, act like the adults that you are becoming and all will be well and good.

Students and Parents/Guardians – Please provide your signature below indicating you have read and understand the requirements and expectations of this course.

Student Signature & Date

Parent/Guardian Signature & Date