

# World History 1 & 2

## 2018/2019

### Instructor Information:

**Instructor:** Mr. Fredrickson

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### Course Description:

This is a one-year course designed to give students a better understanding of World History and how it affects our daily lives. Students will be introduced to a broad background of governments, cultures and the roots of what has shaped our society. Emphasis will be put on critical thinking skills, writing of essays, and writing under pressure during tests. Also, students will be introduced many instructional methods including cooperative learning, experiential learning and learning through inquiry among others. Students will be encouraged to use their creative skills in order to best present their work.

### Course Materials:

- You will only need one binder that is at least 1 inches thick. (If you choose to have an A day or B day binder for multiple classes, it should be at least 3 inches.)
- You will also need all general school supplies (*pencils*, blue/black ink pens, college ruled lined paper (loose leaf, etc.))

### Student Learning Objectives:

*Objectives to be learned:*

- To assist students in acquiring the knowledge and skills in the Nevada State and Washoe County standards;
- To help instill a love and appreciation of learning;
- To encourage academic growth and personal responsibility;
- To promote active and informed citizenship.

### Grading Criteria, Scale, and Standards:

DRHS/WCSD grading scale:

A: 90% - 100%

B: 80% - 89.9%

C: 70% - 79.9%

D: 60% - 69.9%

F: <59.9%

Weighted Grading Scale

- |                                 |     |
|---------------------------------|-----|
| • Exams/Tests                   | 20% |
| • Writing Assignments/ Projects | 20% |
| • Quizzes                       | 10% |
| • In Class Assignments          | 20% |
| • Participation                 | 10% |
| • Final                         | 20% |

\*\*\*Participation is accounted for via Brain Food/Bell ringers, exit tickets, Short Discussion Activities, Etc.

**Make-Up Work**

- Make-up work is defined as scheduled tests, scheduled quizzes, homework assigned on the day the student was absent, and/or a description of the topic(s) covered in class while the student was absent and possible resources where the student can obtain information on the topic(s).
- It is the responsibility of the student to acquire make-up work after returning from an absence and return the completed work within the designated deadline.
- Students are provided the length of the absence plus one day to complete any make-up work assigned. For example, if the student was absent for four days he/she will have five days to complete and submit the make-up work.
- Students who do not request or return completed make-up do **NOT** earn credit on missed assignments.
- Previously assigned work that was due on the day the student was absent is **NOT** considered makeup work and is due the day the student returns to school.

**Late Work**

Late work will be accepted until the day of the unit exam for 70%. All assignments handed in after the unit exam will be worth 50% of the grade.

**Classroom Rules/Procedures:**

**Classroom Rules:**

The class rules will be the same as the 3 R’s matrix That has been adopted as school wide rules and I will be using them as my classroom rules.

|               | RESPECT  | RESPONSIBILITY  | READINESS   |
|---------------|--|---|---|
| DAMONTE RANCH | Respect yourself, peers, staff, guests, and property.<br><br>Use appropriate language.<br><br>Show empathy and kindness. | Follow all school rules as outlined in the student handbook.<br><br>Report problems to an adult.<br><br>Represent yourself and your school in a positive manner in the community. | Demonstrate employability skills as outlined in the Student Handbook. |
| CLASSROOM     | Be on task and respect the learning of self and others.  | Follow the Academic Integrity policy.<br><br>Meet teacher expectations and follow procedures.   | Be on time and prepared.<br><br>Bring an attitude of achievement.     |

**Coming into Class**

- I will greet you at the door. Please wait to say hello before entering.
- “Swallow your voices.” Always come in silently and take out your World History materials. No other materials are allowed on your desk.
- Sit down in your assigned seat and begin working on your class opener. You will be marked tardy if you are not working when class begins.
- Copy agenda into your planner.
- No mingling/loitering with friends or at the teacher’s desk. All questions will be answered after class has begun.
- Have homework out and ready to be turned in.

**Coming Prepared**

- Always bring your World History binder, textbook, pen or pencil, student id, and loose leaf binder paper as well as your pouch with all other supplies.
- Come to class ready to learn and with a positive attitude. 😊

- REMEMBER, YOU ARE IN CLASS, NOT IN A RESTAURANT. ONLY WATER WILL BE ALLOWED IN THE CLASSROOM.

### Turning in Work

- *TAKE PRIDE IN ALL ASSIGNMENTS.*
- If the following criteria are not met, your assignment will not be graded, and you will receive late credit for redoing the assignment and turning it in the next day.
  - Work includes proper paper heading.
    - First and Last Name
    - Date
    - Class Title/Period
    - Assignment Title
  - All work is on white paper in blue/black ink or pencil.
  - Paper is free of frayed or torn edges. (no spiral sheets)
  - All work is legibly written or typed. Unclear work will not be graded.

### Pass Policy

- No passes will be issued the first or last ten minutes of class. Do not even ask!
- In order to leave class, you must fill out a bathroom/locker pass (in planner), have your school id, follow class procedures and get teacher permission.
- You may not be outside of class for more than three minutes.

### Class Participation

- I encourage thoughtful and respectful participation.
- Raise your hand and wait to be called on to speak in class.
- Always respect the opinions and answers of other students.
- In groups, all people should participate.

### Fire Drills

- When a drill sounds, please quietly wait for directions from the teacher to leave.
- We will be exiting through the front doors closest to our room.
- You need to walk in a single file line outside to the end of the parking lot and wait for role to be taken. Please do your best to line yourselves up alphabetically outside.
- If a drill occurs during nutrition breaks, please exit in the place you would for your next class and find the teacher for your next class.

### Dismissal from Class

- You will remain seated and working quietly until I dismiss you.
- You may NOT pack up your things before this time.
- Push in your chairs and clean up the area around you before leaving.

### Consequences: If expectations and procedures are not met...

- 1<sup>st</sup> Offense – Warning
- 2<sup>nd</sup> Offense – Teacher/Student Discussion & Call Home
- 3<sup>rd</sup> Offense – Varies (seat reassignment, lunch detention, call home parent conference, behavior plan, referral to office)

## Tentative Course Calendar:

| <b># of Weeks</b> | <b>Title of Unit</b>   | <b>Key Topics of Discussion</b>   |
|-------------------|--|---|
| 2-4 Weeks         | <b>Societies of Faith</b>  | How religion shaped the development of societies  |
| 2-4 Weeks         | <b>Kingdoms of Asia</b>  | The effects of geographic isolation on the development of societies, Major Asian Kingdoms, effects of trade   |
| 2-4 Weeks         | <b>Spirit of Discovery</b>                                       | Developments in economics, art, and ideas which marked a shift away from traditional church values and authority, Effects of European exploration                 |
| 2-4 Weeks         | <b>Revolutions</b>   | The cultural, political, and economic changes inspired by the European Enlightenment, Compare the causes and effects of the major revolutions of the 18th century |
| 2-4 Weeks         | <b>Poverty &amp; Prosperity (End of 1<sup>st</sup> Semester)</b> | How the Industrial Revolution created both poverty and prosperity, The 18th and 19th century roots of modern economic systems                                     |
| 2-4 Weeks         | <b>Imperialism</b>   | The motivations and causes of European imperialism in the 19th century  |
| 2-4 Weeks         | <b>Early 20<sup>th</sup> Century Conflict</b>                    | Analyze causes and global effects of WWI  |
| 2-4 Weeks         | <b>Economic Crisis &amp; WWII</b>                                | The impact of WWI on WWII and how global economic conditions led to the rise of fascism, Analyze causes and global effects of WWII                                |
| 2-4 Week          | <b>A Changing Globe</b>  | Global changes after WWII, including decolonization, revolutions, and creation of new states  |
| 2-4 Weeks         | <b>Modern Global Issues</b>                                      | Addresses the most current issues of the world today  |

## Damonte Ranch High School/WCSD Policies

### Academic Integrity:

Cheating means gaining unfair advantage by using unauthorized information.

Cheating is further defined by but not limited to:

- **COPYING** someone else's homework, classwork, or test answers
- **ALLOWING** someone else to copy your work or test answers
- **USING** any kind of unauthorized device, study aid, or cheat sheet
- **POSSESSING** or **VIEWING** a copy of an exam beforehand
- **SHARING** test information with students who have not yet taken the test or course
  - o This includes taking answers/questions from a test out of the classroom without the permission of the teacher.
- **CHANGING** your answers or someone else's when correcting in class
- **MISREPRESENTING** work done by others as your own work.

Plagiarism is presenting the words or ideas of another person as one's own without citing sources.

- **YOU ARE PLAGIARIZING** when you copy a phrase, a paragraph, a page or an entire paper.
- **YOU ARE PLAGIARIZING** when you copy from a published source, i.e. Internet or print.
- **YOU ARE PLAGIARIZING** when you copy from someone else's work.

Minimum consequences for cheating are as follows:

- **REFERRAL** to Student Services
- **PARENT CONTACT** by the teacher
- **LUNCH DETENTION** with Student Services
- **NOTATION** made in school discipline record

Additional consequences may include, but are not limited to, the following:

- Student will receive a **ZERO** on the test or homework assignment
- Student will receive an **"F"** in citizenship for the quarter and depending on the severity of the infraction may receive an **"F"** in citizenship for the semester
- **Alternative assignment**, to be determined by the teacher

Be Responsible. Make Wise Choices. If you are unsure, ask your teacher for guidance.

"I have read the Damonte Ranch High School Academic Integrity Policy."

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

\_\_\_\_\_  
Date

Dear Parents and Guardians,

Please fill in the following information and return by the end of the first week of school. Please make sure you understand all policies. If you have any questions, please email me.

Initials                      I have read and understand the following...

|       |                        |
|-------|------------------------|
| _____ | World History Syllabus |
| _____ | Classroom Procedures   |
| _____ | Academic Integrity     |

\_\_\_\_\_  
Student Name (please print)

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

\_\_\_\_\_  
Parent Name (please print)

\_\_\_\_\_  
Parent Signature

Contact Information: (Circle your preferred contact number.)

Parent Name:

Parent Name:

Phone:

Phone:

Email:

Email:

If there is any important information about your child that you would like for me to be aware, please write me a short note here.

I welcome you to Damonte Ranch, and I look forward to a productive and inspiring year.

Mr. Fredrickson