**MYP World History Syllabus**

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**Course Description:**

World History at the ninth grade level is a survey course that gives students opportunities to explore recurring themes of human experience common to civilizations around the globe from ancient to modern times. The application of geography, cultural analysis, and a historical approach will help students understand how people shape their world and their world shapes them. As students examine the historical roots of significant events, ideas, movements, patterns, contributions and phenomena; students will broaden their historical perspectives as they investigate ways the world changes to become a more informed and contributing citizen in the global community.

World History provides the opportunity for advanced work, rigorous study and systematic study of major ideas and concepts found in the study of global history. This course is challenging  and investigative course that requires students to take a greater responsibility  for their own learning by participating in answer-seeking, problem-solving, scholarly and creative processes, critical analysis and application and reflective thinking. The goals and objectives of World History course are taught with greater complexity, accelerated pace, appropriate technology, increased student self-directed lessons and materials, as well as a variety of thought provoking activities to include, but not limited to formal and informal assessments, projects, writing, and cooperative learning seminars.

**A Note about Curriculum**

Since this is an MYP course, we must adhere to two separate curriculum guides, they complement each other but I will refer to them separately at times and expect you to know what I am talking about. The NC Essential Standards dictate the content we will address (exactly the names, dates, people, etc.). They also dictate what will be tested by the state at the end of the year. The MYP aims and objectives dictate how we approach our content and how you will be assessed by on certain assignments (you will know which assignments will use the familiar NC grading scale and which will use the MYP assessment standards at the outset of the assignment, if I do not make this clear please ask for clarification!). MYP provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects, and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century. Students will be expected to embody the qualities of the MYP Learner Profile.

The aims of the teaching and learning of MYP humanities are to encourage and enable the student to:

• appreciate the range of human and environmental commonalities and diversities

• understand the interactions and interdependence of individuals, societies and environments in different contexts

• understand how both environmental and human systems operate and evolve over time

• identify and develop a concern for human and environmental well-being

• act upon opportunities to be a responsible global citizen

• develop effective inquiry skills to achieve conceptual understanding in humanities. (MYP Curriculum Guide, <IBO 2012>)

**Class Remind Account**

If you want to be added to the class remind account (and I suggest you should!) , text 81010, message @mypfa

**Classroom  Rules**

1. **3D Free (No Drama, No Disrespect, No Disruptions)**
2. **Be on time and prepared—no pass first or last 10**
3. **Be your own advocate**
4. **Abide by the Honor Code**

**NC Course Objectives:**

* Analyze the onset and development of cultural institutions in early civilization
* Analyze classical Eurasian civilizations and assess characteristics of traditional civilizations
* Investigate significant events and assess characteristics of medieval Europe
* Trace events and evaluate the significance of movements associated with the rise of the West
* Examine causes and effects of world events in the early twentieth century
* Analyze problems and assess  prospects of an interdependent world
* Draw relationships between continuity and change in explaining human history

**Resources and Materials Needed:**

* Three ring binder
* Light weight binder for collection assignments
* Note book paper
* Colored pencils
* Pens/Pencils
* USB- Strongly encouraged. A lot of student work will be done on computers.
* Highlighter
* Inexpensive ear buds for listening to video clips

**Evaluations /Grades:**

Your grade will be determined by your performance in the following areas:

* Informal- 30% (homework, class work, quizzes, etc.)
* Formal – 70%  (projects and tests)

NC Grading Scale

* 90-100         **A**
* 80-89         **B**
* 70-79         **C**
* 60-69    **D**

As MYP students, you will also be introduced to the unique grading scale used in MYP/IB classes. There are four objectives that are the general areas of MYP Assessment:

1. Knowledge and Understanding
2. Investigating
3. Communicating
4. Thinking Critically

MYP Assessment Conversions: MYP uses an assessment system of 0-8 but scores given based on this scale do not translate directly into a NC percentage grade, the following is the guide I use:

* A 7-8
* B 5-6
* C 3-4
* D 1-2
* F 0

**Homework and Missed Work Policy:**

A student who misses class work, homework assignments or other assignments with established due dates because of absences, whether excused or unexcused, must be allowed to make up the work. ***Arrangements for completing the work should be made within twenty-four hours of the student’s return to our specific class***. Arrangements should include a schedule for completion of the work. The student must initiate contact with the teacher.

In all circumstances, homework and other assignments should be accepted, even when turned in after the designated due date. Credit for late work shall be awarded according to the following guidelines:

* If a student was present in class on the due date, the work will be given less credit. The student may receive a maximum score of 89% if the assignment is turned in within 24 hours.
* If the student was not present in class on the due date because of an excused or code zero absence, full credit shall be given for the work. If the assignment is turned in on the day the student returns to school, full credit may be awarded. If the assignment is turned in within 5 school days, the student may receive a maximum score of 90% on the assignment.
* Late assignments will be assessed penalties as follows: 10% off for each day the assignment is late; and 5 subsequent days late will result in the maximum score of 50%.
* For every late assignment, students must complete the late work statement attachment.  Late work will not be accepted until the statement is completed.
* Late assignments will not be accepted after the respective quarter ends.