Roselyn Coyne

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 problem-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.

The following are policies and procedures that will make our World History classroom a fun, safe and inviting place for you to learn, explore and expand your knowledge.

**Classroom  Rules**

1. **3D Free (No Drama, No Disrespect, No Disruptions)**
2. **Be on time and prepared**
3. **Be your own advocate**
4. **Ownership**

**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

**Silent Sustained Reading**

One of the goals for World History this year is to help increase student literacy. At the beginning of class on assigned days, students will be asked to read for 15 minutes. They may bring their own book or use what is available in the classroom.

**Resources and Materials Needed:**

* **Collectible 3 ring light weight binder**
* **Note book paper**
* **Binder for notes, handouts, etc.**
* **Colored pencils/ Markers**
* **Pens/Pencils**
* **USB- Strongly encouraged. A lot of student work will be done on computers.**
* **Highlighter**
* **Post Its**
* **5 x 8 Index cards**
* **Inexpensive headphones for video clip viewing research**

**Recommended:**

This course has a heavy reading comprehension component. We will be implementing many reading strategies throughout the semester in class. However if you feel that you struggle with this particular skill, I am available for tutoring most days from 6:15am-7:00am, and by appointment.

**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)

Grading Scale

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

**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.