2022-2023 World History Syllabus

Mr. Warren

Welcome to Mr. Warren’s World History class!  I’m looking forward to my sixth year at Hephzibah High School, and my third year teaching World History.  I anticipate using a combination of classroom instruction and coursework in Canvas, an online learning management system.  Students will be issued their primary textbook, Pearson World History (shown below), at the media center.  It’s important to keep this resource available as a supplementary and backup resource.

If anyone has any questions at any time during the school year, I will be available during the hours and means listed in the communications section.

The best way to contact me is through my school email address, however, I can be reached by telephone through the front office for any questions, including tutoring, face-to-face parent-teacher conferences after school, or by appointment, from 3:45 to 4:15 pm, M-F.  Everyone is invited to email at any time.  I usually respond by the next day.  Parents, to make an appointment for a parent-teacher conference please contact the school counselors through the front office.  On Mondays and Wednesdays after school, I am available for drop-in tutoring sessions from 2:45 to 3:30.

Hephzibah High School phone number: (706) 592-2089

Mr. Warren’s email:  warreal@boe.richmond.k12.ga.us

This world history course provides students with a comprehensive study of major events and themes in world history. We will identify characteristics and examine each civilization focusing on historic, social, cultural, political, and economic events comparing and contrasting differences throughout the course.  Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

Students should be able to demonstrate an understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end-product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Conflict and Change: The student will understand that when there is a conflict between or within societies, change is the result.

Conflict Resolution: The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society’s economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Continuity & Change Over Time: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

1st Nine Weeks

Unit 1: Connecting Themes

Unit 2: Ancient Civilization

Unit 3: Classical Mediterranean

2nd Nine Weeks

Unit 4: African & Middle Eastern Middle Ages & Islamic Empires

Unit 5: European & Asian Middle Ages, Renaissance & Reformation

Unit 6: The Americas & the Age of Exploration

3rd Nine Weeks

Unit 7: The Scientific Revolution, Enlightenment, & Age of Revolutions Source Set

Unit 8: Industrialization, Urbanization, Nationalism, & Imperialism Source Set

Unit 9: World War I, Interwar Period, & World War II

4th Nine Weeks

Unit 10: Cold War, World Since the 1960s, & Globalization Source Set

Students are expected to

1. Write journal entries each week.
2. Write original responses to all discussion questions and reply or respond to others.
3. Complete all work independently unless otherwise instructed.
4. Upload or turn in all assignments on time to the digital dropbox or to the physical in-class dropbox as necessary.
5. Join class discussions or synchronous class sessions as dictated by the teacher.

When students are expected to work online they have the same expectations as if they were in a regular classroom setting.

Students' communication expectations:

1. Treat all members of their learning community with respect at all times.
2. Students should be objective and dispassionate when critiquing other’s work.
3. Students will never use vulgarity in classroom discussions or through other online means used for class purposes.
4. Students will not post any representations of racial, sexist, or otherwise offensive material in an overt manner or innuendo.

Any student that commits any of these acts will be subject to punishment up to that described by the RCBOE Code of Conduct.

Students may ask to make up work or to turn in work late with up to a 10% penalty.  No work will be accepted after the official end of each nine weeks.  This policy only applies after specific permission is given individually.

**Grading Policy**

Grades are divided into three categories:

*60% Formative*: quizzes, interactive notebooks, short and extended answer products, blog posts, daily

work products, discussion posts, synchronous discussions, and online questionnaires.

*40% Summative*: Unit tests, essays, and projects and research reports.

**Assessments**

Students will produce work products and demonstrate learning in a variety of ways.  Students may be expected to complete weekly discussion posts and respond to peers’ posts.  Quizzes will be given periodically, will be unique, and will be graded online immediately.  Students may be given more than one attempt at a quiz.  Tests will be scheduled based on the completion of whole units.  An interactive notebook will be curated and checked on a weekly or bi-weekly basis as necessary.  Regular study guides and other artifacts will be generated from videos, slideshows, or primary and secondary source articles throughout each week.

**Academic Honesty**

Students will be subject to the Richmond County Code of Conduct discipline depending on the teacher’s interpretation of the severity of the infraction.  All students will be issued a Code of Conduct which will be confirmed by parents or guardians.  Most students get lazy from time to time, so my general guidelines depending on the nature and severity of the infraction are as follows:

1st offense – warning

2nd offense – parent-teacher conference

3rd offense – referral to an administrator

**Acceptable Use Policy**

Richmond County’s Acceptable Use Policy (AUP) is available through the county’s website, or type the following link into any computer browser, [https://www.rcboe.org/Page/36182 (Links to an external site.)](https://www.rcboe.org/Page/36182).  Consequences for infractions are listed in the Richmond County Code of Conduct book.

**Student Right to Privacy**

All students and parents have legal rights to privacy as provided by the federal government granted by FERPA.  Richmond County follows these policies and teachers receive regular training on the policies.  To read the details of these rights, search FERPA on any computer browser.

**Technology Requirements**

Students will be required to have internet access, use a device that has the ability to browse the internet, and has the ability to utilize Microsoft Word.  If students do not have the ability to complete assignments due to access to technology, please contact me.  All assignments assigned have a digital and non-digital equivalent. Also, we will work to try to provide the student with access if possible.

**Copyright Statement**

All work and products of this course are the property of the Richmond County school district.  Any use of any part of this course must be approved by me, the principal, and possibly Richmond County’s legal department.

**Students with Disabilities**

Students with exceptionalities may have unique requirements for satisfactory completion of this course.  Students are protected by federal law, specifically IDEA, that they receive their education based on their unique needs.  Richmond County follows all laws and policies regarding these rights and the specific needs of all students with exceptionalities.  I will make sure to the best of my ability that all students in my classes are treated fairly and can complete this course.