**World History Honors Course Syllabus**

2014-2015

bdchsworldhistory.weebly.com

Course Description and Goals: This course is designed to give students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient, medieval, and contemporary times. A historical approach will be at the center of the course as we examine patterns of interaction through both primary and secondary sources. Students will participate in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, as well as reflective thinking.

Classroom Expectations: Phoenix PRIDE

1. Be Prepared for class.
2. Be Respectful of yourself and others.
3. Be In Control of your behavior.
4. Be Dependable.
5. Be Engaged in learning.

Course Materials:

1. Notebook- 8 ½ by 11 inch (preferred: Mead 5 star, 3 subject)
2. Glue Sticks
3. Pen/Pencil
4. Markers or Colored Pencils (optional but recommended)

Course Objectives:

1. Describe the features of the world’s physical and natural environment, and how the environment has affected and been affected by historical developments.
2. Explain large-scale and long-term historical developments of regional, interregional, and global scope.
3. Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion.
4. Assess significance of key turning points in world history.
5. Describe the development and explain the significance of distinctive forms of political, social, and economic organization.
6. Identify major discoveries, inventions, and scientific achievements, and assess their impact on society.
7. Identify achievements in art, architecture, literature, and philosophy, and assess their impact on society.
8. Explain ideals, practices, and historical developments of major belief systems.
9. Identify challenges that humans have faced in the ecological, economic, political, and other spheres of life, and explain how they have responded to those challenges.
10. Reflect upon the choices humans have made in the past and consider how choices made today may affect the future.

Tardy Policy:

Students who are tardy will be locked out of the classroom and must report to the Main Office to receive a pass. Parent contact will occur on the second tardy to class. Students who are tardy to class 3 times will receive a referral to see Mr. Mitchell.

Assignment Expectations:

* All assignments will be competed to **QUALITY** and turned in **ON TIME**. Quality is defined as a 70% or higher on an assignment. High quality work is expected. In many cases, rubrics will be provided to ensure that students are aware of grading criteria.
* If you plan on missing class, arrangements must be made to turn in your assignment(s) in advance.
* Late work will receive a maximum 50% credit. The teacher has sole authority regarding these matters. Homework assignments not turned in within one week of the due date will not be accepted.
* **BDCHS Make-up Work Policy**: A student who has been absent and whose absence is EXCUSED is permitted to make up the work missed, *provided that the student makes arrangements with the teacher within three days of the student’s return to school.*
* **Interactive Notebooks**: Students will be expected to keep a notebook that contains all of the work for our class. Notebooks will be graded periodically. Notebooks are used on a daily basis. Your notebook is your source of information for this course. *Lost notebooks must be made up, under the direction of the teacher.*

Assessment:

One of the key goals for history is to help students to reason or think “historically.” In addition to historical content knowledge, student achievement in this course will be assessed formally and informally in variety of ways based on their ability to think historically. The National History Standards presents five specific components of historical thinking:

1. Chronological thinking - the ability to understand time in relation to history.
2. Historical comprehension – understanding and evaluating primary and secondary source documents.
3. Historical analysis and interpretation – use multiple sources of historical evidence to draw conclusions.
4. Historical research capabilities – the ability to formulate historical questions, and obtain and interpret historical information.
5. Historical issues-analysis and decision-making – the ability to examine issues in the past (and present) and articulate and defend an informed position about an issue in history.

Grading:

Student grades will be updated on a weekly basis on Edsby. We will use a point-based system and each assignment/assessment will be given a specific point weighting based on importance in the overall grading period. The grading scale is as follows:

A 90 -100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F 0 - 59%

Technology Use:

Specific times will be designated for the use of technology in the classroom. No text messaging or telephone calls will be permitted. Refer to the 2014-2015 Student & Family Handbook for school-wide policies and procedures.

I have read and understand the contents of this syllabus. I accept the terms of this course.

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(Parent/Guardian Signature) (Student Signature)