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| ***I.*** | ***Course Description:*** | As a person and student living in an increasing interdependent world, it is important that you be educated in how we came to be and the issues that we face as people of the 21st century. This course, formatted over a semester, is intended to introduce you to some of these issues by providing information, alternative views, in-depth assignments, projects, and opportunities for discussion. |
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| ***II.*** | ***Course Objectives:*** | Specific objectives are as follows:   * To increase your awareness of contemporary issues through discussion of varying sources of newspaper articles and other means of literature * To provide in-depth analysis of issues by using outside sources and viewpoints as well as those of your classmates. * To acquaint you the varying methods and formats of understanding similar, persistent issues that have occurred throughout time * To help you develop skills in critical analysis of past, present, and future issues through reading, discussion, and writing. * To develop a sense of awareness about the history of global culture and how it impacts your life today * To understand how events throughout world history can impact political, social, and economic circumstances in varying countries * To understand how the world has become interdependent and why this relationship exists. |
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| ***III.*** | ***Classroom Expectations:*** | 1. Effort and attitude are keys to life. Maximize both. 2. Be on time. Tardiness and late work is not acceptable. 3. Communicate with the teacher. 4. Participate. Be active in the class, your group, etc. What will you contribute to this class to make it better? 5. Find your method to success. Keep working the method.   **Accommodations:** Requests for accommodations for this course or any school event are welcomed from students and parents.  **Concerning laptop utilization:**  1. Student laptops should not be hard wired to the network or have print capabilities.  2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers.  3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops.  4. Laptops and other electronic devices will be used at the individual discretion of the teacher. |
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| ***IV.*** | ***Grading Policy:*** | Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The Final Exam counts for 1/5 of final grade. |
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| ***V.*** | ***Make-up Test Policy:*** | Generally, you have one day for each day missed to turn in any missed work due to absences. However for long term due dates (take home essay, projects), you are expected to have work ready on return to school. For tests, you are expected to be prepared and ready on the day you return. |
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| ***VI.*** | ***Text and Other Required Reading:*** | Spielvogel, Jackson J. World History and Geography. McGraw Hill  New York, 2014.  Replacement cost- $71.98 |
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| ***VII.*** | ***Materials and Supplies Needed:*** | 1. Blue and Black Ink Pens 2. #2 pencils 3. Notebook paper 4. 3-ring binder with pockets 5. Colored Pencils 6. Expo Markers for teacher 7. One pack of computer paper for teacher 8. Any color highlighter   Video Clip Permission Clip  The following films may be shown in segments in your child’s World History Class. Some are not from the media center collection and are rated PG-13. Each film has been reviewed in advance by the instructor and is deemed relevant to the course. Films that have a PG-13 rating do so because of language or violence. Each student will not be allowed to view any of the films without your written permission. Your **child will not** be penalized in any way if permission is not granted by you. Your child will receive an alternate assignment. Please return this form to the instructor as soon as possible.  **Potential Films to be shown:**  Rating : Lesson:   * Spartucus Roman Empire * Luther PG-13 Reformation * Mulan G China * Marie Antoinette PG-13 Absolutism * The Mission PG Imperialism * Zulu PG-13 Imperialism * The Last Emperor Chinese Revolution * Reds Russian Revolution * Lawrence of Arabia World War I * The Lost Batallion TV-MA World War I * Hitler: The Rise of Evil World War II * Saving Private Ryan TV-14 World War II * Band of Brothers TV-MA World War II * Tora!Tora!Tora! World War II * Night and Fog Holocaust * How I learned to love the bomb? TV-MA Cold War * 13 Days PG-13 Cold War * Miracle PG Cold War * Gandi Decolonization * La Battaglia di Algeri Decolonization * Hotel Rwanda PG-13 Decolonization * Bend it Like Beckham PG -13 Global Society * Crash Course World History Not Rated All |
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| **18 – WEEK PLAN\*** | |
| **Week 1** | Review Pre – Modern Era prior to 1400s.  Thematic Collage Project assigned |
| **Week 2** | .Early Modern Era 1450 - 1750 |
| **Week 3** | Early Modern Era 1450 – 1750  Columbian Exchange Debate |
| **Week 4** | Early Modern Era 1450 – 1750  Unit Test 1 |
| **Week 5** | Early Modern Era 1450 - 1750 |
| **Week 6** | Early Modern Era 1450 – 1750  Unit Test 2 |
| **Week 7** | Modern Era 1750 – 1900 |
| **Week 8** | Modern Era 1750 – 1900  Napoleon Debate; Socratic Seminar on Protest |
| **Week 9** | Modern Era 1750 – 1900  Capitalism vs. Socialism Debate; Unit Test 1 |
| **Week 10** | Modern Era 1750 – 1900 |
| **Week 11** | Modern Era 1750 – 1900  Imperialism Debate; Unit Test 2 |
| **Week 12** | 1900 to Present: Global Community  Censorship Debate |
| **Week 13** | 1900 to Present: Global Community |
| **Week 14** | 1900 to Present: Global Community |
| **Week 15** | 1900 to Present: Global Community  World War II Think Tac Toe Assigned |
| **Week 16** | 1900 to Present: Global Community  Truman/Atomic Bomb Debate |
| **Week 17** | 1900 to Present: Global Community  Mini Group Essay, Palestinian Autonomy Debate, Immigration Debate, Unit 1 Test |
| **Week**  **18** | Review for Finals/Final Exam Week  US Intervention Debate |

\* The syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions, or substitutions. Adequate notice will be provided to students of any necessary changes.

Dear Parent/Guardian,

I look forward to having a great year! I feel fortunate to have your son/daughter in my class this semester and hope that you will contact me should you have any concerns about the progress of your son/daughter or any aspect of the instruction. With your son/daughter, please read the attached policies, then sign and date this signature page and have your son/daughter return this form. Please provide a current email address and phone number at which I can contact you should the need arise. Please contact me at school with any concerns.

Thank you and Go Jets!!!

Clint Woodfin

My child and I have read and discussed the classroom syllabus.

Student Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Parent/Guardian Name (Print)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(w) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (h)

Phone number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(w) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(h) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(c)

*Please check the following:*

\_\_\_\_\_ My child has permission to view the films listed above.

\_\_\_\_\_My child has permission to view the films listed above with the following exception(s):

\_\_\_\_\_My child may not view any of the films listed above.