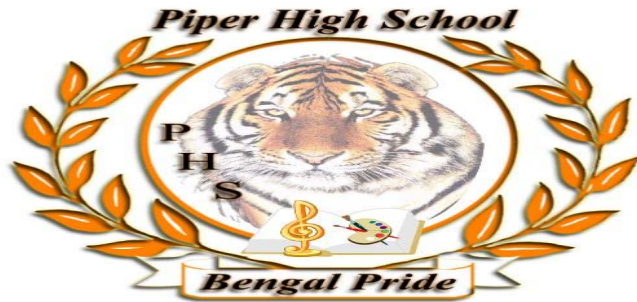


**Piper High School
2017-2018**



Course Title: World History
Instructor: Bruce Terl
Location: Room 571
Phone: 754-582-3139
E-mail: bruce.terl@browardschools.com
Availability: You can contact me at any time via email

COURSE DESCRIPTION

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content should include but not be limited to the following time space relationships:

- Rise and fall of civilizations
- Development of religion and impact of religious thought
- Evolution of political systems and philosophies
- Interactions between science and society
- Development of nationalism as a global phenomenon
- Origin and course of economic systems and philosophies
- Influence of significant historical figures and events
- Contemporary world affairs

COURSE GOALS

The following reading skills will be developed while analyzing a variety of sources (textbook, primary sources, graphics, illustrations and media) to investigate the aforementioned World History themes:

- Draw inferences
- Compare and contrast viewpoints and sources
- Determine central ideas and themes
- Analyze context clues

The following writing skills will be reinforced for the duration of the course:

- Develop and strengthen writing by planning, editing, and rewriting
- Introduce and develop arguments and/or opposing claims
- Use language to draw connections across course themes
- Establish and maintain a formal writing style and objective tone
- Develop topics with appropriate organization
- Create cohesion and clarity among ideas and concepts
- Draw conclusions and provide adequate support

The following skills will be demonstrated while researching, building and presenting knowledge:

- Technology used to research, produce, publish and present both writing assignments and class projects
- Gather, analyze, and compare information from a variety of sources on given topics

COURSE TEXTS

Modern World History, Houghton Mifflin Harcourt. 2018.

COURSE EXPECTATIONS AND POLICIES

Procedures 2017 – 2018

Class Rules

- No food or drink other than water will be allowed in the class room by students. WATER ONLY.
- Keep hands, feet, and objects to yourself. DO NOT TOUCH ANYONE ELSE OR ANYONE ELSE'S BELONGINGS.
- Rude or discourteous behavior will not be tolerated. **Act unto others as you would like them to act towards you.** You may disagree with someone, but please frame any negative comments courteously.

TARDY POLICY

- Students who arrive to school after the tardy bell for first period will be allowed to enter class with or without a pass until 8:00am. Students arriving after 8:00am should come to class with a pass from Student Affairs. LATE BUSES - Will be considered an excused tardy and students will be issued a late buss pass for admission into class.
- Teachers will handle SAME consequences for students tardy to ALL CLASSES as shown below.

1st Tardy - Warning

2'&3' Tardy - Parent Contact/Detentions

4th Tardy - Referral to administration

5th Tardy & Beyond - Progressive Discipline Based on BCPS Discipline Matrix.

LATE ARRIVAL - AFTER 8:00 a.m.

Students whom arrive after 8:00 a.m. must sign in at the Welcome Center and be issued a pass to Class.

HALLWAY PASSES

- Passes will indicate that a student is out of class with the permission of the teacher. Students without a pass will be escorted to an administrator for disciplinary action.
- Students will need to be wearing a PHS issued ID badge when out of Class on a pass.
- TEACHERS WILL NOT PERMIT STUDENTS TO LEAVE CLASS DURING THE FIRST AND LAST (10) MINUTES OF CLASS AND DURING THE LUNCH PERIODS.
- TEACHERS WILL NOT HOLD STUDENTS FROM ANOTHER TEACHER'S CLASS WITHOUT PRIOR APPROVAL.

DETENTIONS

- Detentions will be held on the Commons in the afternoon Tuesday-Wednesday-and/or Thursday from 2:50 - 3 :50 pm. Teachers will issue detentions. The detention will serve as a tool for progressive discipline.
- Students must bring schoolwork or reading material or they will not be given credit for attending.
- Parents will be notified via a detention form that **MUST BE SIGNED** before students can serve their detention.
- Teachers will submit a **DETENTION NOTIFICATION** on **SHARE POINT** and **MONITOR** of any un-served detentions to follow up with **DOUBLE DETENTIONS** then a **REFERRAL** to the appropriate administrator online (Discipline Management System) for further disciplinary action.

DRESS CODE

If a student is in violation of the BCPS dress code he/she should be escorted by security to his/her grade level administrator immediately.

Each student will have an opportunity to correct the violation by calling home for a change or selecting an article of clothing from us, if available.

If they are unable to correct the violation they **WILL NOT** return to Class. If they correct the violation, they will return to Class with a signed and dated pass from their grade level administrator.

All dress code violations will be documented and shared with staff and parent contact will be made.

For male students sent down for pants below the their waist, administrators will follow the following procedure:

1st- Warning/Document/Parent contact/Student will return to Class if pants can be secured at the waist.

2nd - Warning/Document/Parent contact/Student will return to Class if pants can be secured at the waist.

3rd - Document and IS for the remainder of the day

STUDENT ID'S

WEAR IDENTIFICATION (ID) WHEN PRESENT ON CAMPUS AT ALL TIMES. New Students will take ID's during Summer and First Month of School

ID Re-Takes can be taken on Mondays and Fridays in Guidance during the Lunches

INTERNAL SUSPENSION

- Students will be assigned to Internal Suspension because of behaviors that warrant immediate removal from the classroom and as part of progressive discipline. Teachers must document discipline incidents in a referral for any student removed from Class. Parents will be informed by administration whenever a student assigned in IS.
- AS PER SCHOOL BOARD POLICY, STUDENTS ARE RESPONSIBLE FOR ANY WORK MISSED WHILE IN I.S. TEACHERS WILL SEND STUDENT ASSIGNMENTS TO INTERNAL SUSPENSION.

CLINIC

- The clinic is located in the B Bldg. Office (ext.) and is to be used only for emergencies. The clinic is equipped to handle only one student at a time and is not to be used as a rest area. Students who become ill should be given a pass and sent to the clinic.

ELECTRONIC DEVICES

- The School Board of Broward County policy prohibits the use of cell phones and most electronic devices (including iPod/iPhones, cell phones, headphones, etc.) during instructional time. Although we encourage the use of more technology in Class, we DO NOT support students not following the direction of the teacher or violating any Class rules. Teachers will not confiscate cell phones

from students to avoid further Class disruption, altercations, and violating district policy. Teachers should handle cell phone violations as indicated in the BCPS Discipline Matrix as shown below. IF THE STUDENT COMMITS ANOTHER INFRACTION(S) (DEFIANCE, CLASS DISRUPTION, PROFANITY, ETC.), THEN THE MOST SEVERE INFRACTION SHOULD BE ADDRESSED IN THE REFERRAL.

- 1st Offense – Warning – Ask to put phone or device away.
- 2nd Offense - Detention and parent contact
- 3rd Offense - Referral to Administration

Preparedness

Organization is an integral part of being a successful student. Along with organization comes preparation. It is **imperative** that students come to class prepared every day. Students should to have the following materials with them in class each day:

- Blue or black pens
- #2 pencils
- Binder for classes with one section tabbed for World History. This is where you will keep all class-work, notes, homework and handouts.
- Loose Leaf Paper (**no spirals**) and **NO composition books**.

Academic Honesty

Obtaining credit for work that is not your own, is considered academic dishonesty. The action may include, but not be limited to, the following:

- Submitting another student's work as one's own work.
- Obtaining or accepting a copy of tests or scoring devices.
- Giving or obtaining test questions or answers from a member of another class.
- Copying from another student's test or computer file, or allowing another student to copy during a test or computer program.
- Using materials that are not permitted during a test.
- Plagiarism (presenting as one's own material copied without adequate documentation from a published source).
- Copying or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer program or take-home test for which credit is given.

- Permitting another student to copy or writing another student's homework, project, report, paper, and computer program or take-home test.

Consequence: The instructor has the right to reduce the grade, schedule a conference with the parent/guard and/or refer to administration.

Assignments, Quizzes and Assessments:

Students will be responsible for in-class assignments and homework, essays, announced and unannounced quizzes, projects and formal assessments. These all come with due dates and they are to be adhered to or a point reduction will be given if a student turns in late work without a valid excuse.

Tests dates will be announced as we begin each new chapter. STUDENTS WILL BE GIVEN A STUDY GUIDE AND PACKET AS WE BEGIN EACH NEW CHAPTER. THE PACKETS ARE DUE ON THE SAME DATE AS THE TEST. ABSENCES DO NOT RELIEVE YOU OF THOSE DUE DATES!!! IF YOU HAVE SOME SPECIAL CIRCUMSTANCE THAT HAS PREVENTED YOU FROM TURNING IN WORK ON TIME, PLEASE SEE ME PRIVATELY. ALL LATE WORK WILL BE WORTH HALF (½) CREDIT.

Written Assignment Criteria

Students will be expected to communicate their ideas in a thoughtful, organized, conventional manner using appropriate and advanced vocabulary, grammar, and syntax. The writing will be done in both expository and persuasive pieces. Academic honesty is a vital and expected element in the writing process, as well as with all other coursework.

Grading Scale:

Your grade will be based the percentage of total points earned.

Tests = 100 points

Projects = 100 points

Quizzes = 50 points

Essays = 50 points

Assignments = 10-30 points depending on depth and complexity of assignment.

Grading Scale by Points
90-100% = A
87-89% = B+
80-86 = B
77-79 = C+
70-76 = C
67-69 = D+
60-66 = D

Warm Ups/Exit Tickets/Cass Participation (reading aloud, asking questions, answering questions, or any positive contribution to the class) = 1 point extra credit per activity.

COURSE CONTENT OUTLINE

High School World History (Regular and Honors)

Pacing Guide Outline 2017-18

Time Frame	Content
August	<p>Byzantine Empire</p> <ul style="list-style-type: none"> • Constantine the Great's establishment of "New Rome" • Growth of Byzantium • Early achievements under Justinian • Detail of the fall of Byzantium • Iconoclast Controversy <p>Ottoman Turks</p> <ul style="list-style-type: none"> • Climate for the rise of the Ottoman Turks • Suleyman
September	<p>Medieval Europe</p> <ul style="list-style-type: none"> • Collapse of Western Rome • Early Middle Ages • Feudalism • Causes and effects of the Great Famine, the Black Death, Great Schism, and the Hundred Years' War on Europe • Changing of national identity • Magna Carta <p>Medieval Asia</p> <ul style="list-style-type: none"> • Medieval China • Medieval Japan • The Mongols • Medieval Korea <p>Muslim Civilization</p> <ul style="list-style-type: none"> • People and beliefs associated with Islam

	<ul style="list-style-type: none"> • The expansion of Islam and the Islamic Golden Age • Comparing beliefs/principles of Judaism, Christianity, and Islam • Mughal India
October	<p>Crusades</p> <ul style="list-style-type: none"> • Important figures associated with the Crusades • Christian viewpoint • Muslim viewpoint <p>Kingdoms of Africa</p> <ul style="list-style-type: none"> • Ghana • Mali • Songhai • East Africa <p>Mesoamerica and Andean South America</p> <ul style="list-style-type: none"> • Legacies of Olmecs, Zapotec, and Chavin • Maya • Aztec • Inca

November	<p>European Renaissance and Reformation</p> <ul style="list-style-type: none"> • Humanism • Italian city-states • Role of the Catholic Church • Scientific Revolution • Reformation • Puritanism

	<p>Age of Exploration</p> <ul style="list-style-type: none"> • Causes that led to the Age of Exploration, and major voyages • Columbian Exchange • The impact of European economic/political systems on the Americas • The Ming Dynasty • Manchus/Qing Dynasty
December	<p>Slavery</p> <ul style="list-style-type: none"> • The Atlantic Slave Trade • Modern Slavery <p>The Age of Absolutism</p> <ul style="list-style-type: none"> • Thirty Years' War • Parliament in England • Rise of Austria and Prussia • Monarchy in Russia

Time Frame (by month)	Content
January	<p>The Enlightenment</p> <ul style="list-style-type: none"> • Philosophers • Impact of the Enlightenment on economic, political, and religious structures • Impact of the Enlightenment on the American Revolution • Impact of the Enlightenment on the French Revolution <p>Age of Ideologies</p> <ul style="list-style-type: none"> • Causes, events, and effects of the French Revolution • The rise and rule of Napoleon • Revolutions of 1848

	<ul style="list-style-type: none"> • The Haitian Revolution • Latin American and Caribbean independence Movements
February	<p>The Industrial Revolution</p> <ul style="list-style-type: none"> • Diffusion of agricultural and technological innovations • Social and economic effects of the Industrial Revolution • Philosophies and social theories <p>Nationalism and Imperialism</p> <ul style="list-style-type: none"> • Italian unification • German unification • European imperialism • Berlin Conference of 1884-85 <p>Imperialism in Asia</p> <ul style="list-style-type: none"> • Effects of Imperialism • 19th and early 20th Century China • Sino-Japanese Wars
March	<p>World War I</p> <ul style="list-style-type: none"> • Causes of World War I • Changing nature of warfare during World War I • Effects of World War I • Russian Revolution <p>World War II</p>

	<ul style="list-style-type: none"> • Rise of authoritarians • Suppression of individual rights • Causes and key events related to World War II • Causes, events, and effects of the Holocaust <ul style="list-style-type: none"> • Wartime strategy & post-war plans • Truman's decision to drop the atomic bomb • Effects of World War II
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Time Frame (by month)	Content
April	<p>Early Cold War</p> <ul style="list-style-type: none"> • Political and economic characteristics of the United States and Soviet aligned states of Europe • Events of the early Cold War • Developments in post-war China • Vietnam War • Causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East <p>The Cold War</p> <ul style="list-style-type: none"> • Arab-Israeli Conflict • Sino-Soviet split • Nixon in China • Gorbachev's reforms • Fall of the Soviet Union <p>Post-Cold War</p> <ul style="list-style-type: none"> • Nationalist movements and a fallen Soviet Union • Yugoslavian collapse • Post-war independence movements in Africa, Asia, and the Caribbean

May	<p>Post-Cold War, continued</p> <ul style="list-style-type: none">• The rise and goals of nationalist leaders in the post-war era• Success and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America • Impact of religious fundamentalism• Scientific breakthroughs of the 20th century• Governmental policies and genocide: causes and history• Regional conflicts of the 20th Century• Globalization and global security
June	<p>Alternative assessments/projects</p> <p>Honors Course: Research/Capstone project</p>

You are here to learn, question, explore, attempt to understand and expand your minds. I am here to support you in your progress, I am not here to punish, or give you a difficult time. Everything I do has a potential benefit to your future. If we are in this together we accomplish our goals AND have some fun doing it!

Presents are given, grades are earned.

“The roots of education are bitter, but the fruit is sweet.”

Aristotle (384 BC – 322 BC) Greek philosopher

Syllabus Confirmation

I _____ (print student name) have read through and discussed this course syllabus with my teacher today in class. I understand what exactly is expected of me in this class and what my responsibilities are for this semester. I know and understand what the academic policies and procedures that I am to follow are. I am aware of and understand how I am going to be evaluated and assessed in this course and how my final grade will be calculated. As a student of Piper High School I vow to not plagiarize and to never give or receive assistance on assessments. I am aware of and understand that tardiness is not tolerated and can negatively affect my class grade. I know that if I need extra help or have concerns I should speak with my teacher as soon as possible. By signing below you are agreeing that you have read and understand the syllabus.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____