



**SPRINGBORO HIGH SCHOOL
COURSE SYLLABUS
WORLD HISTORY – 1750 to present (9th GRADE)**

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COURSE DESCRIPTION

Course Name: WORLD HISTORY 1750-PRESENT	Course Number: 5105
Pre-Requisite: None	Grade: 9
Length: Year	Credit: 1
Program Type: Career Prep	Fee: Weekly Magazine

This survey course in world history will focus on significant world events, people and places from 1750 to the present day. The course is designed to introduce students to significant historical ideas and events that have helped shape the world today. Students will study political, economic, geographic, religious and cultural events throughout the world. This course is required for freshman starting in the year 2005-06. It is designed to help students with the material covered on the Ohio Graduation Test.

FROM THE TEACHER'S PERSPECTIVE

My purpose as a teacher is to help you prepare for your life after high school, whether that means entering the work force or pursuing higher education when you successfully complete your high school education. Part of being a well-educated person and an effective citizen is understanding historical and cultural information, trends and patterns, and seeing how the past relates to the present. Through class activities and assignments this year, you will be given the opportunity to acquire and deepen your knowledge and skills in these areas. This course is also designed to help you successfully pass the OGT.

WHAT TO EXPECT ON A DAILY BASIS

Class will begin each day with a bellwork assignment. I expect you to be in your assigned seat **when the bell rings** with ALL necessary materials and working on the Bell Work assignment. If you need to sharpen a pencil or get a tissue, do so BEFORE the bell rings. Any time there is an announcement being made or a visitor at the classroom door, you need to stop what you're doing, wait quietly, and listen for instructions. Generally there will be 3 lecture/discussion days each week, with the other 2 days reserved for other activities and assignments. At the end of class, I will dismiss you, not the bell. The bell is set to let teachers know when class time is over, not to dismiss the students.

My webpage (URL at the top of this page) provides extra resources and links to help you succeed, as well as copies of the course notes. Be sure to take advantage of this resource.

COURSE OUTLINE/CRITICAL OBJECTIVES (from Ohio Academic Content Standards)

History

Enlightenment Ideas

1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.
2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence.

Industrialization

3. Explain the causes and effects of the Industrial Revolution.
4. Describe the political, economic and social roots of imperialism.

Imperialism

5. Analyze the perspectives of the colonizers and the colonized
6. Explain the global impact of imperialism.

20th Century Conflict

7. Analyze the causes and effects of World War I.
8. Analyze the causes and consequences of the Russian Revolution.
9. Assess the global impact of post-World War I economic, social and political turmoil.
10. Analyze the causes of World War II.
11. Analyze the consequences of World War II.
12. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War.
13. Examine social, economic and political struggles resulting from colonialism and imperialism.
14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War.
15. Examine regional and ethnic conflict in the post-Cold War era.

People in Societies

Cultures

1. Analyze examples of how people in different cultures view events from different perspectives.

Interaction

2. Analyze the results of political, economic, and social oppression and the violation of human rights.

Diffusion

3. Explain the influence of advances in communication and transportation.

Geography

Places and Regions

1. Interpret data to make comparisons between countries and regions.
2. Explain how differing points of view play a role in conflicts over territory and resources.
3. Explain how political and economic conditions, resources, geographic locations, and cultures have contributed to cooperation and conflict.

Human Env. Interaction Movement

4. Explain the causes and consequences of urbanization.
5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

Economics

Markets

1. Describe costs and benefits of trade.
2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce.
3. Analyze characteristics of traditional, market, command and mixed economies.
4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.

Government and the Economy

Government

Systems of Government

1. Explain how various systems of governments acquire, use and justify their power.
2. Analyze the purposes, structures and functions of various systems of govt.

Citizenship Rights and Responsibilities

Participation

1. Analyze and evaluate the influence of various forms of citizen action on public policy.
2. Describe and compare opportunities for citizen participation under different systems of government.
3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.

Social Studies Skills and Methods

Thinking and Organizing

1. Detect bias and propaganda in primary and secondary sources of information.
2. Evaluate the credibility of sources.
3. Analyze the reliability of sources.

Communicating Information

4. Develop and present a research project.

GRADING, HOMEWORK, & EXTRA CREDIT POLICY

As high school students, there are high expectations that I expect you to meet. SHS operates on a credit system. You must earn a certain number of credits each year to advance to the next grade level. You will NOT receive credit and you will NOT advance with your class if you do not pass your classes. I use a points system to track student grades, rather than assigning a weighted percentage to specific assignment types. Larger, more difficult or more elaborate assignments will be assigned a greater point value than smaller, simpler assignments. I don't give grades, you **EARN** them. It is absolutely essential that you use Progress Book regularly to track your grades, assignments, and progress.

Homework assignments are due at the beginning of the class period on the day they are due. You may put them in the appropriate homework tray as you enter the classroom. Be sure that these assignments have your name (first and last), date, class (e.g., World History), and class period.

Assignments are expected to be complete and handed in on-time at the beginning of the class period they are due for the possibility of 100% credit, with the exception of excused absences, as defined by Board of Education policy and the school handbook. IT IS **YOUR** RESPONSIBILITY TO MAKE SURE YOU COMPLETE ANY WORK YOU MISS DUE TO ABSENCE(S). Late (unexcused) work will be accepted no later than the beginning of the class period one week following the assignment due date for the possibility of 50% credit. Unexcused absences will result in a zero for any work done on the date of the unexcused absence. Any missing assignment at the end of the term will result in a zero being recorded for each missing assignment. In order to help keep you on-track academically, having more than two missing assignments in a given quarter will result in an afternoon detention.

I don't generally give extra credit assignments unless a student is in danger of failing at the end of a grading period and **ALL** assignments have been completed and handed in **on-time** and the student has a history of good behavior and effort in the classroom. If a student "needs" extra credit to raise their grades, it is generally because they are not doing their regular assignments. In those cases, adding more work to the list of assignments that are already not being completed is not an effective solution. I reserve the right to give extra credit assignments at my discretion – e.g., JCOWA participation, Jeopardy review game winners, etc.

BEHAVIORAL EXPECTATIONS AND CONSEQUENCES

In my classroom, I expect you to respect others and take responsibility for your actions. There will be no lying, no bullying, no swearing, no teasing, no rude gestures, or put-downs of **any** kind. I expect you to follow all directions the first time they are given – whether or not you understand why I am asking you to do something, you will comply with directions. Honesty is very important - the consequences for choosing to do wrong will be worse if you lie about it.

The classroom should be a place where ideas are freely and respectfully expressed and students participate appropriately in classroom learning activities. My classroom expectations are fairly straightforward. I give you several opportunities to choose to do what's right with the "three strikes and you're out" policy. You get two warnings and then consequences will follow.

- BE ON-TIME
- BE PREPARED
- BE RESPECTFUL
- BE RESPONSIBLE
- DO WHAT'S RIGHT

When you are not doing what you should be doing, I will give you two warnings. If you continue the behavior, there will be consequences for your choices. Possible consequences include two warnings, parent contact, common detention – 45 minutes, administrative detention – 2 hours, or an office referral to one of the assistant principals.

There is a stapler, hole punch, and tape dispenser that is next to the homework tray. You are welcome to use these resources for academic purposes. There are two areas of the classroom that are off-limits:

- 1) Unless I call you up to my desk, you have no business being at/near/around my desk or sitting in my desk chair.
- 2) You are NOT to touch or mess with anything on the tech cart.

If I am absent and a substitute teacher leaves me a note regarding your conduct, you will receive an automatic office referral, regardless of the situation. Sleeping in class is unacceptable, as are all electronic devices (cell phone, camera, iPod, etc). Finally, no food, drink, gum, or candy is permitted in this classroom or the academic wing of the building.

DRILL/EMERGENCY PROCEDURES

When a fire, tornado, or lockdown drill is announced, remain in your seats and wait quietly for instructions. It is essential that you follow the directions you are given so that you will be safe in the event of an actual emergency.

AGENDA PASSES, ATTENDANCE, AND HEALTH ISSUES

Regular class attendance and participation is essential to your success. A daily record of your attendance will be kept using Progress Book. I will sign your agenda no more than three times each quarter for restroom breaks, etc.

At SHS, attendance is given a high priority. Failure to be in class and working on the bell work assignment PRIOR to the tardy bell will result in a tardy being recorded. If you arrive late to my classroom, you will find a locked door. Please knock once and wait for me to let you in. You must have a pass from a faculty/staff member in order for this tardy to be excused. The first unexcused tardy to class will result in a warning, the second tardy will result in a common detention, the third tardy will result in another common detention, and the fourth tardy will result in an office referral.

If you are feeling ill and need to see the nurse, please let me know and I will decide whether to send you to the clinic. If you have an IMMEDIATE personal emergency (extremely rare) and you need to run to the restroom, please let me know before you leave the room.

SUPPLY LIST FOR THIS CLASS

- One 2 inch binder with section dividers for the following sections:
 - Notes, Vocabulary, Homework, Graded Assignments and OGT Prep.
 - You need to keep **EVERYTHING** for this class in your binder and **DO NOT** throw anything away – you will need the materials to study for semester exams.
- Several wireless notebooks (college rule), book cover (cloth or paper grocery bag, your choice), #2 Pencils and blue/black ink pens (please, no other colors), 3"x5" note cards, several colors of highlighter.
- One or two box(es) of Kleenex/tissues.

THIS SIGNED SHEET IS DUE TO MR. HODGE FOR A GRADE BY _____

_____.

If possible, please bring in a box or two of Kleenex so that our classroom will be ready for cold season.



STUDENTS: I have received and read the syllabus for CP World History with Mr. Hodge.

Student name (please print) _____

Signature _____ Date _____

PARENT/GUARDIAN: I acknowledge that I have received and read this syllabus.

Parent name(s) (please print) _____

Signature _____ Date _____

Parent e-mail address _____
(Please print)