

JOHN F. KENNEDY HIGH SCHOOL
COURSE SYLLABUS
DEPARTMENT OF SOCIAL SCIENCE

WORLD HISTORY IP

This course will follow the California State Social Science Standards as outlined for students taking World History. Students in grade ten, study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and effect of the two world wars. They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations.

Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Mrs. Richardson
, rm. V2
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Check grades on Infinite Campus
via www.scusd.edu

Textbook

Ramirez, Susan & Stearns, Peter & Wineburg, Sam.
World History: Human Legacy
Austin: Holt, Rinehart, and Winston, 2008. And work
Book

Students will also use a variety of newspaper articles, periodicals, and internet sites for research of different historical perspectives and interpretations of the issues covered in class. There will be multiply videos that provide visual historical lessons for students to study the content relative to the period of time studied.

Required Materials

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#2 Pencil

w/eraser (mechanical with #2 lead is okay) - Black or Blue ball-point pen

(no red pens)

College-ruled lined binder paper

A 3- ring Binder

Flash Drive (USB)

Students are expected to come to class prepared every day. Failure to be prepared with these items may result in academic failure.

Grading Policy

All assignments are worth points and grades will be calculated based on the amount of points earned. The majority of work will be completed in class, during class time. Work will be divided into the following categories:

♣Class work ♣Quizzes ♣Tests ♣Projects ♣Writing Assignments

Academic Objectives and Standards

- Acquire fundamental and advanced knowledge of World political, social, and economic conditions.
- Develop mastery of the process skills: analysis, synthesis, evaluation, and critical reading necessary for mastery of the content of World History.
- Develop the ability to recognize the significance of change over time and how they create cause and effect of our society
- Develop the ability to think and reason analytically as demonstrated through essay and expository writing
- Develop and display an appreciation for the rich diversity in today's global society through successful class participation, challenging reading, and collaborative work.

Course Outline

Based on California State Standards for 10th Grade History

Unit / Length Approx.: 4 weeks	Foundations of Western Civilization Grec0-Roman Renaissance & Enlightenment,
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	Development of Democracy in England
3 weeks	Industrial Revolution
3 Weeks	European Imperialism
5 Weeks	World War I & II cause and effect
7 Weeks	Inter Year War, Great Depression, Rise of Totalitarianism & Dictators
6 Weeks	Holocaust & Cold War
4 Weeks	Research Paper
All times are give or take a week or more	Based on student mastery of subject

Common Core Standards

In addition to the state content standards, this class will also incorporate the new Common Core Standards for Social Studies. These are skills-based standards that emphasize reading and writing specific to History content.

Essentially, students will be expected to read a variety of text and write about what they have learned with increasing sophistications. By using these standards as guidelines, students will be better prepared for the demands of college and the workplace. If you have questions about the CCS, please contact me and I am happy to discuss them and their implications on the classroom.

You can find a copy of the Common Core in its entirety at:

<http://www.cde.ca.gov/re/cc/>

Daily Classroom Procedures

- Students will enter the classroom ready for class. This means removing any hats, hoods and earphones and putting away cellphones (BEFORE ENTERING CLASS)
- . There is no tolerance for electronic devices in class (**THIS MEANS NOT HAVING THEM On THE DESK TOPS DURING LASS**) unless instructions are given to have them out.
- As soon as the bell rings, students will be working on the daily starter question. They will be provided with a paper on Monday on which they will answer each day's question. Credit is given on a day to day bases.

- Students should be engaged in class at all times. This means active listening, participating in discussions and staying focused on the task at hand.
- Students should expect to remain in class the entire period. Students will receive 3 exit passes per quarter to be used for personal issues. At the end of each quarter students will be given credit for each returned card in their name. Credit will not be given if someone else's name is on card.

Most work will be completed in class and turned in at the end of the period. Completing work when it is assigned is essential to success in this class.

Students do not pack up or prepare to leave before the bell rings. I will dismiss students not the bell. Important information could be given at the end of the period.

No food, gum or drinks during class. All procedures go along with or exceed the requirements found in the JFK Handbook; please also refer to those for further program and school policies.

Academic and Behavioral Contract

Please read the above instructions and information and discuss. Please email or call if you have questions about the class expectation, and behavior agreement. This contract will be kept on file for the future reference if needed.

Student name (please **print** and then sign)

Parent/Guardian name (please **print** and then sign)

If you have any questions, need clarification or want to talk to me for any reason, I am usually on campus by 7:30am. I am also available at lunchtime.

Thank you and looking forward to a successful year.
Mrs. Yolanda Richardson