

**World History Syllabus- 2015-16****World History**

*What makes us human?*

*How have societies made sense of their world?*

*What has influenced society?*

*Where are humans headed?*

*Why has history unfolded differently on different continents for the last 13,000 years?*

To answer these seemingly simple question we must begin to understand how history has unfolded differently around the world over the last three million years. Our exploration through world history will primarily focus on how different societies and civilizations have sought to understand and make sense of their world and we will study history up through the explosion of the Columbian Exchange in the 16th Century C.E. In addition to gaining an understanding of some environmental systems that have influenced and continue to influence human society we will also explore specific human developments such as numeral systems, calendars, trade, technological innovations, and ideas that have been created who we are as people today. As we learn new topics we will also hone (sharpen) our skills as historians and citizens.

**The goal of this course is to help you begin to place your life into the global context of our shared human history.**

**COURSE ALIGNMENT WITH STATE AND PROFESSIONAL STANDARDS**

This course is designed to develop the skills, knowledge, and dispositions which global citizenship requires. Students completing this course will learn and practice skills which will be applicable in their present and future lives and careers. Students who successfully complete this course will be able to merge economic theory and its relevance to their daily lives. This economics course is aligned with several of the Seventh & Eighth Grade Oregon State Social Study Standards.

**CLASSROOM RIGHTS**

This list, cocreated by students and Mr. Sixta, lists some of your rights as students in this classroom.

1. You have the right to an education.
2. You have the right to property and privacy.
3. You have the right to health and safety.
4. You have the right to give input and be heard regarding your educational environment.
5. You have the right to be treated with respect from your peers, teachers, and others in this classroom.

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### **MR. SIXTA'S COMMITMENT TO ENSURING STUDENT RIGHTS**

1. Every student in my class has the opportunity to receive an equitable education that is relevant, engaging, interesting, and useful for their life.
2. This classroom is a safe environment for all students. Hateful speech and violent actions will not be tolerated.
3. Students and their families receive the respect of person, property, and privacy that they deserve and are entitled to as students, citizens, and residents of the Butte Falls High School Community.

### **COURSE REQUIREMENTS**

Students are expected to:

- Prepare for every class by completing assigned reading and written work
- Actively participate in all learning experiences in every class discussion
- Bring a binder, paper, and writing utensil to class every day

### **ASSIGNED TEXTS**

There is no assigned textbook for this course. Instead each unit will be structured around specific skills and activities in which course materials will be provided.

### **COURSE OUTLINE**

This is a tentative schedule for the course. It is subject to change as new educational opportunities arise.

<b><u>SEMESTER 1</u></b>	
<b><u>Date</u></b>	<b><u>Unit</u></b>
Week 1-4	Geography & Maps
Week 5-6	Big Foot
Week 7-9	Human Origins
Week 10-11	Civilization
Week 12-15	World Religions
Week 15-17	Calendars
<b><u>SEMESTER 1</u></b>	
Week 1-4	National History Day Project
Week 4-5	Numbers

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Week 6-8	Trade
Week 9-12	Weapons & Warfare
Week 12-14	Language
Week 15-18	World History Timeline

**EVALUATIONS**

There will be multiple types of evaluation over the course of this semester. I am a firm advocate that consistent qualitative and quantitative feedback will help you get more out of your studies. In addition to receiving traditional grades for this course, I will regularly write comments on papers, tests, projects, and other assignments for this course. During class, I will make time to talk with you about the projects you are working on and expect that you will hold me accountable for providing feedback on your work or clarifying assignments. Other forms of communicating evaluation will be done by:

1. **Quarterly conferences** will be conducted between student and instructor to discuss classroom learning, social skill development, and portfolio projects.
2. **Proficiency:** School Districts in the State of Oregon are moving to a proficiency-based approach of measuring student achievement. As a result, we will have at least one proficiency report card showing which Oregon State Social Study Standards you have mastered and which still need to be completed. As we progress this year, I will communicate with you and your caregiver more about the goals and meaning of this proficiency report card.
3. **Formal Course Grades**

The grades for the course will be based on the following elements.

1. **Units** (60% = 6 Units x 10%): Each semester will have six units during which we spend a few weeks looking in depth at a particular topic. Each unit will be structured differently and composed of different assignments and projects. Grading for the unit will be an aggregate of the individual skills learned and demonstrated during that unit.
2. **Notes** (20%): Students will be expected to maintain a three ring binder where they keep notes, maps, timelines, etc.
3. **Writing Skills- *Four Areas of Focus*** (20%): Each semester we will focus on improving four specific areas of formal written communication. You will have writing assignments that build off previous skill as the year progresses. The four areas of focus are:

1st Semester	2nd Semester
<ul style="list-style-type: none"> <li>● Maps</li> <li>● Citations</li> <li>● Summaries &amp; Paraphrases</li> <li>● Quotations</li> </ul>	<ul style="list-style-type: none"> <li>● Diversity of Source Material</li> <li>● Outlines</li> <li>● Drafting</li> <li>● Graphics &amp; Charts</li> </ul>

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**POLICY ON ELECTRONIC DEVICES**

Though we will use cell phones and laptops in class many times to reference information and to support one another's learning, to better enhance individual and collective focus all phones need to be silenced during class sessions. In addition, please refrain from texting and other forms of electronic "chatting" and "surfing" the web during class activities and discussions. Use of Facebook, Snapchat, and other social media that doesn't relate to class material are not allowed during the class period. If you need to communicate electronically or check the Internet, please do so before or after class. Electronic devices cannot only distract the user but they can also be disruptive to your peers' ability to focus and learn. Your cooperation is appreciated.

**ACADEMIC INTEGRITY**

There will be no tolerance for plagiarism or any other academic dishonesty. In particular, papers with plagiarized ideas or languages will be graded "NC" and must be rewritten with proper citations and references if the student intends to pass the course for credit. A student will receive the grade of "NC" for any unit that contains plagiarized or other academic dishonesty.