**World History Honors 2016-2017**

 *“The farther backward you can look, the farther forward you are likely to see.”*

*~Winston Churchill*

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**Course Description:**

 World History Honors is a one-credit course offered to first-year students at Gainesville High School. The course provides students with the analytical skills needed to successfully participate in beginning and intermediate level college courses. World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation that enables students to acquire this knowledge, which will be used in the study of Government, Macroeconomics, and United States History.

The course will be a worthwhile, though challenging, experience to students who take advantage of the texts, course presentation, and discussions throughout the year. To be successful in the course, students will need to place an emphasis on reading and writing skills in the classroom while maintaining a considerable amount of time at home studying and reading. Students are expected to read independently nightly and come to class prepared to identify and analyze key political, economic, and social issues in each chapter.

**Course Text**

* *World History & Geography*
	+ **Author(s):** Jackson J. Spielvogel
	+ **Publisher:** Mcgraw-Hill Companies
	+ **Publishing Date:** 2013-01-01

**How is my grade calculated?**

Quarter grades in this course will be based on a points system. Your quarter grade will be your earned points divided by your total points. Below are point values for the most common assignments:

* Tests – 100 pts.
* Quizzes – 30 pts.
* Chapter Review Terms – 15 pts.
* Participation & Notebook – 30 pts.

Each quarter grade is 45% of your semester grade (Q1 (45%) Q2 (45%)

The midterm/final is 10% of your semester grade .

**How are assignments graded?**

Each assignment (with few exceptions) will be graded using the following rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Novice (1.0)** | **Trainee (2.0)** | **Apprentice (3.0)** | **Journeyman (4.0)** | **Master (5.0)** |
| **Content****(CO)** | Little or no historical information is referenced; time periods, themes, and regions are either not discussed or have many errors | Several of the details are historically accurate, however, many are not; time periods and themes may be addressed but with several errors | Historical information is present, but may be incorrect or vague; some time periods, themes, and regions may be left out or discussed with a few errors | Correct historical information; time periods, themes, and regions are discussed accurately. | Historical information is thorough and correct; all time periods, themes and regions are substantially represented and discussed correctly with no errors |
| **Analysis****(AN)** | No attempt to analyze has been made, or analysis is incorrect | Analysis is attempted but is mostly descriptive | Work is mostly descriptive with some analysis present | Analysis is present but may lack some insights. Some arguments may be unclear. | Analysis is clear, concise, original and creative; work is interpretive, arguments are not just descriptive |
| **Aesthetics****(AE)** | Final product is unappealing; appears to be thrown together with little effort and at the last minute; vague and confusing | Lacking in effort, shows slightly more time and effort than 1; may be rambling or off topic | Product is completed, but demonstrates level of effort required just to complete assignment; writing may be choppy or awkward | Product is attractive, well edited; neat | Attention to detail is excellent. Extensive effort is evident in the final product |
| **Following Directions****(FD)** | Directions were not followed |   | Most directions were followed |   | All directions were followed |

**What is the policy for late work?**

If an assignment is turned in late, there will be a 10% penalty per day that the assignment is late. The 10% is taken from the total points possible for the assignment.

After 2 business weeks of when the assignment is due according to Infinite Campus, assignments may not be turned in for credit unless there are rare extenuating circumstances.

**What is the make-up policy?**

When a student is absent, is it the students’ responsibility to check the course website for any missed assignments. It is NOT the responsibility of the teacher to hunt down students to hand them their make-up work.

Regularly scheduled quizzes will not be able to be made-up unless there is some sort of documentation from a third-party. Make-up tests must be taken within 2 weeks of the original test date. The tests will be given before school on a day that the teacher and student can mutually agree on.

***If you are ever concerned about your grade in the class, feel free to get in touch with me***

**What is your cell phone policy?**

Cell phones have become an integral part of our daily lives and they will serve a real, tangible benefit here in the classroom. There will be multiple opportunities for students to take advantage of these benefits on a daily basis. Students are allowed to use their cellphones before the bell rings inside Mr. Fields’ classroom as well as to complete individual assignments. However, in order to be polite and respectful to our fellow classmates, when Mr. Fields or another student is participating in a whole class activity, cell phones must be silenced, out of view and headphones must be taken out and also put away.

***Failure to comply with this policy will first result in a verbal warning and parental contact. Subsequent violations of the policy will result in referrals to the proper authorities.***

**What is your bathroom policy?**

Students have the expectation to be able to handle their own bathroom use during the classroom period within reason. Students are expected to keep their bathroom trips brief and at a minimum number for the school year. The students are also responsible for catching up on any material that is missed while they are using the restroom.

***To use the restroom, the student will need to notify Mr. Fields before leaving. Students found to be abusing this privilege will be referred to the proper administrator and have their bathroom privilege revoked.***

**Wait, Mr. Fields, I swear I turned in that assignment…**

Course assignments are graded and returned to the students in a timely manner each week. It is the students’ responsibility to retrieve their graded work from the returned work folder and ask any questions they may have about the grading they received. It is also the students’ responsibility to keep the graded work until their nine weeks grade are posted. **Credit will not be given for assignments if the student does not have proof of the assignment being graded.**

***Each Friday, the student work not claimed in the returned work folder will be recycled in the classroom recycling bin.***

**Our Year at a Glance:**

|  |  |  |  |
| --- | --- | --- | --- |
| **First 9 Weeks** | **Second 9 Weeks** | **Third 9 Weeks** | **Fourth 9 Weeks** |
| 1. The Origins of Agriculture/Neolithic Revolution
2. Rome and the Rise of Christianity
3. Byzantium & Eastern European Empires
4. The Rise of the Islamic Empire
5. Early Middle Ages and East Asia
6. The Later Middle Ages-Wars and Growth of Nations
 | 1. African Civilizations
2. Meso and South American Civilizations
3. The Rise of Eastern European Intellectual Movements
4. Age of Exploration
5. Asia in Transition
6. The Muslim Empire
7. A New Era of Absolutism & Enlightenment
 | 1. African Civilizations
2. Empires, Colonies and Peoples of the Americas
3. The Industrial Revolution
4. Global Imperialism
 | 1. Nationalism and Militarism
2. The First World War
3. The Interwar Era
4. The Course of World War II
5. Post World War II Era
6. Cold War Era
7. Toward a New World Era
 |

**Course Guidelines**

**Come with a “Growth Mindset”**

This is an idea we will address in the beginning of the course and throughout the year. Studies show that nobody is born intelligent. It is something that you develop throughout the course of your life. That means that everyone in the class, including myself, is a lifelong learner. Everyone has strengths and weaknesses. Everyone in here will fail at some point throughout the year (me included). Our goal throughout the year will be to use those failures to work on our weaknesses and become better each day that we are in here.

**Treat Each Other as Equals**

This course will address topics on a daily basis that will lead to passionate discussion on both sides of issues. As a class, we need to be able to value each others opinions and make sure that each person has a say. **We can disagree, but we will not be disagreeable in this class.**

**Come Ready to Participate**

There will be no off-days in World History. Each day we will have several activities that will work to engage the class in the day’s material. Classes are more productive and effective when **everyone** in the class participates.

**Come Ready to Have Fun!**

History especially, but learning in general, is fun. Not only are the topics exciting and engaging, but how we approach them will be as well. We will play games, have trivia competitions, and eat world cuisine in here. However, I cannot do this all by myself. If you want to enjoy your time in World History, come each day ready to have fun and explore.

**Syllabus Receipt & Media Consent Acknowledgement Form**

By signing below, I acknowledge that I have read and understand the policies included within Mr. Fields’ course syllabus for the 2016-2017 school year. I understand that World History Honors is a challenging program that will maintain a level of effort to succeed within the course. Failure to maintain a minimum level of effort may result in my removal from the World History Honors program.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Parent Contact Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I hereby consent to the participation in interviews, the use of quotes, and the taking of photographs, movies or video tapes of the Student named above by Mr. David W. Fields. I also grant to the right to edit, use, and reuse said products for nonprofit purposes including use in print, on the internet, and all other forms of media. I also hereby release Gainesville High School, Alachua County County School Board, and the Florida Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

Signature of Student/Parent/Guardian (if Student is under 18):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address and/or Phone of Parent/Guardian:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Food Allergy Awareness Letter**

In order to get a greater appreciation for the various cultures around the world, we will be sampling food throughout the school year. Because we will be bringing food into the classroom environment, it is important to take a minute to discuss the importance of food allergy awareness.

Food allergy is a growing public health issue that impacts almost every school across the United States. Nearly 6 million children in the U.S. – which equates to 1 in 13, or roughly 2 in every classroom – have a food allergy. Food allergies can be potentially fatal, and there is no cure. The only way to avoid a reaction is to avoid the offending food.

In an effort to keep all students in the classroom safe, please be considerate of treats and other snacks you may provide throughout the year.

A classmate of your child may have allergies to peanuts and/or tree nuts. Some common tree nuts are almond, Brazil nut, cashew, chestnut, filbert/hazelnut, macadamia nut, pecan, pine nut (pangolin nut), pistachio, and walnut. An allergic reaction could occur through ingesting or touching the offending food. A reaction could range from mild to life threatening.

There are many foods that contain peanuts and tree nuts when you would not expect them to, especially snacks and candies. The safest way to determine that peanuts, peanut traces, tree nuts, or tree nut traces are or are not included is to carefully read the ingredient label. Prepared foods from your local bakery, e.g., Publix, Wal-Mart, Lucky’s, may be a potential risk to a student with peanut or tree nut allergies.

Students who have food allergies need to make sure they are also aware of the risk of attack and be proactive in preventing an attack. Students should avoid eating any food with unknown ingredients or are known to contain an allergen. If they eat something they believe contains an allergen they need to notify Mr. Fields immediately.

*I have read the following allergy letter and understand the risks of food allergies in the classroom. I will do my best to obtain the complete list of ingredients of any food that I bring to share in Mr. Fields’ classroom. If I do not want my student to participate, I understand that it is my responsibility to let Mr. Fields know in advance so he can make alternate arrangements.*

Parent/Guardian Signature: Student Name:

Known food allergens (and severity) to your student: