



West Potomac High School

World History and Geography 1 Syllabus

Social Studies Department, 2015-2016

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To contact any of the course instructors, please call the Main office at 703-718-2500. We pledge to return your call, or e-mail, within 48 hours

Course Overview

The World History & Geography I course is a chronologically-organized study of world history and geography from prehistoric times through 1500 CE. Students will study about western and non-western civilizations throughout this period of time. The course will be taught in accordance with Virginia's Standards of Learning (SOL) for World History & Geography 1 and will prepare students to succeed on an end-of-course test.

The content of the course is based on the state's Standards of Learning, Fairfax County's Program of Studies, and the following eight themes: Adaptation to the environment, Patterns of human population and migration, Development and diffusion of technology, Communication and exchange, Social structure, Belief systems, Conflict and Political legitimacy and authority.

Goals of the course

1. Students will acquire knowledge of World History and Geography 1 including specific names, terms, and concepts as outlined by the eight themes and five eras in the Standard Course of Study.
2. Students will weave together the skills and content of both history and geography and learn how they affect each other. Specific skills include geography, literacy, timelines, comparison and contrast, research and document analysis.
3. Students will consider multiple perspectives, weigh evidence, and make sound judgments about the past and contemporary world.
4. These processes build student confidence as thinkers, historians, and geographers.
5. Learners will leave prepared for advanced level courses in the social sciences and some of the analytical tasks common to the 21st century work world.

Course Outline

There are 10 units of study in the course that emphasize content, thinking and literacy skills in equal measure. There is a period of review and preparation for end of the year activities, including the SOL test. Electronic copies of all course and class handouts as well as assignments are posted on the course Blackboard site. The time frames outlined here are subject to change as circumstances warrant (for example, snow days).

- **Unit 1: Prehistory** (Sept.)
- **Unit 2: River Valley Civilizations** (Sept.-Oct.)

- **Unit 3: Classical China** (Oct.-Nov.)
- **Unit 4: Classical India** (Nov.)
- **Unit 5: Classical Persia and Greece** (Dec.)
- **Unit 6: Rome** (Jan.)
- **Unit 7: The Byzantine Empire and Russia** (Feb.)
- **Unit 8: The Islamic Empire and Africa** (Feb.-March)
- **Unit 9: Indian Ocean Trade, China, Japan, and Mongols** (March-April)
- **Unit 10: Early Middle Ages, Late Middle Ages and the Renaissance** (April-May)
- **Unit 11: The Americas** (May)
- **SOL Preparation, SOL Exam & End of the Year Activities** (May-June)

Course Readings

Each student will have access to World History: Patterns of Interaction (McDougal Littell, Houghton Mifflin Company, 2012) by going to the website <http://my.hrw.com>. Hard copy textbooks are available to students with specialized accommodations. The cost to replace a lost and/or damaged book is \$74 dollars. A variety of primary and other secondary sources will be used throughout the course, sometimes in lieu of chapters in the textbook. These readings will be available to students in class, and students may access electronic copies through the course’s Blackboard site.

Students enrolled in this course take the SOL World History and Geography 1 test in May 2016..

Supplies

Students are requested to have the following items in class on a daily basis.

- Pencils and pens
- Colored pencils
- Binder
- Paper

If you have any concerns about acquiring these supplies, please speak to the course instructor, so that arrangements can be made to support your learning in the course.

Assessment & Grading

The focus of assessment is to provide feedback on a students’ learning process and to measure students’ level of performance. Information generated through assessments is used by the teacher and students to reflect and then make adjustments in the learning process that increase student learning over time.

Students in this course will be assessed in the following categories. The approximate contribution to the quarter grades is noted in parentheses (%) for each category.

| Category | Examples of what it includes |
|-------------------------------------|--|
| Assessments (40%) | Tests, quizzes, summative, and project-based class work as well formative content activities. |
| Geography skills (10%) | Historical and modern geography; mapping and map reading skills. |
| General skills and class work (40%) | Reading skills, formal and informal writing skills, research skills; analytical. |
| History skills (10%) | Skills specific to the study of social studies, such as timelines, document analysis, compare and contrast, and periodization. |

- **Honor Code:** Posted in each room is the following honor code. Students are expected to fully abide by it. Students who violate the honor code will be referred to the Honor Council.

I have neither given nor received any unauthorized assistance on this work.

- **Late Work:** We acknowledge that students will sometimes need flexibility to meet deadlines as a result of extracurricular activities, technological failures and/or other kinds of last minute interruptions. Therefore, assignments are accepted after assigned due dates following these guidelines.
 - A 10% grade reduction for late work turned in up until the date of the next unit test; a 50% grade reduction for late work turned in after the next unit test.
 - Pre-arrangement is preferred.
- **Blackboard:** All teachers will keep assignments up to date on Blackboard. Students are expected to check Blackboard daily for all class materials.
- **Extra support:** Teachers can be available during Wolverine Time to support students in mastering material. Students are encouraged to discuss coming ahead of time with their teacher. In addition, teachers can be available after school based on student need and teacher availability.

Late bus days this year are Monday and Thursday, though students are encouraged set up a time to come in advance.

- **Snow Days:** When student work is due or a test is scheduled for a school day canceled due to weather, students are expected to turn in that work and/or be prepared for the test the *first day back in class*.
- **Revising & Resubmitting Assessments:** Retakes are designed to help students demonstrate mastery on **major** assessments. A retake can be requested by a student, parent, or teacher.

A retake can also be required by the teacher or a student's support team (e.g. the Individualized Education Plan team or a parent/student/teacher partnership).

When doing retakes, students will be expected to complete a new assessment, *not repeat the original*. The student should also submit the original assignment with the retake if it was returned to them by their teacher (to document learning over time).

A retake follows additional learning to help achieve mastery. These activities may occur after school or Wolverine Time in order to review with the teacher or peers, or complete other remediation activities created by the teacher or course team.

Additional effort and retakes must be completed within two weeks of the original test unless prior arrangement is made to accommodate quarterly grade deadlines. (Multiple excused absences and other situations will be taken into consideration.) Retakes will not be allowed in the last week of the quarter. Students taking Honors World History that score below an 85% on first chance assessments will be eligible for a retake. After completing the retake, students can obtain a maximum score of 84%.

- **Bonus Points/Extra Credit:** This will be at the teacher's discretion.
- **Grading Scale**

According to FCPS policies and regulations, the course instructor is required to provide interim, quarter, and final grades according to the following scale:

A: 93-100
A-: 90-92
B+: 87-89
B: 83-86

B-: 80-82
C+: 77-79
C: 73-76
C-: 73-76

D+: 67-69
D: 64-66
F: below 64

Faculty members will be available for remediation and assistance on after school. Wolverine time will also be available for remediation.

The final course grade reflects students' progress towards mastery from September to June of content knowledge and the development of their skills and ability to use course content. When calculating a final course grade the starting point for will be an average of the four Quarter grades counting 90%, and the final exam weighted at 10% **combined with** consideration of a student's most recent demonstrated level of performance as well as revised assessments, such as essays.

PLEASE NOTE THAT Assessment data can be viewed by parents in SIS at any time beginning Sept. 21.

This syllabus was created by the 2015-2016 World History 1 Team.



West Potomac High School

World History and Geography 1 Syllabus: Student Signature & Information Sheet

Social Studies Department, 2015-2016

I have read and understand the expectations and procedures described above for World History and Geography 1. *Throughout the year I agree to follow and support them, and when I find that I cannot follow and support them, I agree to discuss my concerns with my instructor, or a representative of the World History 1 team.*

Name (printed): _____

Signature: _____ Date: _____

Student's e-mail address: _____

Please respond to the following questions.

Do you have convenient access to a computer and reliable internet access? Is your access at home or someplace else? Is your access to the computer limited, for example do you share this computer with anyone else?

What (3) words would you give to describe yourself?

Is there anything else you think the instructor should know about you as a student in this course?



West Potomac High School

World History and Geography 1 Syllabus:

Parent/Guardian Signature & Information Sheet

Social Studies Department, 2015-2016

I have read the expectations and classroom procedures described above and will support them. *Throughout the year I agree to support them, and when I find that I cannot follow and support them, I agree to discuss my concerns with my student's instructor, or a representative of the World History and Geography 1 team.*

Name (printed): _____

Relationship to student: _____

Signature: _____ Date: _____

Please provide the following information.

Parent/guardian's e-mail address: _____

Phone number (home): _____

Phone number (work): _____

Please respond to the following questions.

What are THREE (3) words/phrases that best describe your son/daughter's personality?

What are TWO (2) words/phrases that best describe your son/daughter academically?

Is there any additional information that you feel the instructor should know about your student in this course?