



West Potomac High School

World History and Geography 2 Syllabus

2015-2016

Instructors:

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

Course Overview and Learning Objectives

- Students will acquire knowledge of modern world history, dating from about 1500 B.C.E. to the present.
- Students will develop critical thinking skills by connecting regional events and trends from about the world into global contexts, focusing on the key concepts in each of the five major eras covered in this course.
- Students will be able to understand the concept of “change over time”, tracing trends and making connections throughout the eras covered in this course.
- Students will hone and refine the ability to communicate effectively and clearly in oral and written forms.
- Students will develop the ability to reflect on and be an active participant in their own learning process.
- Students will utilize effective time management strategies, including requesting extension when necessary in order to develop a sense of personal accountability and responsibility for their learning.

Course Outline

There are 10 units of study in the course that emphasize content, thinking and writing skills in equal measure. There is also a period of review and preparation for the SOL exam and end of the year activities. 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 (for example, snow days) warrant.

- **Unit 1: World in 1500** (September, 7 class periods)
- **Unit 2: Exploration** (September-October, 7 class periods)
- **Unit 3: Absolutism, Scientific Revolution, Enlightenment** (Oct.-Nov., 9 class periods)
- **Unit 4: Revolutions: American, French, Napoleon, and Latin** (November-December, 10 class periods)

- **Unit 5: Industrial Revolution, Unification** (January, 5 class periods)
- **Unit 6: Imperialism** (January-February, 5 class periods)
- **Unit 7: World War 1, Russian Revolution** (February-March, 6 class periods)
- **Unit 8: Between the Wars and World War 2** (March-April, 8 class periods)
- **Unit 9: Cold War and Decolonization** (April-May, 10 class periods)
- **Unit 10: Contemporary World** (May, 6 class periods)
- **SOL Preparation, SOL Exam & End of the Year Activities** (May-June, 10 class periods)

Course Readings

Each student will have access to an electronic copy of World History: *Patterns of Interaction* by Holt McDougal (<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. A variety of primary and other secondary sources will be used throughout the course, sometimes in lieu of chapters in the textbook. Hard copies of 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 2 test in May or June 2016.

Supplies

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

- 3 ring binder
- Pens/Pencils
- Plenty of paper/notebook
- Other supplies may be requested by each teacher

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 mastery of content. 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.

Please note that assessment data can be viewed by students and parents through SIS.

<i>How Your Grade Will Be Calculated</i>	
Tests, Quizzes, Projects, Skill Assessment	70%
Classwork/Homework	30%

Grading Scale

Grades will be determined using the FCPS grading scale.

- | | |
|------------------|--------------------|
| A (93-100) = 4.0 | C (73-76) = 2.0 |
| A- (90-92) = 3.7 | C- (70-72) = 1.7 |
| B+ (87-89) = 3.3 | |
| B (83-86) = 3.0 | D+ (67-69) = 1.3 |
| B- (80-82) = 2.7 | D (64-66) = 1.0 |
| C+ (77-79) = 2.3 | F (below 64) = 0.0 |

Late Work

While students should strive to submit all assignments on time, so as to maximize their learning, we understand that extenuating circumstances do arise, which would require a student to submit an assignment late. Therefore, students may submit late assignments for no point deduction until the day of the unit test. Late assignments will not be accepted following the unit test.

If a student is absent on the day the assignment is due, they should turn in their material on the day they return to class. If a student is absent the day the assignment is given, it is his/her responsibility to get the assignment and turn in the material at the next class meeting.

If and when a student needs assistance, extra help is available during Wolverine Time or after school. Although dropping by is acceptable and welcome, students are encouraged to make an appointment if planning to meet with a teacher.

If you must miss an examination or test, it is your responsibility to contact your teacher by email *BEFORE* the test/exam is given. You need to do this in a timely manner and expect a call back or an email from him/her about when to reschedule the test.

Revising & Resubmitting Assessments

In order to demonstrate mastery, students will be allowed to retake or revise **major** assessments. When doing retakes, etc. students will be expected to complete a new assessment, not a repeat of the original. A retake also must follow additional remediation, as discussed with the teacher. Additional effort and retakes must be completed by the next major assessment or by the end of the quarter, whichever comes first. The grade recorded will be the higher of the two grades.

Honor Code

Students pledge to neither plagiarize nor give/receive unauthorized aid on any test, quiz, research paper, lab or any other student-generated work. Violations will be reported to the parent and administrator, as well as the honor council.

In addition students will have the option of using cell phone technologies at teacher's discretion within the classroom to support mastery learning. If cell phones are not available other media will be provided.



West Potomac High School
World History and Geography 2 Syllabus:
Student Signature & Information Sheet
2015 - 2016

I have read and understand the expectations and procedures described above for World History and Geography 2. *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.*

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 2 Syllabus:

Parent/Guardian Signature & Information Sheet

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.*

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?