

# World History

**Instructor: Casey McDowell-Hennig**

## **Teacher Contact Info:**

- ❖ Email: [chennig@paparts.org](mailto:chennig@paparts.org)
- ❖ Text Reminder service (free and secure). Text 81010 & enter the code (depending on your course) in the message area to join the class:
  - 4<sup>th</sup> period: @papaartsmc
  - 5<sup>th</sup> period: @papapandas
  - 6<sup>th</sup> period: @mcdpapa
- ❖ PAPA Phone: 830-3128
- ❖ Prep Period: 7<sup>th</sup> (2:24-3:18), Room 2

## **World History Course Description:**

- Life can only be lived forward and understood backward. To understand and respond to the challenges of the future, students must recognize and appreciate that our modern world is the product of historical and geographical relationships. This course offers the citizens of the Twenty-First century cognition and appreciation of the hope, pain, and diversity of the human record and provides insight into the present and future.
- The course will cover the following units of study (based on World History For Us All online curriculum and the New Mexico State Standards):
  - **The Great Global Convergence 1400 - 1800 CE:** Geography, Understanding World Religions, Renaissance and Reformation, the Age of Exploration, the Scientific Revolution, and Enlightenment
    - 1<sup>st</sup> Quarter: August 14-October 10
  - **Industrial Revolution and its Consequences 1750-1914 CE:** the Industrial Revolution, 19<sup>th</sup> Century Migrations, Imperialism, Nationalism and Religion
    - 2<sup>nd</sup> Quarter: October 15-December 14
  - **A Half Century of Crisis 1900-1950 CE:** Causes and Consequences of World War I, Prosperity and Crisis 1920s and 1930s, the Great Depression, Causes and Consequences of World War II
    - 3<sup>rd</sup> Quarter: January 9-March 8
  - **Paradoxes of Global Acceleration 1945-Present CE:** the Cold War and post-Cold War, Independence Movements in the Third World, and Modern-Day Policies of the Western Hemisphere.
    - 4<sup>th</sup> Quarter: March 18-May 10
- Students will be utilizing a variety of resources throughout the year, and we will be working on Google Classroom. More information on Google Classroom to follow.

## **Mrs. Hennig's Teaching Philosophy and Style:**

- I hold high standards and expectations for my students because I know they have a great potential to grow and learn. My class is quite structured, and students will always be told what to expect and how to succeed in the course. I believe in building lessons and assessments for student success, but it is ultimately up to the student to follow through. I

will be utilizing both Bloom's Taxonomy and Webb's Depth of Knowledge as resources to encourage higher order thinking skills. This includes starting lessons with basic recall and foundational material and then building activities to stretch their critical thinking and skills of synthesis of information. I have included a copy of these resources on the last page of this syllabus, before the signature page.

### **Grading:**

- Homework= 15%
- Class Work= 20%
- Projects= 15%
- Weekly Quizzes= 15%
- Tests= 20%
- Weekly Participation= 15% (attendance= 10%, class participation= 5%)

### **Assessment Rules:**

- I expect students to stay up-to-date with their homework in the same fashion that employees are held accountable for completing their work on time in a professional setting. However, I do understand that sometimes unexpected obstacles arise in a teenager's life. Those who turn in their assignments on the due date are eligible for full credit. Each day after, students may turn in the assignment for reduced credit.
- **In the event of an absence**, students are expected to be responsible for any make-up work by checking the Make-Up file box in class. Students should turn in make-up work promptly, and they have the same amount of time to finish an assignment as they missed in school.
- If a test or quiz is missed due to an absence, students must schedule a time to re-take the test as soon as they return. The test/quiz must be made up within one week of the absence or it will turn into a "0."
- Projects will be given to students with plenty of time before the due date, so they must be turned in on time! Rubrics will be provided to guide students on the various components of the projects, so they are built for success!
  - If students turn in a late project, they will receive **10% off of the grade for a maximum of 3 days after the due date (30%)**. After that point, the project will not be accepted, and the student would receive a 0%.
- Class work may be made up according to the guidelines for other homework in the case of an absence.
- Any exceptions to the homework and test policies will be up to the discretion of the teacher.
- Cheating and plagiarism are strictly prohibited and will not be tolerated. If a student is caught cheating, he or she will be given no credit for the assignment/test/project and parents or guardians will be notified.

### **Class Materials:**

- Binder & Loose leaf paper
- Pens- 2 black or blue, 2 red
- highlighters (at least 2, yellow and blue)
- Box of Kleenex or Hand Sanitizer (please!!!) ☺

**Organization:**

- I am a big believer in organization being key to success! Therefore, I do require that students have a binder (as listed above) that they keep organized, current, and bring to class each day.
- I also expect students to keep their class work clean, neat, and legible. Participation points will be deducted for papers turned in with frayed edges, stains, scribbles, doodling, sloppy/illegible writing, etc. Students should take pride in their school work.

**Classroom Behavior:**

History courses are great arenas for students to discuss new ideas and opinions. In order to facilitate a safe and successful learning environment, all students are expected to respect one another, the instructor, and the academic material.

**Rules of the Room:**

- Respect everyone and everything (especially in the room).
- Allow others to speak without interruption- raise your hand.
- Be a productive member of the classroom. Be ready to participate in discussions!
- Be **on time** to class!! It's part of your grade!
- Absolutely no phones may be used in the classroom, unless specifically stated (i.e., for class reviews, music during individual work, etc.). If I see a phone when it is not supposed to be out, I will confiscate it until the end of the school day (3:18). Please check the PAPA policy regarding their usage.
- There will be times when I use music in class as part of the curriculum and for individual work, but no individual "jamming" during class instruction is allowed!
- Eating & drinking will be limited. This is not lunch-time, but I do understand if a student needs to discreetly (and cleanly) eat a snack in class to keep their energy up.

**Consequences for Breaking Rules:**

- 1<sup>st</sup> time: verbal warning
- 2<sup>nd</sup> time: verbal and written warning to parent/guardian
- 3<sup>rd</sup> time: student calls parent/guardian during class
- 4<sup>th</sup> time: parent/student/teacher conference
- severe infractions: meeting with student, parents/guardians, teacher(s), and the administration

**Communication:**

- Students **MUST** bring their agenda to class every day to write down assignments and other important information.
- Please communicate with me about any classroom issues.
- The best way to contact me is through email. Please provide a current email address and phone number where you can be easily reached in the portion of this syllabus to be returned to class.

I, \_\_\_\_\_, have read this syllabus, and I understand my responsibilities in World History. My parent/guardian has also read this so that they understand the policies written above. This signature slip is due \_\_\_\_\_ for credit.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date