



World History 101

CLASS CONTRACT

THE CLASS: World History will deal with the historical roots of current world issues. Including such issues as how has public policy and opinion contoured the historical and social dimensions of World History. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

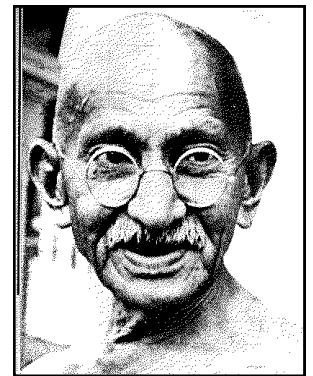
The class is designed to give you information so that you may understand yourself and others better. We will be able to discuss current issues as well as controversial ones. We will reflect

on past and current events that impact our lives today. Students will be able to discuss and research people and events in history.

They will be able to research various topics and people of world history. Some example would include: Socrates, Plato, Rousseau, Bolivar, Jefferson,, Robespierre, Napoleon, Watt, Pasteur, Dickens, SunYat-Sen, Ho Chi Minh, Mao Zedong, Einstein, Lenin, Trotsky, Hitler, Mussolini, Tojo, MacArthur, Churchill, Roosevelt, Kennedy, Khrushchev, “Che” Guevara, Reagan, Bin Ladin, & Bush. The topics are endless. This class will reflect the personality of the students enrolled in the course. The course will adjust to the needs and the

questions of the students.

Due to the topics of the class there are some documentaries and films that deal with serious social issues. Students must inform parents / guardians that this will be part of the class throughout.



Requirements

Sophomore status: This class is required for graduation.

Students are to keep up with each reading assignment, attend all class sessions and be prepared to intelligently and respectfully discuss the assigned projects and topics in class.

The text for the class is Modern World History with the addition of other supplemental readings. Attendance is vital. An old African proverb is appropriate for this requirement: **“Those who are absent are always wrong.”** Throughout the course it is

important that views and ideas be openly discussed and analyzed to determine their merit, relevance and effectiveness in our society. Students will be required to keep a notebook that can hold all needed material for the class. Students should be prepared and ready to participate .

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-Keys to the Class-
Board has vital info-scan it!
Agenda
Write down the Weekly Schedule
Write down the Quote of the Day
Check Twitter/Teachers Home Page
Ask Questions
Take Advantage of Bonus Opportunities

World History Binder

The Binder required for this class is essential to keep all the valuable information neatly organized. A three ring binder would be ideal to collect and to protect the projects that will be shared in class. Having the binder in class will give the students the organizational skills to stay current with class material and activities. The binder will be helpful for test taking and will also be graded for points.

The following sections should be found in the binder:

Class Contract (first thing)

Then followed by the sections below.

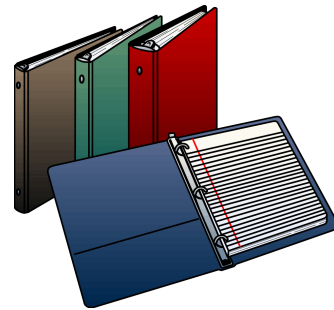
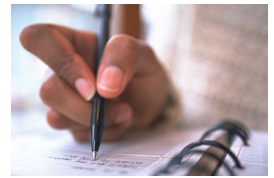
I. **Assignments** (assignment sheet + all work)

II. **Notes** (lectures and other note guides)

III. **Foundation**-(Primary Sources and other materials)

IV. **Bonus** (all extra point opportunities-self logged)

All work should be found in the binder. Students should have binders, agendas, and a writing tool with them everyday.



GRADING

World History is a required course that students enroll in to gain a better understanding of the world around us. As a result, Students find this class to be challenging, but at the same time also friendly to the student. The grade the student receives will reflect the effort on his or her part. Participating, having input in class and completing the assignments and projects will be the deciding factor in a

student's grade. Even though the instructors feel that this class is easy to receive a top grade there have been students in the past that have managed to fail despite our efforts.

Students have the ultimate responsibility for their grade in World History. There will be no cheating. There will also be no disrespect shown towards anyone in or out of the class. This might be difficult at times, but it is necessary in the development of the class and the student.

Grading Scale

A-90-100%

B-80-89.9%

C-70-79.9%

D-60-69.9%

F-59.9% and below



Materials

BEING PREPARED: If you as a student **come prepared for class every day, then you are guaranteeing your success** in this class. Every student will bring a pen (black/blue) or pencil, binder, and agenda to class **everyday**. If you do not bring these things to class, then the following will happen: 1) on the first occasion, it will be recorded that you did not bring your materials to class and you will be warned; 2) on the second occasion, a phone call or letter will be sent to notify your parents; 3) on the third, your counselor will be notified to address the problem; 4) on the fourth and beyond, a referral will be sent to the Vice Principal for disciplinary action.

"I got an A!"

"The teacher gave me an F"

Student responses



Yeah,
World History, baby!

Check list?

___ Pen/Pencil

___ Agenda

___ Binder

___ good attitude

___ Turn in all work on time,
completely done, & well done!

Of Special Interest:

- Historical Films
- World Updates
- Timelines
- People and Symbols
- Historical Projects
- Current Events
- Interesting Lectures
- Artistic Projects

Basic Rules: Classroom Management

YOUR TEACHERS ARE SERIOUS ABOUT CLASSROOM MANAGEMENT.

- A. **Tardies:** We will strictly follow the school policy concerning tardies. Students need to be in their seats prior to the bell. Students with three or more tardies will lose any and all accrued bonus points.
- B. **Attendance:** Attendance is crucial for class success. Perfect attendance will be rewarded. Students that are absent will be able to make up work based on individual circumstances. Students who are assigned opportunity class need to get work from teacher prior to O.C.. It is the student's responsibility to ask for work.
- C. **Behavior:** Each student shall be held

- accountable for their behavior in class. Be attentive and ready to respond. You are not to walk around the classroom when class is in session without the permission of the teacher. Please show respect for everyone and they will do the same for you.
- D. **Restroom breaks:** No restroom breaks. The seven-minute passing period is for students to go to their lockers and to use the restroom.
- E. **Cell Phones:** No cell phones. Cells should not be seen or heard in class. **See school policy**. Phones will be taken away.
- F. **Illness:** Those students who feel ill will be sent to the health office so that they may receive proper attention.
- G. **Work:** All work must be turned in on time. If absent all work is due the day student returns. Students are responsible for getting missed assignments due to an absence.
- H. **Late Work:** No late work. Assignments not turned in by the student will not be ac-

cepted late. Everyone needs to be responsible.

- I. **Bonus:** Anything done outside of class that relate to the history topic may be given bonus points. Anything! But it must relate to the topic being studied. Students should not rely on bonus to "bailout" their grade but to enhance it. Students will keep track of all bonus points in their bonus sheet.
- J. **Cheating:** (a.k.a. copying, plagiarizing, giving answers) All parties involved will be given a zero and reported to the proper authorities. Cheating robs all students and teachers of their honor. All bonus points will be lost. Possible expul-

*The purpose of life is
a life of purpose.*

Teaching Standards

- 10.1 Rise of Democracy:** Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 10.2 Revolutions/Fight for Freedom:** Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 10.3 Industrial Revolution/World of Work:** Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 10.4 Imperialism/Empire Building/Control:** Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
- 10.5 World at War-Causes:** Students analyze the causes and course of the First World War.
- 10.6 World War I-Effects/Great Depression:** Students analyze the effects of the First World War.
- 10.7 Rise of Dictators!:** Students analyze the rise of totalitarian governments after World War I.
- 10.8 World War II:** Students analyze the causes and consequences of World War II.
- 10.9 Cold War: US vs USSR:** Students analyze the international developments in the post-World War II world.
- 10.10 Nation Building:** Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 10.11 Modern World/Technology/Global Connections:** Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Parent/Student Acceptance

As the teacher of World History I expect the very best effort from the students enrolled in this course. Anything less will reflect in their grade. I will be available to talk to students or parents when needed. Students will have to be responsible for their actions and efforts.

I fully understand my duty as a student in World History:

Student Signature

Parent Approval



Organization

SANDOVAL, DISALVO

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Taking care of history the right way.



This would be a good place to insert a short paragraph about your organization. It might include the purpose of the organization, its mission, founding date, and a brief history. You could also include a brief list of the types of products, services, or programs your organization offers, the geographic area covered (for example, western U.S. or European markets), and a profile of the types of customers or members served.

It would also be useful to include a contact name for readers who want more information about the organization.

Back Page Story Headline

This story can fit 175-225 words.

If your newsletter is folded and mailed, this story will appear on the back. So, it's a good idea to make it easy to read at a glance.

A question and answer session is a good way to quickly capture the attention of readers. You can either compile questions that you've received since the last edition or you can summarize some generic questions that are frequently asked about your organization.

A listing of names and titles of managers in your organization is a good way to give your newsletter a personal touch. If your organization is small, you may want to list the names of all employees.

If you have any prices of standard products or services, you can include a listing of those here. You may want to refer your readers to any other forms of communication that you've created for your organization.

You can also use this space to remind readers to mark their calendars for a regular event, such as a breakfast meeting for vendors every third Tuesday of the month, or a biannual charity auction.

If space is available, this is a good place to insert a clip art image or some other graphic.

