

WORLD/US HISTORY I

Syllabus 2023-2024

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COURSE SUMMARY:

World/US History I is a 9th grade course providing a comprehensive introduction to both World and United States History from approximately 1400 through the 1800s. The curriculum develops in students a variety of social science skills including comparison, causation, research thinking, and critical reasoning and writing. The Clayton School District's Vision Statement intends to "...develop leaders who shape the world through independence, creativity and critical thinking." Students will learn World History from a variety of global cultures in every inhabited continent as well as early American and United States History.

EXPECTATION OF SCHOLARLY WORK & BEHAVIOR:

Greyhound Scholars are expected to be:

- Self-Aware – demonstrate learning independently and model self-care strategies
- Curious – asks questions, problem solves, explores new ideas, and takes ownership of learning
- Inclusive – embraces different points of view, respects cultural differences, and challenges of the status quo
- Caring - shows compassion, kindness, and respect to others
- Creative - sees solutions through multiple possibilities and explores ideas and emotions in a variety of ways
- Collaborators - respects and works with a variety of people, values the work of others, and is an agent of change

World/US History I students are expected to be able to engage with challenging work and embrace productive struggle. Students are expected to put forth their best thinking and effort, continuously revise and challenge their own thinking and abilities in the classroom.

Use of Greyhound Time:

Clayton High School provides a common time each day to support the academic and personal growth of students. This time may be used in a variety of ways such as academic support (tutoring, reassessment, conferences), club meetings, exercise and mental wellness activities. While students are encouraged to be proactive in meeting their academic needs, teachers may require students to come to office hours for additional assistance. The expectation is that students will prioritize their academic needs during this time. Failure to comply with teacher requests may result in a loss of privileges until their academic obligations are met.

COURSE TOPICS:

First Semester

1. Intro to History
2. Pre-Contact Americas
3. European Hegemony
4. Age of Revolutions

Second Semester

5. The Constitution (required US Constitution Test)
6. Industrial Revolution
7. The Civil War & Reconstruction

REQUIRED CLASS MATERIALS:

- Chromebook/Computer - Google Classroom
- Headphones
- Writing Utensils, Highlighters
- 1 in. binder specifically for History
- Notebook/paper
- Assignment Notebook/Planner

CHS GRADING SCALE:

98 - 100 = A+	87 - 89 = B+	77 - 79 = C+	67 - 69 = D+	59 - 0 = F
93 - 97 = A	83 - 86 = B	73 - 76 = C	63 - 66 = D	
90 - 92 = A-	80 - 82 = B-	70 - 72 = C-	60 - 62 = D-	

GRADING POLICY

Students grades will be calculated categorically using the following percentages:

Semester Grade Percentages

- 70% = Summative Assessments (unit tests, quizzes, reading quizzes, CER writing, essays, projects)
- 30% = Formative Assignments (classwork, homework)

PowerSchool Codes

- INS = insufficient evidence for feedback (0%), can still be turned in/revised until the end of the unit.
- FM = Late work that can no longer be turned in.

LATE/MISSING WORK

Late work will be accepted within the unit of study. Students must turn in all late-work by the day of the unit assessment. Late work will result in no higher than 80%. After the unit test has passed, all missing work will be coded as FM in the grade book, resulting in a 48% signaling that the student can no longer submit that work.

REASSESSMENT POLICY

To demonstrate understanding of course content and skills, students are expected to attempt all assigned work and assessments. Attempted work is defined as:

- Students following directions on assignments and assessments
- Students using academic language relevant to course content
- Students responding to all components of assignments and assessments

If students do not fully attempt course summative assessments (projects, tests, essays), an INS (0%) will be entered into the gradebook and a reassessment opportunity will not be granted.

In order to qualify for a reassessment, students must engage in the following process:

1. Attend a test correction session during Greyhound Time (to be announced by teacher).
2. Engage in test corrections to help review content and reflect on errors and misunderstandings of the test. Test corrections ARE NOT FOR POINTS.
3. After test corrections are complete, students can reassess with a different/new exam.
4. The reassessment score will be reflected in the gradebook.
5. The reassessment process must be completed within one week of the original assessment.

DEFINITION OF CHEATING:

Any form of cheating will not be tolerated. Cheating has various definitions and can look like any of the following:

- Copy and paste information from the internet into your assignment.
- "Working together" on any assignment and having the same exact word for word answers as other students.
- Asking to see another student's paper and copying from it.
- Sharing a Google Doc assignment with another student and copying from it.
- Sending/receiving pictures of completed assignments to/from other students to copy.

Any cheating will result in a ZERO/insufficient code in the gradebook. It is expected that students report cheating if they see it happening around them as it hurts the entire class.

STUDENT ABSENCES

If a student is absent, the responsibility to check google classroom and the weekly agenda hyperdoc to understand what was missed is on the student. Students should not email teachers asking if they have missed anything, without first having checked google classroom, as many of the assignments and materials will be found there.

If a student is absent the day of an assigned assessment, the student will be required to take the test immediately upon returning to school. If a student misses the day before a test, they will be required to take the test on the original assessment date.

CELL PHONE POLICY

Building Policy:

Our goal at CHS is always to maintain a distraction free, academic environment at all times. With this in mind, the use of electronic devices such as (but not limited to) cell phones and earbuds is prohibited during instructional time. The expectation is that all students will have these devices put away during instructional time unless the teacher has given permission for use in a specific instructional activity. Students who violate this expectation will be subject to disciplinary consequences including possible loss of privileges.

Classroom Expectation:

A growing body of research has proven the harmful impact of smartphones and social media on teenagers and student learning. In order to create a productive and scholarly learning environment, all World History I students will be assigned a designated slot in the classroom cell phone holder. Cell phones must remain in their designated slot for the entirety of the class period. It is expected that students will put up their cell phones in the holder right as they enter class. They can retrieve their phones when class is over, or with permission from the teacher. If a student fails to follow this policy, it will result in a referral to administration.

It is expected that if a student needs access to their cell phone for an extenuating circumstance, they will communicate this need with the teacher before the bell rings for class.

(PLEASE TEAR OFF AND RETURN TO TEACHER)

SIGNATURES:

I, (print student name) _____ have read this syllabus carefully and understand what is expected of me in World/U.S. History I. It is my intention to do my best to follow these expectations and policies so that World/History I can be a place of scholarship.

Student signature: _____

Date: _____

Parent/Guardian signature: _____

Date: _____

Relationship to student: _____