

9th grade World History Course Syllabus

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<http://www.nkschools.org/Domain&19>



WELCOME

Dear Students,

Welcome to a new school year!!! I am excited about the opportunity to work with you. My goal is that you will come away from this class with more than just a grasp of content, but a real understanding and interest in history. I will work to ensure that you are able to apply, evaluate, and relate that knowledge to current events in your world, country, and community.

Dear Parents,

I am looking forward to working with you this school year! The following is a brief description of the curriculum we will cover this year, along with the classroom policies and guidelines. Please do not hesitate to contact me with questions or concerns. I will make every effort to respond to your inquiry as soon as possible. Your child will use a variety of instructional approaches within this classroom including web based programs such as Google Drive, Prezi, and Tackk as well as well variety of historiographical materials such as STI (Since Time Immemorial- Tribal Sovereignty Curriculum) I will periodically update our class website so you can be a part of the cool things we are doing in our classroom. I believe that if we work together to challenge your child to perform to the best of their ability, this will be a rewarding and worthwhile experience for them.

COURSE DESCRIPTION

This two-semester course fulfills the 9th grade World History requirements established by OSPI and North Kitsap School District. The recommended curriculum for the ninth grade is ancient world history and early civilizations through the fall of the Roman Empire. Students explore major themes and developments that shaped and defined civilizations, including the development of governmental, political and social structures. The year begins with an introduction to historiography and geography then continues with a focus on 7 ancient civilizations (Middle East, India, China, Africa, Oceania, North and South America) and then expansion into the development of civilizations throughout the World. Students will analyze the political, social / cultural, geographical and economic factors that have helped create and shape different civilizations. Students in this course will learn historical content in our subject area, as well as proper methods of historical research and document analysis- specifically dealing with primary sources. Students are required to participate in thoughtful academic discussions, conversations, speeches and debates as a part of their course grade. In accordance with grade level standards, students will demonstrate appropriate reading, writing and speaking skills including: intellectual reasoning and reflection, chronological and spatial thinking, evidentiary support, problem solving, point of view and other critical thinking activities.

HISTORY UNITS

The 9th grade World History course begins with Human Beginnings and moves towards the fall of the Roman Empire. The units will be thematic, based on Tribal Sovereignty Curriculum and OSPI learning standards. Prior to the beginning of Unit 1, there will be several review lessons dealing with historiography and geography. The units will be thematic, based on Tribal Sovereignty Curriculum and OSPI learning standards; it will follow this general outline, and is subject to be revised upon teacher discretion and student need.

Unit Outline 1: World- Ancient Civilizations (8000 BCE-600 CE)

Essential Question(s):

- ✓ What geographic factors stimulate the movement of goods, people, and ideas?
- ✓ How and why does the rule of law develop in civilizations?
- ✓ How do religion and government exercise authority over people?
- ✓ What legacies have been left by ancient civilizations, in particular, on our society?
- ✓ How does the movement of ideas, goods, and people affect cultures?
- ✓ How does trade affect culture?
- ✓ How do different economic systems affect people's daily lives?

Unit Outline 2: World- Major Societies (600-1450 CE)

Essential Question(s):

- ✓ How does physical geography contribute to the political, economic, and cultural development of a particular civilization?
- ✓ What stimulates the movement of goods, people, and ideas?
- ✓ How and why does the rule of law develop in civilizations?
- ✓ How do religion and government exercise authority over people?
- ✓ How does the movement of ideas, goods, and people affect cultures?
- ✓ How do different economic systems affect people's daily lives?
- ✓ How does trade affect culture?

COURSE GOALS

- * Increase understanding and comprehension of historical events and themes
- * Explain key events that have shaped the modern world
- * Develop critical thinking skills and analytical thinking skills
- * Develop academic technological skills
- * Increase reading fluency and comprehension
- * Connect the curriculum to every day lives
- * Build student responsibility and self sufficiency
- * Revise writing to improve and expand upon ideas
- * Engage in meaningful discussions
- * Foster a genuine love of reading and writing

COURSE RESOURCES

These are the books are recommended to expanded students knowledge of topics within this course:

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|--------------------------------|--|
| * Guns, Germs and Steel | * A People's History of the United States |
| * The World that Trade Created | * The Twentieth Century: A Peoples History |
| * Eyewitness to History | * Lies My Teacher Told Me |



ASSESSMENT

Students earn letter grades, based on a point/percentage system:

- * 90% and above = A
- * 89% - 80% = B
- * 79% - 70% = C
- * 69% - 60% = D
- * 59% and below will be considered failing

Course Grades will be categorized and weighted as follows:

- * Homework, Participation and Preparedness - 10%
- * Classwork - 20%
- * Assessments (i.e. tests, quizzes) - 30%
- * Projects and Major Assignments - 40%



PROGRESS REPORTS AND REPORT CARDS

Students will receive periodic in-house progress reports during the course of each quarter of school. All grades are accessible through Skyward and will be updated every two weeks. In the case that a student is failing this course, parents will be contacted immediately.



REGULAR HOMEWORK AND THE CBA

There are a number of assignments and projects that are assigned daily or weekly. Course time will be given to begin work on these, however if not completed in class, students will need to finish assignments at home.

According to the Office of the Superintendent of Public Instruction, 10th grade students will complete a CBA (Common Based Assessment) to, "assess the learning of the WA state standards to help students gain the knowledge and skills authentic to engaged, informed citizenship." A research paper or project will be completed, "rather than a "more standardized form of assessment (e.g., multiple-choice and short answer questions) because it would not have the same validity." Because, this full year course will be completed in a semester, a majority of the CBA will be completed outside of the classroom.



MISSING / LATE WORK & EXTRA CREDIT

Assignments are due at the beginning of class on the assigned due date. If a problem arises, and an assignment can't be completed by the due date, prior arrangements must be made to ensure points will not be deducted. You may request an extension by sending send me an e-mail or leaving me a voicemail prior to the assignment's due date. Assignments turned in late without prior notification will receive a maximum 70 %. Extra Credit assignments are not given in this course.



ABSENCES

Students are responsible for checking in with their teacher upon returning to school from an absence. There will be an absence make-up binder from which students will be able to recover the work they have missed. Students are responsible for checking for this work themselves upon returning to school. Students may make up work missed when absent if the absence is excused. The student will receive one school day for each day missed to make up that work to receive full credit.



ACADEMIC HONESTY

Academic honesty is highly valued at all levels of education. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's own work, all relevant sources must be cited. Academic dishonesty in the learning environment could involve: having a tutor, parent or friend complete a portion of your assignments, copying work submitted by another student, or using information from the internet or printed sources without proper citation. Another aspect of academic dishonesty is turning in an assignment, which was already used for another class, without being given permission to do so.



BEHAVIORAL EXPECTATIONS

Every student is expected to spend his/her class time actively participating and fully engaged in the learning process. Disruptive behavior will not be tolerated, as it robs each and every student of a peaceful, fulfilling, and effective learning environment. Most students exhibit appropriate behavior in class, but learning is a group activity, and the behavior of each person in class in some way or the other affects the learning outcomes of others.

Students are expected to treat all members of the Chief Kitsap Academy community with respect outside and inside the classroom. They should follow all school and classroom rules and expectations.

If students misbehave the following steps will be taken as consequences:

1. Warning
2. Behavior Form/ Parent Contact
3. Referral to Principal



TECHNOLOGY

Students will be encouraged to use computer technology within this course, and it is expected students will follow the district guidelines pertaining to usage. Personal cell phone usage will not be permitted in class. If you need to contact your child during class time please contact our front office.

