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Room: C-14 Email: abulow@pps.net

Modern World History



**Required Materials:**

Please come to class on time, prepared to learn and ready to participate. A pen/pencil and a spiral notebook will be needed for daily assignments. Students are expected to maintain an organizational calendar and to write down all of their homework and important due dates. Major assignments will be posted in the Google Classroom.

**Course Description:**

In Modern World History students are taught to gather and analyze historical information from a variety of primary and secondary sources and to engage in informed deliberations and discussions of issues, events, and ideas. The class covers a variety of topics ranging from colonization, human rights, immigration, political systems, revolutions and revolts, humanitarian aid, globalization, trade agreements, climate change, and U.S. foreign policy in the Middle East. Technology, geography, and literacy skills will be incorporated into projects, essays, simulations, group activities and individual assignments. All assignments and activities are geared to provide students the literacy and social skills they need to thrive in a college or career setting.

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| **Quarter 1**  **Universal Declaration of Human Rights:** Overview of civil, political, economic and social rights as adopted by the United Nations, tools to identify and overcome cultural practices and beliefs that do not support human rights.  **Colonization:** Columbus and the Americas, analyzing primary and secondary sources, the role of point of view in history. | **Quarter 2**  **Haiti:** The history of Haiti, how a country’s history impacts efforts to recover from disasters and political corruption, effective vs. ineffective types of humanitarian aid.  **Africa:** Before, during and post colonization. | **Quarter 3**  **Apartheid in South Africa**: The roots of apartheid in South African history, anti-apartheid leaders and movements, the role of history in regards to South Africa’s current problems.  **Rwandan Genocide 1994**: Causes of the genocide in Rwanda, the responsibilities of others to intervene during a humanitarian crisis, attempts at reconciliation. | **Quarter 4**  **Mexico:** Mexico’s current relationship with the U.S.A. (the U.S.-Mexico War, Los Ninos heroes, and NAFTA).  **Globalization:** The effects of globalization, TPP, the global food system and the politics of food, the effects of increased globalization on the environment.  **Iraq War and Syria:** History of the region, defining terrorism, reasons behind the wars, consequences, U.S. foreign policy. |
| **Quarter 1 Exit Criteria:**  **2 essays (historical fiction and expository)** | **Quarter 2 Exit Criteria:**  **2 persuasive essays** | **Quarter 3 Exit Criteria:**  **2 persuasive essay** | **Quarter 4 Exit Criteria:**  **2 persuasive essays** |

**Grading Policy and Assessment:**

Students are expected to complete all work to the best of their ability. The exit criteria from each quarter must be completed in order to pass the class. The course is graded on a total point system; all assignments will be given a point value. Your percentage of points earned to total points possible will determine your final grade. Participation in class is also required to achieve full credit on assignments which involve group work and class discussions. Students may arrange for extended deadlines on assignments with prior approval given at the teacher’s discretion. Missed work due to excused or unexcused absences is the responsibility of the student.

The following scale will be used for grading:

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 0-59%

**Differentiation:**

The differentiation strategies used in this course are based on the evidence received through multiple forms of pre, ongoing, and formative assessments. Instructional methods embedded in this course include: Scaffold lessons, flexible grouping, leveled readings, whole group and small group instruction, direct instruction, individualized feedback, visuals, retrieval charts, examples and models, as well as multiple opportunities for extended learning.All individual’s efforts and growth are honored.

**Class Expectations:**

Accomplishing our goals will require cooperation and the development of a *Learning Community*.Students will have to work hard independently, but also work effectively with other students.To ensure the best classroom environment possible, students are expected to:

1. Respect airtime
2. Stay focused
3. Respectfully help others stay focused
4. Own it, fix it, move on
5. Do not use racist, sexist, homophobic or derogatory remarks

To be successful, students need to be fully engaged and participating in class. To assure that everyone is able to concentrate and do their best work, **electronic devices need to be “off and away” during class.**

**A tardy means entering the classroom after the bell has rung**. If you are tardy, enter the room quietly. Do not disrupt the class. Pay attention to what the class is doing to get caught up.

This school year is going to be great! Also expect to have lots of fun, be supported by your teachers and to make new friends. I am so excited to have you be a part of this class and please let me know if you have any questions or concerns as the year progresses.

Your **first homework assignment** of the school year is to bring this syllabus home and have your parent or guardian fill out the information below. Please return it by the next class period for full credit.

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Phone Number (cell)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (work) \_\_\_\_\_\_\_\_\_\_\_\_\_

What else what you like me to know about your child? What are your child’s strengths? Where does your child need support? What strategies work best with your child? What do they do for fun?