




Batavia High School Course Syllabus – Cover Page – World History – Mr. Bayer

Course Name: World History											
Teacher: <p style="text-align: center;">Mr. Scott Bayer</p> <div style="text-align: center;">  </div>	Course Description: <p>This course will survey the history of Western Civilization from prehistoric times to the eve of World War II. Units of study will involve topics of coverage such as ancient civilizations, Classical Civilizations of Greece and Rome, the European Middle Ages, Renaissance and Reformation, Age of Exploration, Age of Absolutism and Revolution, imperialism, World War I, and the post-World War I struggles for global power. A great emphasis will be placed upon the enhancement of student’s reading, writing, research, and critical thinking skills.</p>										
Teacher Contact Information: scott.bayer@bps101.net Webpage: www.mrbayer.weebly.com	Prerequisite: None Course Fee: N/A										
Textbook Information <i>World Geography</i> by McDougal Littell, Copyright 2007.	Special Dates: N/A										
Essential Learnings: Grades 9-10: Social Studies <u>Essential Learnings for Reading</u> (CCR1) Drawing Logical Conclusions/Sourcing: Using evidence from primary and secondary sources to support logical conclusions about what a text is and might be implying (CCR2) Summarizing: Determining the main idea of a primary or secondary source by accurately summarizing all of the key events or ideas of the source. (CCR6) Corroboration: Comparing the point of view of two or more authors and analyzing how they treat similar topics, including which details they include and emphasize in their respective accounts and which they omit (CCR8) Close Reading: Evaluating the strength/validity of an author’s claim or thesis based on the evidence he or she used	Grading/Assessments: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Types of Assessments:</td> <td style="padding: 5px;">Quizzes, unit exams, final exam, projects, and presentations</td> </tr> <tr> <td style="padding: 5px;">Grade Calculation:</td> <td style="padding: 5px;">30% - Tests/Quizzes 20% - Midterm/Final Exam 25% - Papers/Projects 25% - Daily Work</td> </tr> <tr> <td style="padding: 5px;">Special Course Policies:</td> <td style="padding: 5px;">None</td> </tr> <tr> <td style="padding: 5px;">BPS Homework Policy:</td> <td style="padding: 5px;">6:290 policy.bps101.net</td> </tr> <tr> <td style="padding: 5px;">BPS Grading Policy:</td> <td style="padding: 5px;">6:280 policy.bps101.net</td> </tr> </table>	Types of Assessments:	Quizzes, unit exams, final exam, projects, and presentations	Grade Calculation:	30% - Tests/Quizzes 20% - Midterm/Final Exam 25% - Papers/Projects 25% - Daily Work	Special Course Policies:	None	BPS Homework Policy:	6:290 policy.bps101.net	BPS Grading Policy:	6:280 policy.bps101.net
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<p>Essential Learnings: Grades 9-10: Social Studies (Cont.)</p> <p><u>Essential Learnings for Writing</u> (CCW1) Social Studies Logic: Structuring logical arguments organized around a thesis supported with claims, counter claims, valid reasoning and sufficient yet relevant evidence; providing conclusion statements or section supporting and reiterating thesis (CCW 2) Informative Writing: Informing, explaining or narrating complex ideas or topics clearly by using appropriate facts, definitions, concrete details, or other examples appropriate to the topic; providing a conclusion statement or section explaining the significance of the topic (CCW 7) Research-Based Writing: Conducting small and large research projects focused on self-generated essential questions, using information gathered to generate original, creative, and significant ideas, claims and evidence as the focus of writing</p>	<p>Extra Learning & Help Opportunities:</p> <p><u>Testing and Tutoring Center Hours:</u> Monday-Thursday - After School Tuesday and Thursday - Before School: 6:45-7:30am</p> <p><i>Additionally, appointments can be made with Mr. Bayer before school or after school (subject to meeting & coaching schedule).</i></p>
<p>Learner Profile: While students are graded on their academic achievement, students and parents also receive feedback on classroom behaviors and responsibility. While these behaviors are not graded, we believe that constructive feedback should be given. This feedback is called our Learner Profile. More information is available on the BHS website.</p>	<p>Characteristics of Successful Students in this Course: Students in this course attend school regularly and contribute to class discussions. They take good notes, ask questions, and help their peers. Successful students also set personal goals to keep a focus on improvement. <i>See attached pages for additional details.</i></p>
<p>Student Expectations for this Course: Students will participate fully during class and ask questions when they are unsure of something. They will work cooperatively with their classmates. <i>See attached pages for additional details.</i></p>	<p>Remediation Statement:</p> <ul style="list-style-type: none"> • Students in Social Studies classes at BHS will have the opportunity to first remediate and then reattempt major assessments. This includes unit tests and major papers/projects. If a student wishes to remediate an assessment, he or she must: <ol style="list-style-type: none"> 1. Contact the teacher within a one (1) week of receiving the original assessment grade. 2. Complete a remediation assignment/process set forth by the teacher prior to attempting the reassessment. 3. Receive approval from the teacher that the remediation assignment has been completed satisfactorily. 4. Complete the reassessment within two (2) weeks of the return of the initial graded assessment. • The reassessment grade is final even if the reassessment grade is lower. • Remediation/reassessment will NOT be available on the mid-term or final exam (final project/final exam). • Students are not eligible for this remediation/reassessment process on a unit test if they have not first completed a study guide by the day of the original test. • Students are not eligible for this remediation/reassessment process on a writing assignment if they have not turned in the original writing assignment and any related interim assignments (outlines, notecards, etc.) on time.
<p>Teacher Expectations for this Course: I will be available for you both during class and outside of class when you have questions. I will push you to do the very best that you can do. I will provide feedback to you in a timely manner and help you to reach your goals. <i>See attached pages for additional details.</i></p>	

WORLD HISTORY SYLLABUS

MR. BAYER

2013-2014

WHY DO I HAVE TO TAKE THIS CLASS?

All Batavia High School students, during their sophomore years, are required to take and pass World History for graduation. This class is designed to challenge students with a variety of ability levels.

This class will involve the study of world history with particular focus on the development of Western (European) Civilization from the earliest known human civilizations to the beginning of the Second World War. We will also pay attention to the development of other civilizations that have significant impacts on the Western World's progression toward the globalized world of the 20th and 21st Centuries.

Throughout this course we will uncover the origins of our modern society: its major cultural, religious, political/diplomatic, economic and intellectual developments. At the end of this course you will understand YOU better.

Also, this class will allow students to further develop skills relevant to their lives in academics and their roles as productive citizens in the local and world community beyond school. Such skills include, but are not limited to:

- | | |
|---|--------------------------------|
| ⇒ Research | ⇒ Oral and visual presentation |
| ⇒ Writing | ⇒ Creative problem solving |
| ⇒ Reading (primary and secondary sources) | ⇒ Critical thinking |
| ⇒ Note-taking | ⇒ Collaboration |
| ⇒ Technical literacy | ⇒ Communication |

COURSE OVERVIEW

Unit 1 – Human Origins & Ancient Civilizations (1 week) *Chapters 1 & 2*

- Physical & cultural development of man
- The Neolithic Revolution
- Patterns of human activity prior to ancient world
- Early civilization in Mesopotamia, Egypt, India & China

Unit 2 – The Classical World (2.5 weeks) *Chapters (3), 5 & 6*

- Ancient Judaism (3.4)
- Sea faring peoples: the Phoenicians and the Minoans (3.3)
- Greek cultural/political development and legacy
- Collapse of the Roman Republic and growth of the Roman Empire
- The Jesus Movement and the establishment of the Roman Christian Church
- Decline of Imperial Rome
- Achievements and legacies of Greco-Roman Civilization



Unit 3 – European Middle Ages & the Development of Nation States (2.5 weeks) *Chapters 13 & 14*

- Change of the Western Roman Empire
- Decentralization: feudalism and manorialism
- Institutions of the Middle Ages
- The Muslim World (10) & the impact of the Crusades
- “The Calamitous Fourteenth Century”
- Development of a merchant class and the revival of town life
- The increasing role of the monarchical state and the development of nations

Unit 4 – European Renaissance, The Reformation & The Atlantic World (3 weeks) *Chapters 17, 19, 20 & 21*

- Renaissance humanism and secularism
- Reformation and the shattering of Catholic Universalism
- Religious/Political conflicts
- Age of Exploration and a changing economy (mercantilism, capitalism)

*****MIDTERM EXAM (10% of OVERALL GRADE)*****

Unit 5 – Absolutism, Constitutionalism, The Ancien Regime & Revolution (2.5 weeks) *Chapters 21, 22, 23)

- French Absolutism vs. English Constitutionalism & the venerable Holy Roman Empire
- Impact of ideas and innovations of the scientific revolution
- The Enlightenment and political philosophers
- The First Shockwave: The French Revolution and Napoleon
- Conservative Reaction

Unit 6 – Industrialism, Mass Politics & the Race for Empire (2.5 weeks) *Chapters 24, 25, 26 & 27*

- Liberal laissez-faire economics
- The Second Shockwave: industrialization
- Responses to industrialization: early socialism, Marx/Engels, and evolutionary socialism
- Revolutions of 1848 and the Unification of Italy and Germany
- Nationalism and mass politics
- European Imperialism and its Global Effects

Unit 7 – The Great War, Communist Revolution & Interwar Crisis (4 weeks) *Chapters 29, 30 & 31*

- Trouble in the Balkans World War I
- New type of war
- Use of propaganda by the state
- Effects of war – a flawed peace
- Cause and results of the Russian Revolution
- The Hopes and Crises of the 1920s
- Capitalism Falts: 1929
- Rise of Totalitarian Fascism in Italy and Germany
- Stalinist Totalitarianism in Russia
- The World on The Brink of a Second World War

REQUIRED MATERIALS (to have in class EVERY DAY)

- Binder for handouts
- Loose leaf paper
- Textbook
- #2 pencil
- Blue/black ink pen
- Jump Drive 512 MB +

PASSES

Students will be provided three (3) bathroom passes per nine-week term. Use them only when absolutely necessary. If for some reason you have used all of your passes, yet **MUST** use the restroom, you will do so at the risk accumulating a tardy. Only one student may leave the room at a time.

Passes to lockers will **not** be granted for any reason. If you need to make an essential trip to your locker (e.g., to retrieve a forgotten project due on the same day), you will be issued a tardy or be forced to use a bathroom pass.

All records of tardies, passes and behavioral infractions will be documented on a student record sheet. These record sheets can be found in the class file folder.

TARDIES

Unless you have a valid pass, you will receive a tardy if you are not in the classroom when the bell rings – no exceptions. Please note the following tardy schedule:

- 1st Tardy = Final warning
- 2nd Tardy = 45-minute after school detention
- 3rd Tardy = 45-minute detention, parental contact

Signed passes from another faculty member will be accepted. If you are late more than five (5) minutes to class, you will be considered truant.

TRUANCY

Truancy is any unexcused absence from class of more than five (5) minutes. If you show up to class truant or miss class because of truancy, you will have to go the attendance office to pick up a re-admittance form before I will allow you in class. **Any assignments (in-class assignments or assignments due) missed because of a truant absence will automatically documented as a ZERO.** Please note the following truancy schedule:

- 1st Truancy = 45-minute after school detention
- 2nd Truancy = Saturday detention & Dean/Student/Parent Conference
- 3rd Truancy = Student is withdrawn from class, assigned an “F” and is placed in In-School Suspension for the remainder of the semester.

ACADEMIC DISHONESTY

Cheating in any form will not be tolerated. If you cheat, plagiarize, copy an assignment or misrepresent your work in any way, **all parties involved will receive a zero on that assignment.** This includes students that cheat and students who knowingly allow cheating to occur. Please know that if academic dishonesty occurs, it will be discovered, your parents will be notified and if it happens more than once you will fail the term.

EXCUSED ABSENCES/LATE WORK/MAKE-UP WORK

Excused Absences

- Students with **excused** absences will have two (2) days to make-up assignments and quizzes for every one (1) day absent.
- It is **always** the student's responsibility to find out and obtain instructions for what he or she has missed. I will not be responsible for reminding students to make-up work due to absences.

Make-up Tests

- All make-up tests will be made up within 1 week of a student's first day back to school. All make-up tests will be administered in the after-school testing center.

Late Work

- **You will receive a zero in the grade book for late work.** You can recover up to 50% of the points back if you turn in the completed assignment by the end of the assignment's unit.
- Papers/projects will be accepted one (1) day late for a 20% grade reduction. After one day, they must be turned in by the end of the unit to receive up to 50% of that assignment's point value.

ASSESSMENT REMEDIATION/REASSESSMENT

- Students in Social Studies classes at BHS will have the opportunity to first remediate and then reattempt major assessments. This includes unit tests and major papers/projects. If a student wishes to remediate an assessment, he or she must:
 1. Contact the teacher within a one (1) week of receiving the original assessment grade.
 2. Complete a remediation assignment/process set forth by the teacher prior to attempting the reassessment.
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- Students are not eligible for this remediation/reassessment process on a unit test if they have not first completed a study guide by the day of the original test.
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GRADES

Grading Scale:	A	100.0% – 89.5%
	B	89.4% – 79.5%
	C	79.4% – 69.5%
	D	69.4% – 60.0%
	F	Below 59.5%

Course Grade:	Tests/Quizzes	=	30%
	Papers/Projects	=	25%
	Daily Work	=	25%
	(Includes notes, daily assignments, projects, quizzes, graded discussions, practice essays, journal, etc.)		
	Midterm/Final Exam	=	20%

PowerSchool: You should keep track of your grades on PowerSchool as you receive graded work back and discuss your results with your parents. I update PowerSchool roughly twice per month.

HOMEWORK

You should expect to receive reasonable homework assignments that involve reading, writing, planning and/or creating three or four (3-4) times per week.

CONTACT WITH PARENTS

I intend to maintain regular communication with your parents. I obviously hope to see them on open-house and parent-teacher conference days and I encourage them to contact me anytime via email or telephone or via appointment.

EXTRA HELP

As a wrestling coach with a year-round schedule, Mr. Bayer's after school hours are limited. I will always be happy to schedule an appointment to meet with you or your parents before school.

MR. BAYER'S SCHEDULE & CONTACT INFORMATION

****MR. BAYER'S 2013-2014 SCHEDULE****

	<u>1st Semester</u>	<u>Room</u>	<u>2nd Semester</u>	<u>Room</u>
Block 1	World History	(C119)	PREP TIME	
Block 2	PREP TIME		Cultural Studies	(C119)
Block 3	World History	(C119)	Cultural Studies	(C119)
Block 4	Cultural Studies	(C119)	AP European History	(C119)

****MR. BAYER'S CONTACT INFORMATION****

Direct Dial:	630-937-8644
E-mail Address:	scott.bayer@bps101.net
Website:	www.mrbayer.weebly.com

BASIC GUIDING PRINCIPLES

The guiding principles below will be followed in order to facilitate a classroom environment that promotes safety, mutual respect and learning, while allowing for individual student achievement, overall class success and teacher sanity.

1. “Dare to Know”

- Be a real “student” – develop intellectual curiosity, ask questions, seek answers
- Work for understanding and education not for a grade
- Drop the dogma – try not to let belief get in the way of knowledge

2. Respect Others and Their Property.

- Be considerate of your teacher and classmates and respect their personal space, safety, property, personal rights and ideas.
- Respect the scholarship of others. Academic dishonesty (cheating) will not be tolerated.
- Respect your school, its faculty and staff, its rules and its property.
- Respect for others includes refraining from inappropriate combative behavior and physical misconduct.

3. Actively Contribute to a Comfortable Learning Atmosphere.

- Respect your classmates’ integrity, individuality and intelligence.
- Feel free to politely express any non-malicious opinion.
- Treat others with kindness and consideration.
- Make certain that your actions are not disruptive to the class atmosphere.
- The use of electronic devices disruptively is not permitted.

4. Be Productive.

- Be prepared with necessary and appropriate supplies, books, completed assignments and knowledge.
- Do your absolute best – be on time and in your seat as the bell rings, work hard, work smart and stay on task.
- Assignments will be turned in at the beginning of the class period when they are due.
- Stay focused – sleeping, daydreaming, conducting non-urgent personal business and working on non-class related assignments are unacceptable.
- Your personal and whole-class productivity depends on you being present – excessive tardiness and excessive bathroom breaks are not permitted.

5. Communicate Effectively.

- Come to class ready participate by expressing relevant, informed and well-thought-out ideas clearly.
- Issues, problems, questions and concerns should be communicated to the appropriate person (the teacher) in a timely manner.
- Actively, attentively and respectfully listen to your teacher and fellow classmates.

6. Use Sound Common Sense.

- Make sure anything you say or do is fair and in the best interests of everyone involved.
- If you are unsure about whether or not you should do or *not* do something, consult the teacher.
- Class rules are applicable whether or not the teacher is present.

7. Be Positive.

- You alone are responsible for maintaining a positive attitude.
- Try to enjoy life (for now, this class IS a part of your life). Your outlook can make a big difference.

STUDENTS

Please sign your name to indicate that you have read and understand the guidelines, policies and procedures explained in this document.

Student Signature

Date

PARENTS/GUARDIANS

I have asked your son/daughter to bring this classroom guideline document home to share with you. I would very much appreciate if you would take the time to read through this information. I will do my very best to keep in contact with you regarding the performance of your son or daughter through Powerschool. Please do not hesitate to contact me if you have any questions, concerns or feedback throughout the semester. My email address is scott.bayer@bps101.net, my voicemail number is 630-937-8644 and my course website is www.mrbayer.weebly.com. Please sign your name to indicate that your son/daughter has taken the time to show you this information. Thank you!

Parent/Guardian Signature

Date