**Buford High School**

High School Course Syllabus

**Course Title**  **Honors World History**  **Term** 2018-19

ROOM #....................... COACH PARKER – 6210 DREW EAGER - 6304

Teacher: Wes Parker, Drew Eager

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| Email Address **Teacher Web Page** | [wes.parker@bufordcityschools.org](mailto:wes.parker@bufordcityschools.org), drew.eager@bufordcityschools.org  www.bhswesparker.weebly.com |
| Teacher Support (Help sessions etc.) | Help sessions are available before school on Tuesday and Thursday starting at 7:10am, After school sessions from 2:35 to 3:30pm on Monday and Wednesday |

### Course Description

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

Prerequisites: None

### Course Curriculum Content

The Georgia Performance Standards for this course can be accessed online at georgiastandards.org.

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| **Georgia performance standards** | **Units/Topics** |
| The Georgia Performance Standards can be accessed at [www.gps.org](http://www.gps.org) | * First Civilizations * Classical Empires * Empires and Kingdoms * Emergence of Modern Europe * Emerging Global World * Mounting Global Tensions * The World At War * The Contemporary World |

### Instructional Materials and Supplies

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| **Published Materials** | **Instructional Supplies** |
| *World History: Patterns of Interaction* McDougal Littell, 2005. There is a link to the entire book online on my website | 1. Pen and Pencil 2. Flash Drive 3. Colored Pencil   4) Binder |

**Evaluation and Grading**

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| **Assignments** | **Grade Weights** | **Grading Scale** |
| Classwork & Homework  Projects  Unit Tests  In Class and Out of Class Essays | Unit Test: 40%  Quizzes, Classwork, Homework: 20%  Benchmarks: 30%  Performance: 10%  **NOTE: Assignments may be turned in one day after the announced due date but are worth only 70% of the grade earned.** | A: 90 and above  B: 80 - 89  C: 70 - 79  F: 69 or below  **(A student must have a grade of 70 or higher in order to receive the AP bonus of 10 points or the Honors bonus of 5 points at the end of the semester.)** |

**Other Information**

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| **Expectations for Academic Success** | **Additional Requirements/Resources** |
| 1. Read daily 2. Ask questions 3. Participate constructively as a team member 4. Proof read written assignments and edit meaningfully 5. Review multiple sources of information 6. Challenge yourself to continuously improve | * Tutoring will be available by appointment, or two days prior to test days, before and after school. * Essay writing will be an integral portion of students performance * Analytical and Interpretive skills will be needed for document, map and graph analysis. |

*The syllabus may be updated as needed throughout the semester.*

**Honor Code Policy:**

All BHS students will strictly adhere to the BHS Honor Code which is posted on the BHS website.

For any violation of the BHS Honor Code, students will receive a 0 and be referred to the administration.

**Attendance Excused Absence Policy:**

Students who are granted **Excused Absent** status for days missed will be subject to the following:

* **All pre-assigned work will be due on the day of a student’s return from an absence.**
* For **assignments which did not have a pre-assigned due date during the time of the student’s absence**, students will be given five days to arrange for makeup work or follow other arrangements granted by the teacher. All incomplete work carried over into a new marking period should be completed no later than the tenth day of the following period.

**upon returning to school, it is the student’s responsibility to make arrangements Within 5 days to make up work.**

**All policies outlined in the BCSS student CODE OF CONDUCT and the BHS student handbook will be followed in this classroom.**

I have read and I understand the syllabus World History.

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s e-mail:

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s e-mail:

Parent’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_