

# World History

Peninsula High School, 2015-2016  
Room W-1

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## Course Description

This class is designed to provide high school students with a survey level understanding of Modern World History. Topics include history, geography, civics, and economics from 1450 to the present. The course fulfills the graduation requirement for the study of World History and will be heavily focused on developing the skills necessary for your student to be successful, both in and out of high school.

## Course Outline

- **Unit 1-** Introduction to Course/ Pre-History and Early Civilizations → *Semester 1*
- **Unit 2-** World Religions and the Spread of Civilization
- **Unit 3-** A Global Perspective (600-1450)
- **Unit 4-** Science, Religion, and the Rebirth of Europe
- **Unit 5-** 'Old Worlds' and 'New Worlds'
  
- **Unit 6-** Monarchy, Enlightenment and Revolution → *Semester 2*
- **Unit 7-** Industry, New Politics, and Economic Empire
- **Unit 8-** World at War
- **Unit 9-** The Cold War and the State of Democracy
- **Unit 10-** Globalization and Our World Today

## Course Themes

- 1 - Interaction between humans and the environment:** *Demography and disease, migration, patterns of settlement, technology.*
- 2 - Development and interaction of cultures:** *Religions, belief systems/philosophies/ideologies, science & technology, the arts.*
- 3 - State-building, expansion and interactions of economic systems:** *Political structures & forms of governance, empires, nations & nationalism, revolts & revolution.*
- 4 - Creation, expansion, and interaction of economic systems:** *Agricultural & pastoral production, trade & commerce, labor systems, industrialization, capitalism, & socialism.*
- 5 - Development and transformation of social structures:** *Gender roles & relations, family & kinship, racial & ethnic constructions, social & economic classes.*

## Binder

Each student must have a three ring binder with 5 dividers. This can be shared with other classes if it is big enough to be kept organized. It must be labeled as follows:

- |                       |                |              |
|-----------------------|----------------|--------------|
| 1) Notes              | 2) Assignments | 3) Geography |
| 4) Readings/Resources | 5) Assessments |              |

## **Grading**

Student's grades will be based on homework, daily work, assessments, quizzes and projects. Generally speaking, the breakdown is as follows:

Assignments: 40%

Tests/Quizzes: 40%

Participation: 20%

Participation grades are a reflection of timeliness, attendance, participation in classroom discussions, utilization of class time, taking initiative, and abiding by classroom rules. It is also imperative that a student be a "generally good citizen" of the class in helping to create and sustain a positive and safe environment in which ideas can be shared, shaped and discussed.

## **Late Work Policy and Test Corrections**

For every day an assignment is late, 10% will be subtracted from the possible number of points available (down to a maximum of 50%). If a student has an excused absence, the number of days excused will be added to the time allowed for the assignment to be turned in. At the close of a unit late work is no longer accepted.

Test corrections are permitted, but difficult. A student may earn back half of the points originally lost, but only if they have turned in all assignments leading up to the test. **BE PREPARED THE FIRST TIME.** You will not find the Test Corrections to be an enjoyable process and they are available only to encourage a deeper understanding of the material moving forward.

## **Absences**

Attendance in the course *directly* impacts the success of your student. If a student is not present, they will not be successful in the class. Undoubtedly, all students are absent at various times and for various reasons. When this is the case, follow these simple steps before speaking with your teacher and uttering the phrase, "Mr. Kendall, did we do anything yesterday?"

- 1) Go to the classroom website (at home, on your mobile device, or in the library)
- 2) Print the missed assignment, do the assigned reading, or take the assigned notes
- 3) Come talk to Mr. Kendall for clarification of material and any questions you may have

\*Your ability to take initiative/responsibility when you miss a day will be reflected in your participation grade. Get your absences excused or they hurt your grade. An unexcused absence is equivalent to 'skipping'.

## **Mission and Philosophy**

I believe that every student wants and is capable of success. As we move toward the goal of learning about and understanding the world better, this belief will guide my instruction. Independent thought, critical thinking, reading and writing skills, and an assumption of responsibility for personal actions will be woven into the fabric of the course. I look forward to having your student in my class and am very excited about what the year will bring!

Sincerely,  
Mr. Kyle Kendall

## World History 2015-2016

Student Name: \_\_\_\_\_  
(LAST, FIRST)

*Students, after going through the course syllabus in class, please share it with your parents/guardians. Signing below indicates your adherence to course routines and procedures.*

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### Signatures:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian:** If you have a preferred means of contact, please indicate below.

Prefer Email

Prefer Phone

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Parent/Guardian Printed Name: \_\_\_\_\_

Parent/Guardian Printed Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_