

Montrose Junior and Senior High
Department of Social Studies
2020-2021 School year
World History

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SOCIAL STUDIES DEPARTMENT OVERVIEW

The study of Social Studies is designed to facilitate the transition to becoming a well-rounded citizen. In accordance with the mission, vision, and philosophy of the district, becoming a Montrose graduate means being engaged in moral reflection regarding relationships with people, the curriculum, and the broader social purposes of schooling; it signifies a prizing of knowledge, academic inquiry, and the capacity to engage in high quality instruction with peers; and, finally, making a fundamental commitment to service and leadership in the community. The transition to becoming an adult also involves emotional aspects, as learning involves risk-taking, as well as forging productive and caring relationships with others (students, team mates, teachers, coaches, parents). Finally, learning to find a meaningful place in society has political dimensions, since it takes place in a context characterized by hierarchy and differences in power and authority which are shaped by local, state, national, and historical mandates. In this course, the transition to becoming an adult is supported through study, critical reflection, and discussion of these issues.

Rational for the study of social studies quoted from Montrose Schools Curriculum Guide (1999):

“Jefferson argued in the early days of this Republic that if the people are to be a ‘safe repository of sovereignty of the ultimate powers of society,’ they must be educated. Jefferson’s rational for education remains valid today. Indeed, a major purpose for public education –perhaps the major reason- is to prepare young people for informed, responsible citizenship. Social studies has special responsibilities in carrying out that purpose. The challenge is a great one, because of the complexity of public issues at home and in other places. The challenge is not new. In every era, complex public issues have confronted the citizenry. How those issues are resolved often has profound ramifications for future generations.”

COURSE DESCRIPTION

This course is taken in conjunction with the Missouri state standards. A range of concepts concerning the major themes of geography and world history from ca 400 CE to present comprise the bulk of the curriculum that will be the subject of research, discussion, and projects.

COURSE OBJECTIVES

Additional Course Objectives:

1. To reinforce and extend the understandings of world, national, and regional history and culture.
2. To develop the capacity and disposition for reflecting on and assessing one's own identity and developing a necessary and working understanding of the study of geography in a systematic way by studying the history of diverse places and people.
3. To strengthen skills and understandings related to discussing the various perspectives, backgrounds, and cultures of the world's people.
4. To develop collaborative capacities with peers, school personnel, and others, including learning productively from feedback from others regarding discussions of world perspectives.

REQUIRED TEXT

The textbooks provided for this class are:

- Burstein, S. M., Shek, R. (2012). *World History*. Houghton Mifflin. Orlando, Florida.

Additional articles and chapters from other resources will be provided as necessary.

EXPECTATIONS & RECOMMENDATIONS

This class seeks to support your acquisition of knowledge, and improve and extend understanding of the world and humanity. At times, this will be challenging--cognitively and emotionally— and we will need to create a supportive community in which issues and problems can be thoughtfully and freely discussed. As a good colleague to your peers, you will participate thoughtfully in class discussions; refrain from being on your cell phone answering emails or checking social media sites, texting or otherwise using your cell phone during class. As a responsibility to yourself and your peers, you must come to class prepared to discuss readings and with assignments completed. As a global citizen and possibly a future parent, community leader, etc., a workable knowledge of world history is vital.

Readings form the basis of many of our discussions and activities. When assigned, students are expected to have read assigned material *before* coming to class and reflected about the issues raised in the readings. In preparation for adulthood, students are encouraged to be a critical and thoughtful reader. Students' careful and critical analysis of the readings will benefit the class participation grade and preparation as a blossoming individual. Evidence of participation will be shown by students' references to the text and notes taken from the assigned material.

Discussions are an integral part of teaching and learning. We will be discussing a wide range of important ideas and issues throughout the course. No one person's views -not yours, not ours, not your classmates, nor any of the authors we will read- are sacred. No one person owns the monopoly on truth. It is imperative that student can critically discuss issues with others leaving yourself open to the views/experiences/backgrounds of others. Sometimes, in the give and take of discussions, I or other members of the class may respectfully push you to defend your arguments. Please do not mistake this dialogue as a rejection. It is just the opposite: if people did not want to learn about your views, they would not care to listen to a defense.

For written work that must be word-processed: Always keep a copy of written work submitted. This protects you in the unlikely event that an assignment is misplaced. Please proofread carefully. Check your work not only for quality and content but for mechanics accuracy. Your work should be submitted in Times New Roman 12-point font, double spaced unless otherwise directed.

Student Contact and Accommodations:

Student contact information must be kept current in order to receive important notices. Your contact information is considered confidential and used only for the purposes of education.

Crisis Management

The Crisis Management Team for Montrose School District, out of a concern for the safety and welfare of all community members, urges you to familiarize yourself with campus emergency procedures. Drills will occur throughout the school year in order to prepare students, faculty, and staff in the event of a true emergency. Procedures for fire, tornado, and intruder are posted outside of the main office.

Inclement Weather Policy

In the event of inclement weather, the school will contact local television and radio stations to announce the cancellation of classes. NOTE: If a class is cancelled due to inclement weather or other extenuating circumstances, any work due that day or days will be due when classes resume.

Academic honesty is expected of all students. Episodes of academic dishonesty (e.g., plagiarism) will result in a grade of “0” for the assignment and could contribute to an undesirable semester grade.

ASSIGNMENTS & GRADING DETAILS

The following briefly describes assignments and expectations during the course. More specific details will be provided as the course develops. Generally, grades will be based on A) In-Class work/participation B) Projects C) Quizzes and tests D) “Do Your Job” grade.

In-Class Work/Participation

(Roughly 30%)

These tasks will occur throughout the student learning experience. Their goal is to monitor for student understanding and for students to interact with the material. Students will demonstrate their knowledge/progress and skills related to various topics. In some cases, unfinished in-class work may become homework. Point totals for these assignments will vary. Late assignments may be turned in for half credit.

Projects

(Roughly 30%)

For these tasks students may be asked to design, implement, and/or reflect on instruction to facilitate student learning. Various methods and strategies will be used to complete these tasks. Projects may take the form of research paper, poster project, and others yet to be determined. Such projects will be assessed using a rubric included with the assignment. Late projects are penalized 10% for every 24-hour period they are late. Assignments more than five days late may not be accepted.

Quizzes and Tests

(Roughly 30%)

Students will be expected to demonstrate their knowledge and familiarity with topics and skills on quizzes or tests. These are not meant to be painful, stressful, or unfair. There will be no ‘trick answers’ on any test or quiz. Elements of tests may include but are not limited to: Short answer, short essay, multiple-choice, and matching.

DYJ (Do Your Job)

(Roughly 10%)

This is sort of a “participation” grade but with more purposeful reinforcement and specific goals. Diligent work, staying focused, cooperating with peers and following directions are vital components of a student’s educational development. In both children and adults, self-awareness provides insight into who we are and how we interact with people, tasks, etc. During each semester, students will be encouraged to engage in -and take responsibility for- their own educational growth. The rewards for this are self-evident, however most students (and honestly, adults too) find reinforcement helpful. By the end of their time with me, I want students to demonstrate the following skills which are important for a productive life:

- Making good choices even when upset/frustrated.
- Making good choices even when others are not.
- Can do something even when it is difficult or unpleasant.

Attendance, course participation, and preparation

Attendance in this class is important for student’s educational progress. It is the responsibility of the student to ask for work, readings, notes, etc. for the day(s) he or she missed. Obtaining the handouts/readings for a given class does not substitute for your actual presence in class. Many of the activities completed in class cannot be recreated and may therefore result in an alternate assignment. Alternate assignments may or may not be available on the day the student returns; please be flexible. If you miss class, you are responsible for accessing handouts/readings, information, and assignments from the teacher.

- **Parents:** Please feel free to pick up missing assignments after school on the date of absence if you wish for your child to get a head start on what they missed. *Please e-mail in advance*
- **Extended Absence:** If a student is out for several days, please communicate so I can make appropriate arrangements in order to put the absent student in the best possible position to succeed when they return.

Course participation and preparation is related to both the quality and quantity of student participation and interaction within the class. Thorough and thoughtful preparation for course meetings, being on time to class, and a willingness to engage with the ideas contained in the readings will benefit the student’s course participation grade. The collective goal should be to create an environment that will encourage everyone to critically engage ideas, thus, helping to provide students the best education possible.

GRADING

The following scale will be used:

A	95-100%	D+	67-69
A-	90-94	D	63-66
B+	87-89	D-	60-62
B	83-86	F	00-59
B-	80-82		
C+	77-79		
C	73-76		
C-	70-72		

Contact Information:

Title	Name	Contact phone	Secondary phone	E-mail
Student		N/A	N/A	
Parent/Guardian				
Parent/Guardian				

By signing this document you agree to the following:

1. Concerning the school and district policies I will comply with the expectations therein.
2. I have read, and understand completely, Social Studies Department and course expectations.
3. I will comply with Social Studies Department and course recommendations and expectations.
4. Contact information provided above is complete and correct.

Student Name (Printed legibly): _____

Student Signature: _____

Date: _____

Parent/Guardian Name (Printed legibly): _____

Parent/Guardian Signature: _____

Date: _____