

Welcome Video: <https://youtu.be/1G-qNlu3IUU>

World History and U.S. History Honors Syllabus

Olympia High School

U.S. History

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Office Hours: By appointment

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U.S. History Honors Course Description:

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Course At A Glance or Instructional Sequence:

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|-----------------|--|
| First quarter: | Civil War and Reconstruction, The West and Native American Experience, The Industrial Revolution: Populism and labor, Human Experience, and Progressivism. |
| Second quarter: | Imperialism and The Spanish American War, World War I, the 1920's: U.S. Foreign Policy, Isolationism, Society and Culture, The Great Depression and The New Deal |
| Third quarter: | World War II, Abroad and Aftermath, The Early Cold War and the Korean War, Postwar Prosperity and Status, Foreign and Domestic Policies of the 1960's, The Civil Rights Movement |
| Fourth Quarter: | The 1970's: Protest, Vietnam, Watergate, Modern U.S. Foreign Policy, Modern U.S. Social Issues, End of year-review and assessment |

World History Course Description:

This high school World History course provides students with a comprehensive, intensive study of major events and themes in world history geared toward preparing the students for the academic rigors of college, AP and Dual Enrollment courses. This course is a survey of world history starting in the Early Middle Ages through the post-Cold War of the early 21st century. The course helps students form connections between diverse areas of the world using the themes of trade, migration and centers of world power. The course emphasizes the development of reading, writing, analytical and research skills necessary for understanding historical materials. Students encounter a variety of learning activities and materials, including maps, college-level readings, document-based question essays, Socratic seminars, analysis of primary and secondary historical documents, free response essays, research papers and library sources. Students are required to complete several comprehensive writing assignments.

Course At A Glance or Instructional Sequence:

First quarter:	Review of early civilizations and the origin of Religion, Islamic Empire, Byzantium, Medieval Empire, Medieval Japan, Medieval Africa
Second quarter:	Renaissance, Reformation, Scientific Revolution, Pre-Colombian America Age of Exploration, Enlightenment, Age of Revolutions
Third quarter:	Industrial Revolution and Imperialism and the Era of Global Wars, World War I, Interwar years, World War II
Fourth Quarter:	The Post War Period, Cold War, Modern Independence Movements Impact of Religious Fundamentalism, Modern World

Course Standards:

The course will follow the Florida Department of Education Next Generation Sunshine State Standards and Orange County Public Schools Instructional Guidelines.

Course Transfer Goals:

As students investigate history, they will develop and practice the skills historians use to make sense of the past. These skills include:

- Analyzing primary sources
- Asking questions
- Understanding multiple perspectives
- Making connections to the past and recognizing differences between the present and the past
- Evaluating how geography affects the development of civilizations
- Integrating various forms of writing to communicate ideas and opinions

Materials:

- Folder or Binder
- Pens and pencils
- Charged Laptop
- Online Textbook

Supports Available:

- All notes, classroom activities, agendas, homework assignments, and practice quizzes are on Canvas under “Course Units”. Check frequently.
- You can see your grades online through Skyward
- I am always available for extra support

Grading Criteria (Point-based System):

- Assessments (includes tests & quizzes) – **Quizzes up to 25 points, Tests out of 50 points**
- Course Assignments (includes all assignments to help you learn the curriculum) – **Point Range may vary**
- Projects (Includes projects and writing assignments) – **Point Range may vary**

Student/Teacher Expectations:

Expectations for the Teacher:

- I will treat each student as an individual and with respect at all times
- I will provide you with high quality instruction each and every day
- I will assign relevant work in and out of class designed to prepare you to master the material
- I will grade your work fairly, equally, promptly, and with feedback in a timely manner
- I will be available for assistance and will provide the support necessary to help you be successful

Expectations for the Student:

- Students will treat the teacher and each other with respect at all times
- Students will engage in the work with their full effort
- Students will come to the teacher when issues arise or assistance is needed
- Students will be academically honest and will only submit work that is genuinely theirs
- Students will lead by example and will behave like young men and women that their family would be proud of

Class Specific Assessment Grading Policy:

Assignments and grades should reflect how much you have learned in this class. You should give full effort to the study and completion of all assignments.

1. Course assignments shall be given a **due date and deadline (if necessary)** assigned by the teacher.
2. Due dates and deadlines (if necessary) for major assignments (essays, research projects) shall be posted by the teacher with check-in points throughout the assignment.
3. Teachers may provide opportunities for students to revisit and review their work if, in the teacher’s professional judgment, additional study, time and effort will improve performance and achievement.
4. Teachers will provide students with timely feedback on all course assignments.
5. Your parent/guardian will be notified if you consistently do not complete and turn in course assignments.

Make-Up Work Policy:

Make-up work should be completed as soon as possible in accordance with school make-up policy, the number of days absent plus one in order to receive full credit. In order to be successful in this course, you

should not be turning in assignments late. However, if you do need to turn in an assignment late, the highest score you can receive is an **80%** if turned in after papers have been collected. Any assignments turned in after the following class can receive a score no higher than a **50%**. **Late coursework will only be accepted until the last day of the unit (the day of the unit assessment with the point deduction).** **If a quarter ends mid-unit, all late work must be turned in no later than the end of the quarter.**