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| **Global Issues: A Historical Survey of Post-World War II History and Current Global Events**  ***2014-2015***  **Abigail Connolly**  [**aconnolly@polson.k12.mt.us**](mailto:aconnolly@polson.k12.mt.us)  **Room 212** |

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| **Course Description**  This course focuses on developing critical reading, writing, and speaking skills that meet high school social studies standards through the lens of post-World War II history and current global events. Students will be required to read/view and study a wide variety of materials, including magazine articles, novels, documentaries, podcasts, etc. The main objective of this class is to expose students to the major cultural, historical, geographical, political, social, and economic trends of the mid-20th Century to present day, in order to give them a firmer grasp of the reality in which they live. |

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| **Objectives**   * We will seek to better understand current global events by looking carefully at historical trends, cultural traditions, and ideological principles in order to make sense of the complicated world in which we will live * We will improve our close reading, primary source analysis, and critical/historical thinking skills. * We will develop specific writing strategies that target particular audiences, styles, and communication needs. * We will develop our interpersonal and small group communication skills as we participate in small group and class discussions, and work in groups on collaborative projects. * We will advance our public speaking skills and strategies through a variety of formal and informal presentations. * We will create a thriving learning environment and compassionate literacy community within this classroom that values literature, writing, and speaking for the role(s) these skills play in our society. |

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| **Grades**   * I use a standard A-F scale. A 60% (D-) is required to pass (and this is a class you are REQUIRED to pass in order to graduate!). Please see the student handbook for any further clarification. Students who participate in class, do their work diligently and proficiently, communicate with me regarding content/skill deficiencies, and turn in their best work on time should have no problem passing this class. * Quarter grades will be split into five categories: Daily Assignments/Homework (10%), Quizzes (10%), Projects/Presentations/Speeches (35%), Unit Exams (25%), and Current Events (20%). * At the end of each semester, we will take a semester test, and your semester grade will be affected by that test. The semester grade is calculated this way: Quarter 1 (45%), Quarter 2 (45%), and Semester Final (10%). These percentages are precise. |

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| **Current Events**   * As this course’s focuses on the history of the world post-World War II and on current global events, it is natural to assume that we will be doing some research and analysis as to what appears in the daily news. To increase student awareness of current global events and give students a chance to refine their presentation skills, students will sign up for specific days to give a two-three minute presentation about an event in the news.Students are allowed to pick any current event they wish as long as it is newsworthy, relevant, up-to-date, and informational. In addition to their presentation, students will write a one-page, typed paper summarizing and reflecting on the event. Students will sign up for the first cycle of current events on the second day of school, and presentations will begin Tuesday, September 2nd, and continue on until the end of the year. * In addition to writing about and presenting on a current event, students will also have weekly current event quizzes on Fridays. While these quizzes will not be worth significant points individually, the points earned will accumulate throughout the semester. Thus, it is worth a student’s time to browse headlines and feature stories a few times a week in preparation. |

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| **Make-up Work**   * If your absence is excused, you may complete missed work for full credit following the school’s policy for making up work (check your handbook). This includes tests. * If your absence is unexcused, we will follow the school handbook’s policy (including tests and other major assessments). * You are responsible for collecting and completing your own make-up work. You need to see me for the work; you need to schedule a time to come in outside of class as necessary. The beginning of class IS NOT an appropriate time to ask for make-up work. * Regarding school-related absences: Make sure you turn in your work on time. I fully support extracurricular activities, but it is the privilege and responsibility of the student-activities-participant to stay up with their school work. You will be much more successful in my class if you turn in assignments before you leave for school-related activities and if you get the assignment(s) you will miss before you depart. Go Pirates! |

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| **Late Work Policies**  **Daily Assignments/Homework, Writing Assessments:**   * For work that is assessed in these categories, students will NOT receive full credit if work is turned in after the due date. * If work is turned in within one week of its original due date, students will receive a 25% deduction from what they would have scored originally (i.e., an essay that received an 85%, would receive a 60%). * After one week has passed, students can still turn in their work until the end of the semester, but will receive a 50% deduction from what they would have originally scored (i.e., an essay that received an 85%, would receive a 35%).   **Projects/Presentations/Speeches, Major Quarterly Writing Assessment:**   * For work that is assessed in these categories, students will NOT receive full credit if work is turned in after the due date.   Every day past the due date that these major assessments are not turned in, students will receive an additional 15% deduction from their original grade (1 day late= 15% off, 2 days late= 30% off, 3 days late= 45% off, 4 days late= 60% off, 5 days late= 75% off), and any of these assessments turned in later than five days will receive no credit. |

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| **Language**  In this class, we will almost always use Standard, academic English. What does that mean? Avoid profanities; to the best of your ability, use correct grammar when speaking and writing; choose your words wisely, carefully, and appropriately. If you swear in my class (and trust me, I have a very strict standard on what constitutes a curse word), you will be doing push-ups and/or doing detention depending on the severity of the offense. |

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| **Electronic Devices**  When the bell rings for class to start, put away your phones/electronic devices. There may be special circumstances when I ask you to take them out to participate in the class activity, but other than that, if I see them I will take them and turn them into the main office. Following school policy, parents/guardians must pick up confiscated devices in the office. |

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| **Hall Pass**   * Use the hall pass, found in your planner, during individual work time only. * Make the most of class time: no hall pass use during the last ten minutes of the period. * You will be responsible for any instruction you miss when you are using your hall pass. * Misuse of the pass will cost you your hall pass privileges. |

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| **Other Behavioral Expectations**   * Everyone will follow the rules outlined in the high school handbook. * Cheating and plagiarism are **NOT TOLERATED** and will result in disciplinary referrals, as well as an automatic **ZERO POINTS** on the assignment/assessment that was cheated on/plagiarized. * You may bring water and “quiet” snacks into class, but please be prepared to clean up any messes and do not disrupt your peers’ learning with any loud eating, bag rustling, etc. * You will receive one warning for in-class rule infractions. After your second offense, you will receive an after-school detention and I will contact parents/guardians. After your third offense, you will receive a formal disciplinary referral. The only exceptions are cheating, plagiarism, or some major violation, which automatically result in a formal disciplinary referral. * The key to this class is respect; respect your peers, respect yourself, respect me, respect the equipment/classroom, and respect the learning process of yourself and others. |

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| **Any Questions?**  If you need to speak with me about anything regarding this class (or anything else), I will be at school from 7:45 AM to 3:45 PM every day (usually later and earlier as well). Please, Please, PLEASE communicate with me if you are having any difficulties in class as I want to ensure that this is a positive and productive learning environment.  My prep period is \_6th \_. Parents and guardians: please feel free to call me at that time or before/after school if you have questions or concerns. You are always welcome to stop by school and visit with me, as well.  The best way to contact me is by email: aconnolly@polson.k12.mt.us. If I don’t respond to your emails, please call me because my email may have spammed you. |

Please sign below to indicate that you and your parent or guardian have read this syllabus. Return this portion of the syllabus to me no later than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Keep the remainder of your syllabus with your English materials.

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Parent/Guardian Signature Student Signature (Please print your name below, too.)

**Parents and Guardians:**

I am very excited to begin this year with your student! Communication is key to success in any situation, so please feel free to contact me with any questions, comments, and/or concerns you might have regarding this class or your student’s progress. Also, I recognize the fact that your students are rounded, multifaceted human beings, so if there is anything that you think I need to know to make this the most successful learning experience for your student, please let me know. For now, please write any of your comments or questions for me below. I appreciate any feedback that you have and look forward to seeing you at conferences and other school events.

Sincerely,

**Abigail Connolly**