

GRADING POLICIES

Rigor, quality work, responsibility, and respect are themes that will reappear throughout our year together. Assignments are purposeful, and students should respond in a thoughtful, careful manner. On a similar note, all student work must be of **quality** not only in content, but also in appearance. Torn, messy, incomplete, or illegible work will be returned to the student without a grade. Late work will only be accepted with conditional approval due to extenuating circumstances. **Students need to do what is expected, when it is expected.**

Students will be assessed often and through a variety of methods including but not limited to, classwork, homework, essays and other writing skills, tests and quizzes, projects and verbal assessments like inner/outer circle discussions. We use a point system that weights each assignment according to its importance and difficulty.

TESTING POLICY

Students are responsible for making up any missed test or quiz. Missed exams are to be taken upon return to school when possible and if not, after school at a time that is convenient for us both. Students must notify Mr. Farley of their intent on taking the test so that an appointment can be arranged. Failure to make up the exam within the window of time allotted by school board policy will result in a zero. As always, it is the student's responsibility to initiate making up any work due to absences. All make-up exams may be entirely essay, or any form of test different from the original.

Late work: Assignments turned in after their due date will be deducted by 10% for each day they are late. Ex: if you turn in a writing assignment two school days after its original due date your grade will start at 80%.

CELL PHONE POLICY

While in class, it is expected that students be fully focused; thus, no cell phones are allowed during class. If a student is caught using their cell phone, the teacher will take it away per PBHS policy.

ACADEMIC INTEGRITY

Cheating will not be tolerated. Students must do their own work. All work that copied or influenced by another source (i.e. textbook, fellow student, the internet, cheat sheets, text messages, etc.) will earn ZEROs and the circumstances will be noted on Pinnacle. Again, all work completed for this class must be generated individually. Pompano Beach prides itself on preparing students for the rigors of college. It is therefore imperative that students do their own work so that they learn content accurately. The faculty expects academic integrity; therefore students must abide by the PBHS Honor Code when they complete assignments, tests, quizzes, projects, and all other work, both in class and out. Every violation of the Honor Code will result in consequences.

SUGGESTIONS FOR STUDENT SUCCESS:

- a. **Be in class every day and prepared for learning.** You are expected to be in your seat and ready to learn with pen in hand when the bell rings. Desks are to be clear of everything unnecessary to the lesson, including backpacks and purses. Immediately after the bell, every student must record the posted essential questions verbatim. Do not take longer than 2-3 minutes for this task. This is the expectation at the *start* of every class, every day.
- b. **Record the answers to the daily Essential Questions (EQs).** This is perhaps the most important process to understanding each day's lesson and its purpose and goals. To answer them, pay close attention to the verbal and nonverbal clues given throughout the lesson. Keep the EQs organized by embedding them into the proper unit's section of study in your binder OR by keeping them in a separate composition book. These answers will be tested. Be sure that each day's EQs are titled so that you can find them easily.
- c. **Be an active learner.** You are expected to listen carefully in class, take adequate notes and participate in class discussions. Five behaviors maximize your ability to pay attention and therefore your ability to learn. These are encapsulated by the acronym

SLANT:

Sit up.
Listen and lean forward.
Ask and answer questions.
Nod your head.
Track the speaker.

- d. **Complete each reading assignment and its accompanying work.** You are expected to complete **ALL** reading assignments *prior* to class sessions. Otherwise you will be unable to keep up with the pace and level of class discussions and activities which are designed to *enhance* and *deepen* student understanding of the content, not repeat it. It is not possible to “cover” all material that is to be tested in class. Much information will have to be obtained by students independently. There is no substitute for student knowledge. Turning in notes or outlines from on-line sources or from any other unauthorized source is unacceptable. In order to learn the content, YOU must read the text and take YOUR OWN notes in YOUR handwriting and language. In other words, DO THE WORK required. Further, grade and upper level vocabulary is a hurdle on some exams and prevents some students from understanding what the test questions are asking. Avoid that by using a dictionary *every* time you do not understand a word that you read so that you will understand the lexicon of World History and the vernacular of the average sophomore. Do the reading faithfully.
- e. **Check the classroom website DAILY for assignments.** Because all homework assignments and their directions are posted on my website, class time will not be used for this purpose unless necessary or prompted by a student for clarification. *If you have Internet issues, it is your responsibility to figure a solution and do the work required by the given deadline. This is also true for printer problems. One suggestion I have is for you to call a reliable classmate and ask for help.*

In case of absence, it is your responsibility to find out what was missed. A good idea is for students to have a few of their classmate’s phone numbers.

When doing work, you should:

A. Work without distractions. Be wary of distractions, especially text and social media. Evidence indicates that reading and responding to a text message distracts a person from his/her task at hand and may result in a 15-minute interruption. These types of distractions lengthen the time you spend on homework nightly. Get in the habit of turning off your phone and working in a quiet and tidy spot. A quiet environment helps you learn the content *the first time* you read and record information. When learning is done right, it should also decrease your study time for tests as well.

B. Keep an organized notebook. As the saying goes, “proper planning prevents poor performance.” I suggest that you utilize a system proven to work for you. The exams in this class are cumulative therefore, you must always be able to quickly and easily find past lessons from which to study. I reserve the right to collect your notebooks at any time or assignments from them. Bring your notebook to class daily.

CLASS SUPPLIES

- *Notebook of your choice in which to organize your homework and classwork for the entire year.
- *Loose Leaf Paper
- *Writing utensil

ANTI-BULLYING POLICY

The policy set forth by the School Board of Broward County will be followed. All students, faculty and staff will be treated with respect at all times and all bullying behavior will be reported and met with consequences as described in the Broward School’s Code of Conduct. **Respect yourself and respect others.**

TOPICS TO BE STUDIED THIS YEAR (the short list...we will study additional topics as well)

Historical Inquiry and Analysis
Medieval European Civilizations (Greece, Rome, Byzantium and more)
Islamic, Meso and South American, East Asian, South Asian and African Civilizations
Renaissance, Reformation, Scientific Revolution, and Age of Exploration
The Enlightenment and Its Impact
Western and Non-Western Nationalism, Industrialization and Imperialism
WWI and WWII and their Impacts on the Global Balance of Power
Post World War II and Cold War Eras
Major Trends Beginning in the 20th Century

I have read and understand the syllabus guide of World History class. I have read and understand the Information sheet of Mr. Farley's classroom.

Student

name _____ email _____

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Parent

name

_____ email _____

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Parent signature _____

Parent Daytime Phone # _____

PBHS Honors World History

Mr. Farley

Curriculum: World History Grade 10

Subject: World History

2109310 World History

Pacing Guide

Curricular Unit World History Grade 10

Subject: World History

Duration: 9 Weeks

First Nine Weeks

Instructional Unit

Content Focus

Foundations Review

Student will understand, compare and describe the characteristics and belief systems of early civilizations.

**Review of 6th grade World History course, thus NOT initial teaching of these standards.

Byzantium

Students will understand and explain how the physical location of the Byzantine and Ottoman Empires and Justinian's rule effected the social, political, economic, religious and cultural growth of the Byzantine and Ottoman Empires.

Islam	Students will understand the essential beliefs and practices of Islam, their connection to Judaism and Christianity as well explain the effect of the Golden Age of Islam on the political, economic, and scientific achievements that follow.
Medieval Europe	Students will understand the feudal system and the role of the Catholic Church in feudal society and explain its effect on the growth modern states and the impact of the Plague.
Medieval Japan	Students will understand and be able to explain feudalism and culture under the Tokugawa shogunate and the Chinese and Korean impact on Japanese culture.
Medieval Africa	Students will understand the importance of trade and be able to identify the major kingdoms and states, indigenous religions and the influence of Islam and Christianity.

Curricular Unit World History Grade 10
Duration: 9 Weeks

Subject: World History

Second Nine Weeks

Instructional Unit	Content Focus
Renaissance	Students will understand the Arab influence on the rediscovery of ancient knowledge, as well as the economic and political roots of the Renaissance. Students will able to identify major cultural contributions and achievements.
Reformation	Students will understand the impact of the Renaissance on religion as explain the economic, social, religious and political impact of the Reformation on European culture.
Scientific Revolution	Students will understand the Scientific Revolution/Age of Reason and describe its social, political, cultural and economic impact on society, as well as major achievements of individuals.
Pre-Columbian America	Students will understand and be able to explain the civilizations, religious, economic and political systems of Pre-Columbian America.
Age of Exploration	Students will understand the political, economic and social impact of the Age of Exploration and be able to identify important voyages and discoveries.
Absolutism and Enlightenment	Students will understand the political, social and economic impact of the Enlightenment on cultures of the world and be able to describe its impacts.
Revolutions	Students will understand the role of the Enlightenment on the political, social and economic systems of Europe and the Americas and explain the causes and effects of these revolutions on the peoples of Europe and the Americas.

Semester Review/Exam: Semester exam should be cumulative and count 20% of the 1st semester grade.

Curricular Unit World History Grade 10
Duration: 9 Weeks

Subject: World History

Third Nine Weeks

Instructional Unit
Content Focus

Industrial Revolution	Students will understand and explain the role of the Industrial Revolution and its social, economic and political ramifications in Europe, America and Japan.
Imperialism and Nationalism	Students will understand the forces behind the unification of Europe into nations and the rise of Imperialism in Africa and Asia and be able to explain these forces helped bring about WWI (MAIN)
World War I	Students will understand and explain the changing nature of war and the effect of WWI on course of future events in the world.
Era between the Wars	Students will understand the rise of authoritarian government and the role of the Great Depression in global affairs and be able to explain the use of mass terror and restriction of rights in the Soviet Union, Italy and Nazi Germany.
World War II	

Curricular Unit World History Grade 10
Duration: 9 Weeks

Subject: World History

Fourth Nine Weeks

Instructional Unit Content Focus

Cold War – World View	Students will understand and explain the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America and the Middle East.
Postwar Independence	Students will analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America, as well as the development of Israel.
Impact of Religious Fundamentalism	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
Contemporary Overview	Students will understand and explain the importance of contemporary events to include genocide, pandemics, globalization and terrorism.