

COURSE SYLLABUS & EXPECTATIONS: GLOBAL HISTORY & GEOGRAPHY



MR. POMPO
ROOM 210

MR. POMPO'S WEB PAGE: www.mrsocialstudies.homestead.com
WEB PAGE FOR ASSIGNMENTS: www.schoolnotes.com or www.k12planet.com/

SPECIAL NOTE: Welcome! As I am sure you have heard, the Social Studies Department and the English Department have transitioned to the semestered format starting this year. In simple terms, the core courses offered by these departments will be taught in 80 minute blocks that meet every day. Thus, instead of taking these courses over a year period, the student will now complete the course in one semester. As is the case with Global History and Geography this semester, the student will take the Regents Exam in January 2006.

OVERVIEW OF THE COURSE: Over the course of this semester, the student of this class will complete the second half of Global History & Geography. For most students, the first half of this course was completed in 9th Grade. Thus, for the student of this class, the Regents Exam will include material from 9th Grade Global History and 10th Grade Global History (this semester's coverage). Consequently, it is imperative that the student of this course extends himself/herself to ensure that he/she successfully completes the course and its corresponding Regents Examination.

DECLARATIVE KNOWLEDGE OBJECTIVES: Upon completion of this course the student will have reviewed material from 9th Grade Global History and successfully completed the following 10th grade content areas below.

- **THEME 1: *Different Paths: The World between 1500 CE and 1700 CE.*** This theme is oriented on a view of the world between 1500 CE and 1700 CE. From the learning experiences taken from this theme, the student will understand how Europe became the most powerful and influential region in the world while many others retreated into or remained in isolation. The different paths taken by these regions would inevitably affect the course of Global History.

- **THEME 2: *Revolutions and Internal Conflict:*** The emphasis of this theme revolves around humankind's attempts to improve society and its institutions. From the learning experiences taken from this theme, the student will understand the background to and the effects of the major political and ideological revolutions in Global History. Simply put, the student will understand what happens when humankind's basic and most fundamental rights are restricted.

- **THEME 3: *Nationalism, Industrialization and External Conflict:*** This theme will include coverage beginning with the Industrial Revolution and ending with World War II. From the learning experiences taken from this theme, the student will understand how the Industrial Revolution impacted the world, the new phenomenon of nationalism and why two World Wars were fought in the early-mid 20th century.

- **THEME 4: *Post-World War II:*** This theme's focus will include changes brought on by World War II. From the learning experiences taken from this theme, the student will understand the geopolitical framework of the Cold War and how and why former colonies of European nations became independent.

- **THEME 5: *A Transforming World:*** This theme will look at momentous events and the greater trends that have occurred or transpired in the world in the last 30 years. From the learning experiences taken from this theme, the student will understand how the world has changed and what path may lie ahead for it.

- **THEME 6: *Contemporary Issues:*** The focus of this theme will be the contemporary world and the many challenges associated with it. From the learning experiences taken from this theme, the student will understand the challenges facing mankind and what is being done to rectify them.

COURSE EXPECTATIONS AND SYLLABUS CON'T

PROCEDURAL KNOWLEDGE OBJECTIVES: Upon completion of this course the student will have:

- Improved his/her communication skills – both oral and written
- Integrated the study of Global History with computer applications
- Developed skills – especially opinion formulation and critical thinking – necessary for citizenship in a democracy
- Enhanced his/her ability to work as a contributing member of a cooperative group
- Developed the ability to analyze, interpret and synthesize primary documents

STUDENT EXPECTATIONS: To ensure success in this course the student must:

- Keep up with all work assigned and make up any work that is missing. It is your responsibility to complete missed work!
- Study and go over notes or readings every night
- Participate and voice his/her constructive opinion during classroom discussions, debates and lectures
- Attend class every day and be on time. Remember, every day missed under the semester format is equivalent to two days of lessons.
- Seek extra help if there are any problems with the material covered – I am more than willing to assist you!
- Come to class prepared and ready to work
- Respect school property, fellow peers and yourself
- Talking with another student during formal assessments will result in an automatic zero for that assessment

MATERIALS NEEDED:

- 1 2” BINDER
- 1 1” BINDER
- 10 BINDER DIVIDERS
- 50 SHEETS OF LOOSE LEAF PAPER
- COLORED PENCILS
- PENS AND PENCILS
- 4 DIFFERENT COLORED HIGHLIGHTERS (yellow, green, pink and blue)
- A REVIEW BOOK (To be determined)
- ACCESS TO THE INTERNET IF POSSIBLE

STUDENT EVALUATION: With higher standards set and a Regents Examination to be given in January of 2006, it is imperative that any evaluation of the student’s progress reflect these objectives. Therefore, the brunt of the student’s grade will come from tests and quizzes (around 60 % of the final grade). Projects, homework and participation will basically make up the rest of the grade received.

- Special note to parent/guardian: In order that you better understand the objectives, expectations, procedures and policies for this course, I would appreciate if you review this with your son/daughter and then sign on the space provided. By doing this, all interested parties of your son’s/daughter’s education will understand the common goals we share. If there are any questions in regards to this, please feel free to call me. I can be reached at 829-2520 or through e-mail, vpompo77@yahoo.com. Also, please feel free to keep track of all of the assignments for this course by linking to www.schoolnotes.com or www.k12planet.com/ on the internet. Similarly, you can access the prioritized curriculum for this course by visiting my web site at www.mrsocialstudies.homestead.com.

Student signature

Parent/guardian signature

