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|  | | *Fairfield Ludlowe High School*  **Global Studies 21-22** | | |
| Dr. Carol Samuelson | | Warner Rm. 317 |
| 2012-2013 | | Period 1 |
| csamuelson@fairfieldschools.org | | |
| COURSE DESCRIPTION | | | | |
| The curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at the given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. The course enables students to master specific skills through appropriate instruction in each unit. Students should master broad concepts and knowledge in geography, historical studies in continuity and transformation, economics, aesthetics, philosophy and religion, social structures, and contemporary issues. | | | | |
| COURSE OBJECTIVES | | | | |
| Students should   * Analyze the cause and results of the political/social revolution (S1-27). * Compare and contrast economic systems across historical time periods (S1-23). * Analyze the impact of technological and scientific change on societies throughout the world (S1-25) * Apply chronological thinking to examine relationships among events and explain cause and effects of events (S1-17). * Evaluate the role and impact of the significant individuals on historical events (S1-28). * Assess the causes and impacts of imperialism (S1-20). * Analyze how the abundance or scarcity of resources affects the nation and the individual (S1-50). * Explain the significance of globalization on the world’s nations and societies (S1-19). * Analyze the nationalism’s impact on world events (S1-26). * Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture (S1-62). | | | | |
| UNITS OF STUDY | | | | |
| * Revolutions, Revolutionary Thought and the Global Impact * A Half-Century of Crisis and Achievement * Twentieth Century Since 1939 * The Search for Humanity Within the Global Community | | | | |
| COURSE POLICIES AND REQUIREMENTS | | | | |
| GRADING  *Updated records of students’ grades will be available through Edline on a bi-weekly basis.* | | | | |
|  | Summative Assessments: | | 80%  Tests, Quizzes, Projects and Essays | |
|  | Formative Assessments: | | 20%  Reading reflections, Homework Assignments, Reading Quizzes | |
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| MATERIALS | | | | |
|  | Students should always come to class prepared! They will need:  Pen/Pencil, Three Ring Binder, Loose-leaf paper, Covered textbook upon request | | | |
| EXPECTATIONS OF STUDENTS | | | | |
|  | HOMEWORK: On average, students will be assigned 3-4 homework assignments per week. It is expected that students will complete all assignments on time. Homework will always be checked for completion or collected. No late homework assignments will be accepted. Homework completion is of critical importance for student success. Many test/quiz questions will come directly from homework assignments, even if they are not discussed in class.   ATTENDANCE: When a student is absent it is his/her responsibility to get the assignment from either a classmate or myself. If the absence is excused the student has two days to hand in their assignment for full credit. No credit will be given for unexcused absences.  If a student has an excused absence on the day of a test or quiz, he/she will make it up on the day they return to school. This will be done either during the class period, or during his/her lunch period, study hall, or after school. If a student has an excused absence on the day a project is due, the student must hand it in on the day they return to school. Again, no credit will be given to projects or tests in which the student has an unexcused absence. If a student misses class due to an excused tardy or early dismissal on the day a paper/project is due, they are expected to hand it in if they are in school for any portion of the day.   ACADEMIC INTEGRITY: The school’s Academic Integrity Policy is strictly enforced in my class. Any violation will be reported to the student’s Dean and Guidance Counselor, as well as have National Honor Society implications. The policy is outlined in your 2013-2014 Student Handbook. | | | |
| EXTRA HELP | | | | | EXTRA HELP |
|  | I am available for extra help by appointment after school. If this does not work with student’s schedules other arrangements can be made. My door for extra help is always open! | | | |
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