

MR COOP IB HISTORY OF THE AMERICAS

Welcome to IB History of the Americas! The IB Diploma Programme is a rigorous pre-university course of study. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Course Overview:

The IB Diploma Programme covers six academic areas. Group 3: Individuals and Society is the area of history study. At Palo Verde, Group 3 is a Higher Level (HL) course. Year 1 is History of the Americas (HOA), Year 2 is 20th Century World History Topics and Government.

HL Option 3: History of the Americas

This regional option examines the political, social, cultural, and economic history of North America (including Canada) and Latin America (both Central and South America). Within the sections there will be, where appropriate, a case study approach in which students will have the opportunity their own or another national history of the region.

Group 3 Aims

- ï Encourage the systematic and critical study of human experience and behavior; physical, economic and social environments; the history and development of social and cultural institutions
- ï Develop in students the capacity to identify, to analyze critically, and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- ï Enable the student to collect, describe, and analyze data used in studies of society, to test hypotheses and interpret complex data and source material
- ï Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- ï Develop an awareness the student that human attitudes and opinions are widely diverse and that a study of society requires appreciation of diversity
- ï Enable the student to recognize that the content and methodologies of the subjects in Group 3 are contestable and that their study requires the toleration of uncertainty

History Aims

- ï Promote the understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- ï Encourage an understanding of the present through critical reflection upon the past
- ï Encourage an understanding of the impact of historical developments at national, regional and international levels
- ï Develop an awareness of one's own historical identity through the student of historical experiences of different cultures

IB Assessment

The International Baccalaureate Organization (IBO) will assess history students in May of the second year. Papers 1 and 2 will cover topics from 20th Century World History and Government Topics, Paper 3 will cover topics from the study of the History of the Americas, and makes up 35% of your mark for history. In addition, second year students will produce an original history research inquiry known as the Internal Assessment (IA). The IA is 20% of your IB history mark and should be considered a guaranteed 20, if you do it well.

Mark Scheme:

The following mark scheme will be used to grade any free response questions or document based questions that are assigned both inside and outside of class. This same scheme can be found on the IBO website and referenced at any time.

Paper 3, 20-point rubric, Three questions, 150 minutes, 35% of your IB HOA score		
Marks	Level Descriptor	Assessment Objective and Mark Range
18-20	<p>Answers are clearly focused responses, showing a high degree of awareness of the demands of the question. Where appropriate, answers may challenge the question successfully.</p> <p>In-depth and accurate historical knowledge is applied consistently and convincingly to support critical commentary. In addition, answers may reveal a high level of conceptual ability.</p> <p>Events are placed in their historical context. There is a clear understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be evaluation of different approaches to, and interpretations of, historical issues and events. This evaluation is integrated effectively into the answer to support and supplement the argument. In addition, an awareness of the reasons for circumstances that produced differing and often conflicting historical interpretations is present.</p> <p>Answers are well structured and clearly expressed, using evidence to support relevant, balanced and well-focused arguments. Synthesis is highly developed, with knowledge and critical commentary fully and effectively integrated.</p>	<p>Top mark range:</p> <p>In addition to the objectives for the upper mark range, this level demonstrates at least one of the additional qualities outlined in italics.</p>
15-17	<p>Answers are clearly focused responses, showing a high degree of awareness of the demands of the question. Where appropriate, answers may challenge the question successfully.</p> <p>In-depth and accurate historical knowledge is applied consistently and convincingly to support critical commentary.</p> <p>Events are placed in their historical context. There is a clear understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be evaluation of different approaches to, and interpretations of, historical issues and events. This evaluation is integrated effectively into the answer to support and supplement the argument.</p> <p>Answers are well structured and clearly expressed, using evidence to support relevant, balanced and focused arguments. Synthesis is well developed, with knowledge and critical commentary fully and effectively integrated.</p>	<p>Upper mark range:</p> <p>In addition to the objectives for the middle mark range, this level also reaches the following objectives.</p> <p>Assessment objective 3: Synthesis and evaluation</p> <p>Evaluate different approaches to, and interpretations of, historical issues and events</p> <p>Develop critical commentary using the evidence base</p> <p>Synthesize by integrating evidence and critical commentary</p>
12-14	<p>Answers are clearly focused responses to the demands of the question.</p> <p>Relevant in-depth historical knowledge is applied as evidence. Critical commentary indicates some in-depth understanding but is not consistent throughout.</p> <p>Events are placed in their historical context. There is a sound understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be awareness and some evaluation of different approaches to, and interpretations of, historical issues and events. These are used to supplement, in a relevant manner, the arguments presented.</p> <p>Answers are well structured using evidence to support relevant historical arguments. Synthesis is present but not always effectively or consistently integrated.</p>	<p>Assessment objective 4: Use of historical skills</p> <p>Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments</p>

9-11	<p>Answers indicate that the demands of the question are understood and addressed, though not all implications are considered.</p> <p>Relevant, largely accurate in-depth historical knowledge is present and applied as evidence. Critical commentary indicates some understanding.</p> <p>Events are generally placed in their historical context. There is an understanding of</p>	<p>Middle mark range:</p> <p>In addition to the objectives for the lower mark range, this level also reaches the following objectives.</p> <p>Assessment objective 2: Application</p>
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	<p>historical processes and (where appropriate) comparison and contrast.</p> <p>There may be some awareness of different approaches to, and interpretations of, historical issues and events. However, responses that mainly summarize the views of historians and use these as a substitute for, rather than a supplement to, the deployment of relevant historical knowledge cannot reach the top of this band.</p> <p>There is a clear attempt to structure answers chronologically or thematically. Synthesis is present but underdeveloped.</p>	<p>and interpretation</p> <p>Apply historical knowledge as evidence</p> <p>Show awareness of different approaches to, and interpretations of, historical issues and events</p> <p>Assessment objective 4: Use of historical skills</p> <p>Demonstrate the ability to structure an essay answer, using evidence to support relevant historical arguments</p>
7-8	<p>Answers indicate that the demands of the question are generally understood.</p> <p>Relevant in-depth historical knowledge is present but is unevenly applied throughout.</p> <p>Answers are presented in a narrative or descriptive manner.</p> <p>Alternatively, there is a limited argument that requires further substantiation. Some attempt at analysis may be present but limited.</p> <p>There has been some attempt to place events in their historical context and to show an understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There is evidence of an attempt to follow a structured approach, either chronological or thematic.</p>	<p>Low mark range:</p> <p>Assessment objective 1: Knowledge and understanding</p> <p>Recall and select relevant historical knowledge</p> <p>Demonstrate an understanding of historical context</p> <p>Demonstrate an understanding of historical processes: cause and effect; continuity and change</p> <p>Deploy detailed, in-depth knowledge</p> <p>Assessment objective 4: Use of historical skills</p> <p>Demonstrate the ability to structure an essay answer</p>
5-6	<p>Answers indicate some understanding of the question.</p> <p>There is some relevant, accurate historical knowledge but detail is insufficient.</p> <p>Understanding of historical processes and (where appropriate) comparison and contrast may be present but underdeveloped.</p> <p>While there may be a recognizable essay structure, the question is only partially addressed.</p>	
3-4	<p>Answers reveal little understanding of the question.</p> <p>While historical details are present, they are largely inaccurate and/or of marginal relevance to the task.</p> <p>There is little or no understanding of historical context or historical processes.</p> <p>While there may be a recognizable essay structure, answers consist of little more than poorly substantiated assertions.</p>	
1-2	<p>Answers lack understanding of the demands of the question or accurate/relevant historical knowledge.</p> <p>Answers show little or no evidence of structure and consist of little more than unsupported generalizations</p>	

0	The work does not reach a standard described by the descriptors above.	
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The mark awarded will be one that most fairly reflects the balance of achievement against the criterion. Extremes in the grading scale (0-20) will be used if they are appropriate descriptions of the work being assessed.

Point ceilings: If only **ONE** aspect of a multi-aspect task (similarities/differences, two leaders, two countries, successes/failures, etc...) is addressed, no more than 12 of 20 points will be awarded, and in some cases maximum of 8/20.

Converting Mark Schemes into letter grades:

Mark Score	Grade	Mark Score	Grade	Mark Score	Grade
0	0	7	73	14	90
1	40	8	74	15	92
2	50	9	75	16	93
3	60	10	77	17	94
4	70	11	80	18	96
5	71	12	84	19	98
6	72	13	86	20	100

Tentative Class Schedule:

Unit Name				
1 – Pre-Columbian through French and Indian War				
2 – Treaty of Paris through the Constitution				
3 – Early Nation through the Era of Good Feelings				
4 – Age of Jackson				
5 – Civil War and Reconstruction				
6 – Gilded Age through Populism				
7 – Imperialism, Progressivism, and WWI				
8 – The Great Depression and the New Deal				
9 – World War II				
10 – Post World War II to Modern Times / Review				

➤ *Note: the bold faced units above are the focus for the IB paper 3 that you will complete at the end of your senior year.*

Course Structure:

- This course will be organized according to the NV Standard Course of Study for US History as well as the IB History Guide for Examinations 2017.

United States Civil War: causes, course and effects 1840-77

This section focuses on the United States Civil War between the North and the South (1861-5), which is often perceived as the great watershed in the history of the United States. It transformed the country forever: slavery disappeared following Lincoln's Emancipation Proclamation and the Northern success marked a victory for the

proponents of strong central power over the supporters of states' rights. It marked the beginnings of further westward expansion and transformed United States' society by accelerating industrialization and modernization in the North and largely destroying the plantation system in the South.

- The war left the country with a new set of problems: how would the South rebuild its society and economy and what would be the place in that society of 4 million freed African Americans? These changes were fundamental, leading some historians to see the war (and its results) as a "second American Revolution".
- Cotton economy and slavery; conditions of enslavement; adaptation and resistance such as the Underground Railroad
- Origins of the Civil War: political issues, states' rights, modernization, sectionalism, the nullification crisis, economic differences between North and South
- Abolitionist debate: ideologies and arguments for and against slavery and their impact

- Reasons for, and effects of, westward expansion and the sectional debates; the crisis of the 1850s, the Kansas– Nebraska problem; the Ostend Manifesto; the Lincoln–Douglas debates; the impact of the election of Abraham Lincoln and the Emancipation Proclamation; Jefferson Davis and the Confederacy
- Union versus Confederate: strengths and weaknesses; economic resources; significance of leaders during the US Civil War (suitable examples could be Grant and Lee, Sherman and Thomas Jonathan "Stonewall" Jackson)
- Major battles of the Civil War and their impact on the conflict: Antietam and Gettysburg; the role of foreign powers
- Reconstruction: economic, social and political successes and failures; economic expansion
- African Americans in the Civil War and in the New South: legal issues; the Black Codes; Jim Crow Laws

The Great Depression and the Americas 1929-39

This section focuses on the nature of the Depression as well as the different solutions adopted by governments in the region and the impact on these societies. The Great Depression produced the most serious economic collapse in the history of the Americas. It affected every country in the region and brought about the need to rethink economic and political systems. The alternatives that were offered and the adaptations that took place marked a watershed in political and economic development in many countries in the region.

- The Great Depression: political and economic causes in the Americas
- Nature and efficacy of solutions in the United States: Hoover; Franklin D Roosevelt and the New Deal; critics of the New Deal
- Canada: Mackenzie King and RB Bennett
- Latin America's responses to the Depression: either G Vargas or the Concordancia in Argentina; Import Substitution Industrialization (ISI) or any relevant case study of a Latin American country
- Impact of the Great Depression on society: African Americans, women, minorities
- The Great Depression and the arts: photography, the movie industry, the radio, literary currents

The Second World War and the Americas 1933-45

As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions preceding and during the Second World War. It also examines the impact of the war upon the Americas.

- Hemispheric reactions to the events in Europe: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt's Good Neighbour policy, its application and effects
- The diplomatic and/or military role of two countries in the Second World War
- Social impact of the Second World War on: African Americans, Native Americans, women and minorities; conscription
- Treatment of Japanese Americans and Japanese Canadians
- Reaction to the Holocaust in the Americas
- Impact of technological developments and the beginning of the atomic age
- Economic and diplomatic effects of the Second World War in **one** country of the Americas

Year Two Topics

Paper 1 Topic

Prescribed subject 3: The Move to Global War

This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and **both** of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.

Case studies	Material for detailed study
Case study 1: Japanese expansion in East Asia (1931–1941)	<p>Causes of expansion</p> <ul style="list-style-type: none"> • The impact of Japanese nationalism and militarism on foreign policy • Japanese domestic issues: political and economic issues, and their impact on foreign relations • Political instability in China <p>Events</p> <ul style="list-style-type: none"> • Japanese invasion of Manchuria and northern China (1931) • Sino-Japanese War (1937–1941) • The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941) <p>Responses</p> <ul style="list-style-type: none"> • League of Nations and the Lytton report • Political developments within China—the Second United Front <p>International response, including US initiatives and increasing tensions between the US and Japan</p>
Case study 2: German and Italian expansion (1933–1940)	<p>Causes of expansion</p> <ul style="list-style-type: none"> • Impact of fascism and Nazism on the foreign policies of Italy and Germany • Impact of domestic economic issues on the foreign policies of Italy and Germany • Changing diplomatic alignments in Europe; the end of collective security; appeasement <p>Events</p> <ul style="list-style-type: none"> • German challenges to the post-war settlements (1933–1938) • Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War • German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war <p>Responses</p> <ul style="list-style-type: none"> • International response to German aggression (1933–1938) • International response to Italian aggression (1935–1936) <p>International response to German and Italian aggression (1940)</p>

PAPER 2 TOPICS

World history topic 10: Authoritarian states (20th century)

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.

Topic	Prescribed content
Emergence of authoritarian states	<ul style="list-style-type: none">• Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system• Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda
Consolidation and maintenance of power	<ul style="list-style-type: none">• Use of legal methods; use of force; charismatic leadership; dissemination of propaganda• Nature, extent and treatment of opposition• The impact of the success and/or failure of foreign policy on the maintenance of power
Aims and results of policies	<ul style="list-style-type: none">• Aims and impact of domestic economic, political, cultural and social policies• The impact of policies on women and minorities• Authoritarian control and the extent to which it was achieved

FOCUS TOPICS

The Americas: Argentina—Perón; Cuba—Castro; Chile—Pinochet
Europe: Germany—Hitler; USSR—Stalin; Italy—Mussolini; Spain—Franco

World history topic 11: Causes and effects of 20th century wars

This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. Examination questions for this topic will require students to make reference to specific 20th-century wars in their responses, and some examination questions will require discussion of wars from more than one region of the world. Please note that the suggested examples for this topic include “cross-regional” wars such as the First and Second World Wars. In examination questions that ask students to discuss examples of wars from different regions, students may use these wars in a regional context (for example, the Second World War in the Pacific) but may not then use the same war in a different region (for example, the Second World War in Europe) in the same response.

Topic	Prescribed content
Causes of war	<ul style="list-style-type: none">• Economic, ideological, political, territorial and other causes• Short- and long-term causes
Practices of war and their impact on the outcome	<ul style="list-style-type: none">• Types of war: civil wars; wars between states; guerrilla wars• Technological developments; theatres of war—air, land and sea• The extent of the mobilization of human and economic resources• The influence and/or involvement of foreign powers
Effects of war	<ul style="list-style-type: none">• The successes and failures of peacemaking• Territorial changes• Political repercussions• Economic, social and demographic impact; changes in the role and status of women

FOCUS TOPICS

The Americas: Mexican Revolution (1910– 1920)

Europe: Spanish Civil War (1936–1939); Russian Civil War (1917–1922)

Cross-regional wars: First World War (1914–1918); Second World War (1939–1945)

Texts - Provided

Danzer, Gerald et al. The Americans, North Carolina Edition. Evanston, IL: McDougal Littell, 2012.

Boyer, Paul, Elizabeth The Enduring Vision. 6th Ed.

Boston: McDougal Littell/ Houghton Mifflin, 2008.

Rodgers, Mark. History of the Americas, Oxford University Press 2012.

The Move to Global War: IB History Course Book: Oxford IB Diploma Program

Authoritarian States: IB History Course Book: Oxford IB Diploma Program

Causes and Effects of 20th Century Wars: IB History Course Book: Oxford IB Diploma Program

Reading Demands: College Level Text 15-30 pages per night

The reading material and workload in an IB history course is equivalent to that of a freshman or sophomore level college course. ***Keeping up with the reading assignments is essential for success in this class.*** The textbook readings provide a base of knowledge in the topic of study; the excerpt readings and documents build on that base and provide alternative viewpoints that go beyond the factual information in the textbook. Reading assignments will always begin with textbook assignments then we will get into the documents. General reading assignments (textbook) must be completed in advance of class meetings to foster discussion. Document readings will be completed in class as part of round table discussion. Class will be more interesting if you have something to add to a discussion rather than listening to me for the entire class. 85% of the material that appears on a test will be covered in class; the ***remaining 15% is your responsibility.*** Your ability to draw from various outside sources of information to answer free-response questions is what separates an A/B student from a C/D student. You have to decide for yourself, what you want to gain from my class.

Materials: To be brought DAILY to class. If you can remember your cell phone, you can be prepared for class.

- ❖ 3 ring binder (2-3 inches)
- ❖ Pens (blue or black ink ONLY) and pencils. Papers with any other color will NOT be graded!
- ❖ Notebook Filler Paper
- ❖ 10 dividers (labeled Units 1-10)
- ❖ Pocket folder with prongs (Walmart 15 cents)
- ❖ Notecards (3x5) Recommended for vocab
- ❖ Laptop

Grading:

Scale- 89.5-100=A

79.5-89=B

69.5-79=C

59.5-69=D

59.4-below=F

Grading Percentages Tests/Projects/Papers: 70%
Quizzes/Classwork/Homework/Work Ethic: 30%

Tests and Essays:

- ❑ Tests will generally consist of a multiple-choice section and an essay section of equal weight. Each test is likely to cover a significantly greater volume of material than many students have previously experienced. These tests will emphasize factual information, multiple causation/multiple outcomes, and the concept of change over time and will require students to interpret and evaluate the events of history and support their conclusions with relevant specific factual information. There are likely to be no more than seven to eight major grades per quarter. The limited number of grades per quarter means that each major grade has a significant impact on the quarter grade. Students need to be aware of this and responsibly prepare for each major assignment. **Test corrections are allowed. Student must come in to do test corrections. Students may earn back the points they missed by correcting the wrong answer with the right answer written out on a sheet of paper with a justifications. There are NO test corrections on essays.**
- ❑ In addition to test essays, two to three additional in-class or out-of-class essays or papers will be required per quarter. Each will count as a major grade. Reading quizzes will be used if it is apparent that students need additional incentive to responsibly keep up with reading assignments.
- ❑ Students should be aware that test retakes are not possible and there are no “grade savers.” Testing data will be used throughout the course to track learning progress. If a student wishes to improve his or her test grade, he or she can meet with me after school during my office hours to discuss classroom progress. There is **NO EXTRA CREDIT!** Students should be cognizant that all work and tests are important. There will be no re-writes on DBQs or free response questions.

Work Ethic:

- Since there is plenty of time between classes, restrooms should be used during class changes. Should a bathroom emergency arise outside that time frame, obtain permission from the teacher. Always go to the nearest restroom, and always take the shortest path to and from the restroom. Please do not abuse the restroom privilege.
- Falling asleep will not be tolerated in class for any reason.
- Tardiness will not be tolerated. **My definition of tardy is that you are not in my classroom and in your desk when the tardy bell finishes ringing. If you are in the hallway outside my classroom, you are tardy. You will sign the tardy notebook and endure the consequences. This class follows the Palo Verde High School progressive plan for tardies. If you miss a pop quiz at the beginning of the class due to an unexcused tardy, you will be unable to make up the quiz.**
- Your notebook, notebook paper, and a pen or pencil should accompany you to class EACH day. Therefore, if you need a pen, pencil, paper, etc. after you enter my classroom, beg, plead, and borrow from a friend.
- Hats/headgear and electronic devices inside school buildings will not be tolerated. This is a school policy that I will strictly enforce. This classroom follows the Palo Verde High School dress code policy. There will be opportunities during the year to use your electronic devices in class at the teacher’s discretion. Without the prior approval of the teacher for technology use, the following consequences will be enforced:
 - Cell Phones, Not allowed! NO CELL PHONES!! (This is not one warning per day. I keep track of the data throughout the year and it is cumulative.
 - Violation 1= Warning
 - Violation 2= I will take it and you will get it back from the Deans Office. I will drop off the cell phone at

my convenience or after school.

- Violation 3= See consequence for Violation 2 (N for Citizenship)
- Violation 4= See consequence for Violation 2 (U for Citizenship)

******Parents and Guardians******

Do not attempt to call or text your student while he or she is in my class for any reason. Should an emergency arise, please contact the front office. "My mom texted me," is not an acceptable excuse.

Participation:

Part of your work ethic grade will also be participation. Part of your work ethic grade will be based on how much/how little you actively participate in class discussions. Participation includes:

- Raising your hand to answer a question or respond
- Responding to classroom discussions in a courteous, intelligent respectful way
- Make an effort to be a part of the class. THIS IS GRADED!! If you sit and never participate, you will not receive a passing grade in participation. You don't get an A for sitting here; you'll probably get a D for just sitting. If you're disruptive, it could drop you to an F. A little participation = C. Good participation = B. Excellent, insightful participation = A. I'm asking that you be a part of your education, and you should want to do that. If you raise your hand and volunteer regularly, you're in good shape.

Homework:

1. Homework will be assigned on a nightly basis. Google Classroom is updated regularly. Don't forget to write your homework down each day before leaving class on your Calendar.
2. All assignments MUST have YOUR LEGAL NAME, THE DATE, Period Number, AND THE TITLE of the assignment. This will be placed on the top right corner of all written work.
3. Homework must be legible- if I cannot read it, I cannot grade it!
4. Assignments with frayed edges (from being pulled out of your notebook) will not be given full credit- remove the edges!
5. Homework must be completed on a FULL piece of paper.
6. You may NOT work with a partner or partners unless I specifically give you permission to do so.

Absentee Policy:

If you are out of school due to an absence, ask the teacher for your make-up work when you return before or after class. You have 3 days per the CCSD policy to obtain your late work and then 3 days to turn that work in per the CCSD policy. You are personally responsible for copying any notes that were given the day that you were absent **Remember, it is your responsibility to ask for any work missed. If you are absent the class before the scheduled exam and no new material was introduced, you will be required to take the exam on the scheduled day (Be Prepared). Absent students will take the test the next time I see them and will receive a different test.** In order to remain on schedule for this course, we will adhere to a strict pacing guide. If you are absent due to a school-sponsored activity, the information that is covered in class will still be tested.

Late Work:

If you are absent due to an excused absence, the homework that was assigned prior to your absence is due upon your return.

Academic Dishonesty is not tolerated and is defined by the IB Programme at Palo Verde High School

Expectations:

1. I want you ALL to succeed in this class. I will do everything I can to help you do well and I expect you to do the same.
2. We will complete all of the course goals by the end of the year and you will be able to discuss the key events within each goal.
3. I expect you to complete all of your assignments to ensure your success in this class.
4. If you are having difficulty with something I want you to feel free to ask questions so please ask.
5. You will respect yourselves and others. **Inappropriate language is never allowed and Bullying or Harassing other students WILL NOT BE TOLERATED while you sit in room 311.**
6. Everyone is entitled to a positive learning environment. I will do everything I can to ensure that our classroom fosters learning. I expect you to do the same.

My Commitments To You:

1. I will do everything I can reasonably do to help you succeed in this class
2. I will challenge you and myself to strive for excellence both inside and outside the classroom.
3. I will be available several hours a week for office hours and extra help
4. I will always treat you with the respect that you deserve.
5. I will keep mrcoop.org / Google Classroom/ Infinite Campus updated on a weekly basis to keep both you and your parents or guardians aware of your progress in class.

Office Hours

1. I am also available by appointment, but you MUST check with me beforehand to see if I am available when you would like to meet.
2. You can reach me at cooprg@nv.ccsd.net or your Google Class email. Please keep in mind that I am not your personal alarm, study buddy, post it note, and agenda. I will be happy to clarify an assignment, but please do not email me in the middle of the night to ask which chapter you were supposed to read for homework.

Classroom Rules and Procedures:

Lead by positive example

Be on time – this means INSIDE the classroom at the sound of the tardy bell Do your own work

Come to class prepared (see class materials)

No eating or drinking in the classroom; you may have clear water

Show respect for your classmates, your teacher, yourself, and your environment Refrain from using language that is not scholarly

BULLYING WILL NOT BE TOLERATED. THIS CLASS FOLLOWS PVHS BULLYING POLICY STRICTLY!

Ignite the knowledge

Be engaged

Participate

Come to class ready to learn

Offer a helping hand

Group members should work together as a team Use your strengths to help others learn

Never accept failure

Failure is not an option

Be willing and able to ask for help when you need it

Exceed your potential

Show commitment to your education

Sleeping will not be tolerated

Electronic devices may only be used at the discretion of the teacher Listen and follow directions

Parents and Guardians,

Please read over the attached syllabus with your student and sign below. **By signing below, you are stating that you have read the syllabus and understand how my classroom will be conducted this year.** The syllabus will remain in our student's notebook for the entire year. There is important information on this syllabus pertaining to classroom rules and procedures that negates the argument of "I didn't know." If you have questions or concerns, please feel free to write a note at the bottom of this page so that I can make sure that the concern is addressed.

Thank
you, Mr.
Coop
Room: 311
cooprg@nv.ccsd.net
Mrcoop.org

Student Name (Print)

Student Signature

Parent/Guardian Name (Print)

Parent/Guardian Signature

Parent/Guardian Daytime/Work Phone Number: _____

Parent/Guardian Cell/Home Phone Number: _____

Parent/Guardian Email: _____

By providing a parent signature you agree to allow your student to view approved rated NR/G/ PG / TV-14 / DOCUMENTARY Videos. If you do not agree your student will be sent to an alternative work location during the day a video rated NR/G/ PG / TV-14 are viewed as part of the course of study during the school year and be provided an alternative and relevant assignment. Documentary and recreations allow students to attempt to place history themes into historical context. Video is not used in isolation but as part of the larger historical context. There are always relevant questions pertaining to the historical video as well as relevant follow up writing assignments.