


# Global Studies B

## Trimester 2 - Winter 2015/2016

### Grade 9

Global Studies B is a .5 credit course that continues and builds on themes from Global Studies A. We pick up with studies of three revolutions of the 20<sup>th</sup> Century.

Through a variety of formal and informal assignments and activities, students will gain proficiency in historical and critical thinking skills. We also practice advanced literacy skills with the goal that students will be college and career ready by graduation.

<b>Teacher:</b> Mr. Paulic <b>Room:</b> 202 <b>Instructional Access Hours:</b> 8:00AM - 8:30AM on Tu or Th; 3:05PM - 3:35PM on We; or by appointment. <b>Prep period:</b> 4th pd. <b>Contact:</b> 790-8058; paulic@4j.lane.edu <b>Website:</b> On the SEHS website >> Social Studies >> Stan Paulic >> Global Studies >> Click on the headline for the day to see expanded coverage of activities.	
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**Methods:** We will use the WICR approach in Global Studies, emphasizing 4 important skills - writing, inquiry, collaboration, & reading. We'll have a variety of short & medium-length writing assignments with a research project & presentation at the end of the trimester.

#### Required Materials

- Textbook: 'World History: Patterns of Interaction' - Take it home & leave it there through the term.
- 3-ring binder to organize handouts
- Pencils & pens

**Attendance Policy:** Attendance & participation are main keys to academic success. Students are held accountable to the attendance guidelines described in the parent/student handbook. My attendance expectations:

- Students in seats at the opening bell
- Come prepared to stay for the whole class
- Regular tardiness and unexcused absences lead to reduced participation grades - you can only participate when in class.

#### Learning Targets

<i>Target</i>	<i>Assessment</i>
•Use of primary or secondary sources to extract central ideas, analyze chronology, determine cause and effect.	•Document based questions (DBQs) •Reading responses
•Use of proper writing conventions to consistently write complete, clear responses to a variety of prompts.	•Reading responses •Essays/essay preparation •Group discussions, e.g., Socratic Circles w/ written summaries
•Interpret data, and assess the validity of an argument based on the use of data	•Graphic organizers •Class discussions •Date analysis
•Use multiple sources (books, internet, etc) to gather information, then draw conclusions from the information	•Reading responses •Essay preparation •Research activities
•Writing for a number of different purposes, and under different time constraints, from quick writes to revised works.	•Essays/ essay revisions •Reading responses •Writing prompts

**Accommodations will be available for students with identified special needs.**

**Grading:** Grades will be based on this *approximate* scale:

•40-50%: Exams/assessments - includes a research project & a final exam

•40-50%: Demonstration of proficiency in note-taking, critical reading, vocabulary development, written responses, & preparation & participation in discussion activities - Socratic Circles, Philosophical Chairs, etc.

•10-15%: Participation - This includes: being in class on time & for the whole period; listening respectfully to others during discussion; working cooperatively in group work; engaging in class discussions.

*Grade scale:* A = 90% & above; B = 80% to 89.9%; C = 70% to 79.9%; D = 60% to 69.9%; F = below 60%

### Course Calendar

Unit	Days	Lesson Themes	Skills Focus
1: Revolutions	8	<ul style="list-style-type: none"> <li>•Russian, Chinese, &amp; Indian Revolutions</li> <li>•Common characteristics of revolutions</li> <li>•Analysis of leadership, goals, strategies, outcomes</li> </ul>	Analyzing issues Analyzing causes & recognizing effects
2: Inter-war years	5	<ul style="list-style-type: none"> <li>•Rise of fascism, characteristics of fascism</li> <li>•Worldwide depression</li> <li>•Japanese aggression</li> </ul>	Analyzing motives Analyzing primary & secondary sources
3: WWII	6	<ul style="list-style-type: none"> <li>•Causes &amp; outcomes</li> <li>•Major events</li> <li>•Economics before and after</li> <li>•Nuremberg trials</li> </ul>	Making inferences Drawing conclusions
4: Holocaust studies	12	<ul style="list-style-type: none"> <li>•Step by step growth towards Holocaust</li> <li>•Resistance in the Jewish ghettos</li> <li>•Resistance by the Jewish Partisans</li> <li>•Bystanders &amp; upstanders - taking a stand</li> </ul>	Formulating historical questions Developing historical perspective
5: Cold War	7	<ul style="list-style-type: none"> <li>•The Marshall Plan &amp; the UN</li> <li>•Collapse of colonial powers</li> <li>•NATO vs. Warsaw Pact</li> <li>•Nuclear proliferation</li> <li>•Divisions of societies - Germany/Berlin, Korea, Vietnam, China</li> <li>•Collapse of the Eastern Bloc</li> </ul>	Analyzing political cartoons Writing for Social Studies Creating/interpreting a research outline Creating written presentations
6: Globalization	3	<ul style="list-style-type: none"> <li>•Driving forces</li> <li>•Global organizations</li> </ul>	Forming and supporting opinions
7: Regional Studies	10	<ul style="list-style-type: none"> <li>•Latin America</li> <li>•Africa</li> <li>•Asia</li> <li>•Resource exploitation and distribution</li> </ul>	Identifying problems and solutions Distinguishing fact from opinion Creating oral presentations Authentic research comparing multiple sources

### Behavioral Expectations

◆Be on time      ◆Be cooperative      ◆Be respectful      ◆Be prepared for class

Electronic devices such as CD players, Ipods, cell phones, etc. ***must be turned off and kept out of sight*** in the classroom during the entire class period. If used in class without permission, these devices will be confiscated & kept until the end of the *next period* or turned over to an administrator. In cases of chronic disregard for this rule, the devices will be turned over to a parent at the parent's convenience.

***Keep this in your binder.***

## Class Agreements - Global Studies B with Mr. Paulic

Please, share this with your parent/guardian, then fill in the blanks accordingly. Return to Mr. Paulic by **Friday, Dec. 11.**

Sign below to indicate that you have read the syllabus, understand the guidelines, and agree to abide by the expectations of this class. In particular, you'll abide by the following:

Electronic devices such as CD players, Ipods, cell phones, etc. ***must be turned off and kept out of sight*** in the classroom during the entire class period. If used in class without permission, these devices will be confiscated & kept until the end of the *next period* or turned over to an administrator. In cases of chronic disregard for this rule, the devices will be turned over to a parent at the parent's convenience.

Student Name \_\_\_\_\_  
(Please print)

Class Period \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Please, share this with your parent/guardian, then fill in the blanks accordingly. Return to Mr. Paulic by **Friday, Dec. 11.**

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**Student Name**\_\_\_\_\_

**(Please print)**

**Class Period**\_\_\_\_\_

**Student Signature**\_\_\_\_\_

**Parent/Guardian Signature**\_\_\_\_\_