Course Description: Ch-ch-ch-changes!
Starting last year, the Regents only focused on the material from tenth grade. This year marks for the first time since the early 2000s where the exam has a totally new format, including:

Part I: 28 multiple choice (down from 30 questions last) all based on a document (“Stimulus Based”). 54% of the exam
Part II: 2 Constructed Response Questions (more of short answer questions). 17% of the exam
Part III: The Enduring Understanding Essay. Being able to piece together documents to come up and support a claim. 29% of the exam.

DATE OF THE EXAM: JUNE 3rd, 2018

Don’t panic! This course will cover everything you need to know and then some! Want to know why Gandhi stopped eating for such a long time? Easy. Or what was Napoleon’s biggest mistake? Done. How about what was so “cold” about the Cold War? Piece of cake. It’s my hope that our students will not only be prepared to answer all these questions and more, but have a better understanding of the global world that we live in today.

Student Responsibilities: The following is what is expected of all students in Mr. Witkowich’s classes:
A. As the student I understand that I am expected to follow all the rules that are stated in the student handbook for Hendrick Hudson High School.
B. I understand that I am expected to arrive to class on time, being prepared and ready to work for the entire period.
C. I understand that my opinion and contributions are important to the class and in order to gain the respect of my fellow students I must also respect them and their ideas
D. I will only use language that is appropriate for class. Any language that is inappropriate will be dealt accordingly.
E. I understand that homework is a large portion of my grade in this class. All homework should be done in blue or black ink or if possible typed. If I type my homework I will use 12 pt. Times New Roman font.
F. I will prepare to the best of my ability for class examinations, which include tests and quizzes. If I find myself struggling with a particular topic, it is my responsibility to ask my teachers for help.
G. I understand that class participation is critical and includes being present, positively and actively participating, and being prepared for class.
H. When working with a partner or a group, I will stay on task and complete the assignment. I understand that any joking around or failure to stay on task will result in points being taken away from the class participation portion of my grade.

Teacher Responsibilities: As your teacher, I have the following responsibilities to help ensure that you will be successful not only in our class, but future social studies classes.
A. I will, to the best of our abilities, prepare you for the Global History Regents in June. This includes practicing multiple choice questions, as well as outlining and writing various writing assignments.
B. I will come to class prepared, with lessons that will engage learners and help students understand the units
C. I will set up a classroom environment that is conducive for learning, where all students feel comfortable and have the ability to succeed.
D. I will make ourselves available for any student who is struggling in class, whether it is during a free period or after school.
E. I will announce all tests at least 1 week in advance so that students can begin to prepare for their examinations
F. I will have open lines of communication via email and phone for students as well as parents
Materials: The following is a list of materials that all students are required to bring to class on a daily basis:

A. 3 ring binder and a 2 pocket folder (This is a must)
B. A pencil or pen (blue or black ink)
C. 2 highlighters (they can be any color)

Grading Policy: A change to our school’s grading policy, all grades will now be based on a TOTAL POINTS system. This means that there are no more weighted categories. Student’s grade in Mr. Witkowich’s class will be based on the following things:

- **Unit Exams**: Each unit exam is worth 200 points. I can approximate that there will be 2-3 unit exams per quarter.
- **Essays**: Each essay is worth 100 points and mirror the thematic or document based question essays on the Regents exam. There will be 1-3 essays per quarter.
- **Projects**: Depending on the quarter, I can range from 2-4 projects per. These can include binder checks, group assignments, or even research papers. Point values also vary from 25-100 points.
- **Quizzes**: Again, quizzes can range in terms of how much each is worth. Normally we have 2-3 quizzes per quarter, which can be valued at 50-100 points.
- **Homework**: One of the largest portions of student’s grade, each assignment is worth 10 points. Some homework, like larger Unit Question Sheets, have a multiplier of anywhere from 5-10, making the assignment actually worth 50-100 points. I estimate that homework will be 400-500 points per quarter, but may be more.

* A quick note about homework: Students will be assigned homework on a regular basis. Students are expected to complete their homework on time and meeting the requirements stated in the Student Responsibilities section above. Any late homework will lose 10 points per day. For example, a homework that would have been 10 out of 10 is handed in two days late. It is now an 8/10, due to the -20 points for lateness. *

- **Class Participation-Includes promptness, group work and other items**: Worth 100 points per quarter (10 points with a multiplier of ten).

**Approximate point value for a quarter: 900-1200 points per quarter**

Attendance Policy: Absences will be dealt with according to the district attendance policy. In accordance with the school attendance policy, students who have either an unexcused or unverified absence will receive the grade of ZERO for all work due or assigned on the date of the absence. This includes Unit Exams and Quizzes as well. Students have three schools from when the assessment was given to make it up. If they fail to do so in three days, the student will receive a ZERO for the assignment.

*If a student does have a verified absence and misses an exam or quiz, they will be subject to taking a different version of the exam.*

Extra Help: All sessions will be posted in both the classroom and on Mr. Witkowich’s website. Don’t wait if you’re struggling-come for help right away! I am looking forward to a great year in Global History!

By signing this confirmation, I acknowledge that I have read the attached course outline, expectations and grade structure for Mr. Witkowich’s 2018-2019 Global History and Geography course.

(Please print student name and class period) ............................................................ (Student Signature)

(Please print Parent/Guardian Name) ............................................................ (Parent/Guardian Signature)
Syllabus of the specific content we will be learning this year in Global History and Geography II

Below is a snapshot of the various units and topics students will be learning about this year in class.

Unit 1: The World in 1759

A snapshot of the world as we begin the course, this small unit focuses on the relative isolation of parts of Asia and Africa, the weakening of the imperial system in the Americas, the emergence and responses to Absolutism in Europe including the Enlightenment.

Unit 2: The French Revolution

Widely regarded as the birth of the modern age, our class will analyze the long and short term causes of the revolution, the various stages and events, and finally the major impact it had on not only France, but the rest of the world.

Unit 3: The Age of Revolutions

Right on the heels of the French Revolution, Europe (as well as other parts of the world) attempted to “turn back the clock” to conservatism, while dealing with major political, social and economic revolutions. Most importantly, students will examine the importance of the Industrial Revolution, first starting in England, but then spreading to the rest of the world.

Unit 4: The Rise of Nationalism and Imperialism

Still feeling the impact of the French Revolution, Italian and Germanic states offered different ways to unify their people. At the same time, other European countries turned outwards for their quest for economic and social supremacy, taking over much of the Eastern Hemisphere.

Unit 5: World War I and the Russian Revolution

After a century of relative peace, long term problems exploded after an assassination in Sarajevo, plunging the world into the “Great War.” As the death toll continued to rise, Russia saw itself fall victim to the first successful communist revolution in history, dramatically altering their nation’s future.

Unit 6: The Rise of Totalitarianism and World War II

Economic and social uncertainty post the Treaty of Versailles left a great deal of resent amongst the defeated nations of the Central Powers. The rise of dictators in Italy and Germany, the aggression of Imperial Japan and the weak policy of appeasement led the world into its second global conflict. When the dust settled, the power structure of the world had dramatically shifted, as dealing with the fallout of actions during the conflict.

Unit 7: The Cold War

Battle lines were drawn between the first and second worlds, as the USA and the USSR led the world through a dangerous game of arms race and global supremacy. This ideological struggle consumed much of the undecided third world and brought the planet face to face with the possibility of global destruction.

Unit 8: End of Imperialism

With the weakening of their colonial rulers, India, China and the African continent all saw opportunities for self-determination. Their methods of resistance varied, as well as the effectiveness of their independence, leaving many to question the lasting legacy of imperialism.

Unit 9: The Modern World

As the Cold War saw its end with the fall of the Berlin Wall, new issues presented both hope and tension for the global community. Issues regarding terrorism, globalization, women’s rights, and the environment remain on the front burner for the world to decide it’s course of action.