**World History**

Mr. Andrew Kiste   
[Akiste@piedmontclassical.com](mailto:Akiste@piedmontclassical.com)

**Objective:**

Students will understand the causes and effects of historical events as well as present day events. This will be achieved through: direct instruction/lecture; historical analysis; examining of texts, images, music, film, etc; creative, authentic assessments; research; writing assignments; and individual/group learning. Students will also improve upon their social studies skills, including mapping, timeline, research, writing, charting, and cause-and-effect skills.

**Text(s) used:**

-Textbook: *World History-Connections to Today*

-Primary and secondary documents of the instructor’s choosing

**Required Supplies:**

-A #2 pencil (mechanical or wooden) and eraser *every day*

-Spiral bound notebook for taking notes to be used for this class *only*

-Three-ring binder to be used for this class *only* to organize notes and returned assignments

**Website**

The most important tool that you will be using for this class is my website. Please visit the following web address: <Http://kistopia.weebly.com>. I will also be utilizing a Google Classroom and Canvas site. These web addresses will be provided at a later date.

**Participation:**

It is expected that students will come to class each day prepared and ready to participate in class-wide discussions. This class is designed by the instructor as a lecture/discussion based course, and students should be prepared to discuss the material with the instructor and classmates. Participation points may be given out based on student participation and preparation. This not only includes being prepared to discuss the material in-class, but also being prepared by bringing the required supplies to class everyday (pencil, textbook, notebook, three-ring binder, homework assignments, etc).

**COVID-19 Policy**

All students, regardless of their daily schedule (A/B day) or status (in-person hybrid or online), will be expected to attend class at the assigned time (4th period) whether they are in school or at home. Attendance will be taken daily and grades will be assigned, which will determine whether or not students receive credit towards graduation.

**Assignments:**

Various assignments will be given by the instructor for students to complete as dictated by the instructor, ranging from overnight to a few days in duration. Assignments may include, but are not limited to: reading assignments, notes, thesis notecards, take-home quizzes, one-page essays, short essays, long essays, reader responses, mapping, timelines, etc. Assignments may be graded for content or completion, which will be decided by the teacher and awarded an appropriate amount of points based on the length and difficulty of the assignment.

**Late Work:**

In the event of an absence or an assignment not turned in, it is the responsibility of the student to obtain all missed assignments from the instructor. Classwork and homework that is missed must be made up within three days from assignment date or upon returning to school, or within the same number of days that the student was absent. The teacher is not required to give assignments in advance of absences, but may do so at his discretion.

All assignments, including tests/projects, quizzes, or homework that is missed due to an unexcused absence may be made up at the teacher’s discretion within three days of returning to school, **but will be recorded at no more than 50%**.

**Assessments:**

Students will be assessed on their knowledge of the content administered by the instructor in numerous ways. While scantron/fill-in-the-bubble examinations have their place, there are also times when they don’t truly display whether or not a student understands the content or possesses a skill. These types of tests can also trigger test anxiety in a number of students and also hinder these students from displaying their knowledge of the content. As a result, students will be proving their achievement of the skills and content by performing authentic assessments. These authentic assessments may include, but are not limited to: short essays, long essays, thesis notecards, quizzes, posters, blogs, skits, advertisements, etc.

If a student wants an opportunity to improve a test grade, they may participate in an alternate assessment. All students will be eligible to participate in the alternative assessment, but must complete test corrections to “unlock” the opportunity to complete the alternative assessment. The alternative assessment must be completed within a week of the test and will be eligible to earn up to ten points added to their test score, not to exceed full credit on the test. Alternative assessments will typically be short essays connected to the topic of study for the unit tested.

**Bell Work:**

Class will begin *each* day with a bell work assignment on the board. This will consist of some vocabulary terms and questions that will relate to the terms to get students ready for that day’s activity or review from the previous day’s lesson. This assignment will count as a portion of a student’s final grade in engagement in the class (50% of the final grade), and students will be held academically responsible for not completing the bell work assignment. ***These assignments cannot be made up if absent or not completed in class.***

**Grading Scale**:

The following grading scale has been approved and set forth by the administration of Piedmont Classical High School:

Superior A 90-100

Above Average B 80- 89

Average C 70- 79

Below Average D 60- 69

Failure F 59 and below

The following grade weights have been established for all courses at PCHS:

Engagement (homework, discussion, bell work, performance tasks): 60%

Projects/Test/Essays: 25%  
Quizzes: 15%

**Extra Credit Policy**

Many students often come to me and ask what they can do to earn extra credit in my class. ***I do not assign extra credit until all missing work is made up and turned in***. This means that in order for me to consider giving a student extra credit, they must complete all assignments given and turn them in, leaving no zeroes in the gradebook. Once that is completed, the main way students can earn extra credit this year involves visiting the Kiste Newsstand and reading a historical magazine article from a periodical, including the Smithsonian, National Geographic, Michigan History, Museography, or another magazine. Students may also choose an online source, such as a current event, as long as it has been approved by me. Once a student has *read* the article, they need to write a half-page report giving a summary of the article and explaining why the topic of the article is historically relevant to a specific period in World History or modern day. By completing this assignment, students can receive UP TO half credit back on an essay or classwork assignment of their choice. These extra credit assignments are due the last day of the quarter in order to be accepted but are encouraged to be completed as soon as possible to avoid inundating the instructor with too much work to grade.

**Tardy Policy**

The following tardy policy has been approved and set forth by the administration of Piedmont Classical High School:

The specific tardy policy for Piedmont Classical High School is as follows:

* 1st tardy- Warning by teacher
* 2nd tardy- Parent notified, detention assigned by teacher
* 3rd tardy- Parent notified, detention assigned by teacher
* 4th & beyond- Referral sent to administration

For more on the attendance and tardy policies, refer to the student handbook.

**Classroom Guidelines:**

I have one request of all students who enter my classroom: ***Do nothing that hinders the instructor’s ability to teach or students’ abilities to learn.***

What does this mean for you, the student? Rather than having to list everything that you can or cannot do during the instructional period, I am giving you the opportunity to choose for yourself what to do and what not to do. If talking during instructional time is hindering my ability to teach and others’ ability to learn, then please restrain yourself from talking at that time. If cheating off a classmate’s test is hindering you from learning or demonstrating your knowledge, then please don’t cheat.

What my expectations boil down to is one word: respect. If you respect yourself and others, as well as myself, you will allow me to teach and also allow your classmates and yourself to learn. Every student that enters my classroom is a young adult, and regardless of who you are or what has happened to you in the past, you are a valued part of this classroom community. As a result, if you show respect to your classmates and instructor, the expectation is that you will receive respect in return.

I do, however, have some non-negotiable guidelines that will be followed at all times:

1. No electronics will be allowed in my classroom *at any time*; this is not a “Kiste rule” but a PCSH rule. **This includes headphones and earbuds**. They are distracting to yourself, your classmates, and the instructor and hinder both the ability to learn and the ability to teach in the classroom. If I see a cell phone or hear one going off, or see you with an ipod or other listening device such as earbuds, I will confiscate it and you will have to pick it up at a later date from an administrator. If this becomes a recurrence, other consequences will be implemented including but not limited to: a parent retrieving the electronic device, handing the device over to an administrator, a detention, etc. Mr. Kiste and the school will not be held responsible for lost electronic devices! Also, my classroom is not a place to charge your device—that should be done at home! Do not ask! Please refer to and adhere to the electronics policy in the student handbook for rules and consequences.
2. Tardies and absences shall be dealt with in a fair, but consistent manner. Tardies will be treated in the manner as the school policy. If a student is absent, it is ***his or her*** responsibility (not the instructor’s) to ask the teacher what they missed during their absence.
3. This classroom is meant to be a safe, caring environment. As a result, vulgar language and violence (including rough-housing) of any kind will not be tolerated. This also includes bullying, whether physical or verbal. As mentioned above, this classroom is a community of respect, and even if vulgar language or play violence is meant in a conversational or playful manner, it has no place in this community. What you do or say outside the classroom is your business, but inside the classroom, vulgar language and violence will not be tolerated whatsoever. Some people find vulgarity to be offensive and may be intimidated by cursing or violence. Failure to follow this guideline will result in consequences including but not limited to: detention, phone call/letter home, recommendation to an administrator, etc.
4. All other school rules apply in this classroom, as well. Failure to comply with these rules will result in appropriate consequences.

**Consequences:**

I believe that consequences should be logical and appropriate to the misbehavior. As a result, I do not have a set “sequence of consequences” that I follow. Consequences should be fair and appropriate to the misbehavior, used to correct the misbehavior. This is meant to reinforce the fact that every action has a logical consequence, both in school and in life. It also teaches students to take responsibility for their actions.

I also believe that students should not be made examples of in front of the rest of the class or embarrassed in front of their peers. As a result, I will do my best to treat you with respect should your behavior need to be corrected. This may mean that I will take you aside individually to speak with you or confront you at your desk privately. This will help you, the student, to save face and not be embarrassed or made a spectacle to the rest of the class.

**Cheating and Plagiarism**

Cheating includes the following:

\* giving, sending or receiving information during or after tests, essays, quizzes and exams

\* transmitting or receiving these or any test materials, questions, or answer keys – this includes anything sent electronically and/or over a cell phone

\* using unauthorized material (like notes) during a test

\* taking a test or writing a paper for/with another student or asking someone to write a paper or do your homework for/with you

\* submitting the same paper–or different versions of what is essentially the same paper–for more than one course or for more than one student

\* obtaining unauthorized materials online or from a previous year’s class

\* misrepresenting or falsifying written work, sources, research, or results

\* helping another student commit an act of academic dishonesty or lying to protect a student who has committed such an act.

Plagiarism is the theft of intellectual property belonging to another. This includes the theft of written texts, notes, computer programs, designs, website materials and/or visual materials. In many cases, plagiarism is intentional and harmful in its nature. Students simply do not think they will get caught. In some cases, the theft of intellectual property seems to be the result of ignorance and could have been avoided had the student better understood the nature of plagiarism. Since I cannot know what you really intended to do, I have no choice but to treat each case of plagiarism as a serious offense. In the internet age, students often assume that copying and pasting from the internet and turning in the work as theirs is legitimate because it is so easy to do. This is actually the most common form of plagiarism, and no such work will be accepted in this class. (taken online from Jones, 2001)

The consequences for cheating and plagiarism, for all students involved, will include the following: a zero on the assignment(s) affected, a conference with parents, and a referral to administration for disciplinary action. Students who cheat or plagiarize must understand they are jeopardizing their status in National Honor Society and their acceptance to college.

**Positive Reinforcement:**

I also believe in rewarding positive behavior. As a result, I will award PRNs (Positive Reinforcement Notes) to students who I believe to be exemplifying positive behavior or who are improving in the classroom. PRNs may be saved up and exchanged for the following:

2 PRNs=one piece of hard candy

10 PRNs=a king-sized candy bar of your choice

This does not excuse negative behavior, however. Because you are all young adults, it is expected that you will behave appropriately and professional in this educational setting, and as such, the distribution of PRNs will be random and unexpected. Other forms of positive reinforcement may include, but are not limited to: verbal praise, positive notes/phone calls/emails home, etc.

**Open-Door Policy:**

I am always on-hand for each of my students during the day should you require anything. My school email address is kistea@gcsnc.com. Please feel free to email me at any time regarding content, clarification, or any other things you may need. You can always pull me aside before or after class (within reason) to speak with me, and I will do my best to be in the building at least an hour prior to school starting and at least a half-hour after school ends every day. Speaking to me does not need to be limited to academic matters, either. If there is something going on in your life that you need to talk about (ie. family problems, relationship problems, emotional problems, etc.) I am here to listen. I value and care about every single one of my students. I will try to help you in any way I can, whether that means offering advice or recommending support or resources to help you. Your parents are also welcome to contact me regarding any questions or concerns they may have.

**Office/Tutoring/Remediation Hours:**

My goal as an educator is to ensure that each student excels in the classroom. As a result, I will be available three times during the week to meet with students regarding tutoring and remediation, as well as to discuss behavioral or personal issues. My office hours are as follows: daily before school, Thursday afternoons, and by appointment otherwise. **Please make an appointment ahead of time so I know to expect you!** If needed, I will also be willing to negotiate other hours at times to meet the needs of my students.

***Please return this portion of the form signed and dated by the due date set by the teacher to receive credit.***

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the syllabus for Mr. Kiste’s World History class for the 2020-21 school year. I understand that there will be logical consequences for my actions and that I will be treated fairly and with respect. I also understand that I am expected to treat others and my instructor with respect, whether that means speaking well of others or respecting my classmates’ ability to learn and my instructor’s ability to teach.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

(student signature) (date)

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the syllabus for Mr. Kiste’s World History class for the 2020-21 school year. I understand that my student has the responsibility to be respectful and honor their classmates’ ability to learn and Mr. Kiste’s ability to teach. I understand that there will be logical and fair consequences should a misbehavior occur and that Mr. Kiste will treat my students with the respect that my student deserves. I also understand that Mr. Kiste has an open-door policy and that I can contact him at any time should I have any concerns about my student’s work or performance in World History.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

(parent/guardian signature) (date)