Welcome to 9th Grade Global History, I am very excited to have you as part of our class this year and I look forward to getting to know you while we explore and learn about the history of the ancient world. Global History is a two-year course sequence and over the course of the next two years you will be exploring human history from the dawn of man inhabiting the earth through to the present day.

Many students often ask the question as to why it is necessary to study and understand human history and I believe Cicero and Churchill have the best answers to this question.

“...To be ignorant of what occurred before you were born is to remain always a child...”
— Marcus Tullius Cicero

“...The farther backward you can look, the farther forward you are likely to see...”
— Winston Churchill

Over the course of the year we will explore our human existence through the course textbook, using different primary/secondary sources from the different eras/events being studied/explored (case studies), through engaging in class discussions/debates, and through the completion of different activities/essays/projects (case study assessments). During your first year of global history we will explore many different events and turning points in human history such as the Neolithic Revolution, the Birth/Development of Civilizations, the rise and impact of religion/belief systems, the Rise & Fall of the Classical Age Civilizations, Outcomes of the Collapse of the Classical Age Civilizations (i.e. Rise of Islamic Empires, Mongols, Byzantine Empire, the Middle Ages, and the Crusades), the Renaissance, the Protestant Reformation, Scientific Revolution, and the Rise of Absolutist Governments & the Enlightenment (this is by no means an exhaustive list of everything we will explore together during your 9th grade year of Global History).

Now I am sure that you are thinking alright we're going to explore and learn about a lot of very interesting topics in Global History; but how is my grade going to be determined and what do I need to do to succeed? The answers to all your questions can be found below in the course syllabus (hopefully).
Grading:
• Grades will be determined by the total number of points accumulated at the end of the marking period for each of the following weighted categories:
  • Class Participation (10% of the MP Grade)
  • Informal/Formative Assessments (40% of MP Grade)
  • Formal/Summative Assessments (50% of MP Grade)
• Mid-Term/Final Exam:
  o Mid-Term
    • 10% of semester 1 grade
  o Final Exam
    • 10% of semester 2 grade
• Your marking period grade is determined by the following:
  o MP1 = MP1
  o MP2 = MP2
  o MP3 = MP3
  o MP4 = FINAL SEMESTER GRADE (refer to equation below)
• Your semester grade (the grade that will appear on your transcript) is determined by the following equation:
  o MP1(.30) + MP2 (.30) + MP3(.30) + MID-TERM/FINAL EXAM(.10) = SEMESTER GRADE

• Grading Policies
  o Class Participation
    o Point Value:
      • 3 points class participation are awarded for each class period (roughly 15 points possible per week; depending on the number of school days in a specific week)
    o Estimated Grading Time: PLEASE NOTE THAT THIS IS AN ESTIMATE
      • Less than 24 hours
    o Estimated Time for PupilPath to be Updated: PLEASE NOTE THAT THIS IS AN ESTIMATE
      • Daily
  o Grading:
    • Awarding of class participation points is based on the following:
      o In uniform
      o On-time
      o Possess ALL materials/supplies needed for class
      o Note Taking & Binder Organization
      o No side conversations
      o Respect is being shown to everyone at all times
      o Being engaged and participating in all class discussions
      o Submission of all assignments on time.
      o All class/school rules are followed (as laid out in this syllabus and as discussed in class)
  • The points for class participation are kept track of by Professor Meinschein and are entered into PupilPath every day (___/3; for a total of 15 points possible per week; depending on the number of school days in a specific week).
Informal/Formative Assessments (assignments designed to monitor student learning and provide feedback that can be used by a teacher and students to identify their strengths and weaknesses and target areas that need work)

Point Value:
- Informal/Formative Assessments vary in point value depending on the complexity/difficulty of the assignment.

Estimated Grading Time: PLEASE NOTE THAT THIS IS AN ESTIMATE
- 24-48 hours (depending on the length of the assignment)

Estimated Time for PupilPath to be Updated: PLEASE NOTE THAT THIS IS AN ESTIMATE
- 24-48 hours after grading is completed

Grading:
- Grades/scores are represented by the symbols listed in the rubric (listed below).
  - **Note:** Numerical grades/scores are provided for grades/scores other than those listed for each grading symbol.
- Informal/Formative Assessments are graded based on the following criteria/rubric:
  - 100
    - ENTIRE assignment/ALL task(s) prescribed for the assignment are complete following the instructions listed and using BLUE OR BLACK INK (unless instructed otherwise).
    - Very high quality description, synthesis, evaluation, analysis, or other high quality critical thinking demanded of the task(s) prescribed for the assignment.
    - LARGE amount of high quality evidence (details, examples); generally, 2-3 pieces of evidence needed (depends on task and time limits)
    - Proper structure and organization for the way the task(s) was/were completed (i.e. Constructed Response: Intro [with thesis], body [with examples/evidence & analysis], conclusion/closing).
    - ALL information presented is completely accurate.
    - Correct conventions/usage of the English language (spelling, punctuation, grammar) and legibility (assignment can be easily read and understood).
  - 95
    - ENTIRE assignment/ALL task(s) prescribed for the assignment are complete following the instructions listed (may or may not have used BLUE OR BLACK INK).
    - Very high quality description, synthesis, evaluation, analysis, or other high quality critical thinking demanded of the task(s) prescribed for the assignment.
    - LARGE amount of high quality evidence (details, examples); generally, 2-3 pieces of evidence needed (depends on task and time limits)
o Proper structure and organization for the way the task(s) was/were completed (i.e. Constructed Response: Intro [with thesis], body [with examples & analysis], conclusion/closing).

o ALL information presented is accurate.

o Correct conventions/usage of the English language (spelling, punctuation, grammar) and legibility (assignment can be easily read and understood).

• √+ = 90

  o ENTIRE assignment/ALL task(s) prescribed for the assignment are complete following the instructions listed (may or may not have used BLUE OR BLACK INK).

  o High quality description, synthesis, evaluation, analysis, or other high quality critical thinking demanded of the task(s) prescribed for the assignment.

  o LARGE amount of high quality evidence (details, examples); generally, 2-3 pieces of evidence needed (depends on task and time limits)

  o Proper structure and organization for the way the task(s) was/were completed (i.e. Constructed Response: Intro [with thesis], body [with examples & analysis], conclusion/closing).

  o ALL information presented is accurate.

  o Correct conventions/usage of the English language (spelling, punctuation, grammar) and legibility (assignment can be easily read and understood) with no more than one-two minor inaccuracies.

• √ = 85

  o ENTIRE assignment/ALL task(s) prescribed for the assignment are complete following the instructions listed (may or may not have used BLUE OR BLACK INK).

  o Good quality description, synthesis, evaluation, analysis, or other high quality critical thinking demanded of the task(s) prescribed for the assignment.

  o Good amount of good quality evidence (details, examples); generally, 2-3 pieces of evidence needed (depends on task and time limits)

  o Proper structure and organization for the way the task(s) was/were completed (i.e. Constructed Response: Intro [with thesis], body [with examples & analysis], conclusion/closing).

  o Almost all information presented is accurate.

  o Correct conventions/usage of the English language (spelling, punctuation, grammar) and legibility (assignment can be easily read and understood); may have minor inaccuracies.
• \( \sqrt{-} = 75 \)
  o Majority of the task(s) prescribed for the assignment are complete following the instructions listed (may or may not have used BLUE OR BLACK INK).
  o Decent/Fair quality description, synthesis, evaluation, analysis, or other high quality critical thinking demanded of the task(s) prescribed for the assignment.
  o Uses minimum amount of evidence needed (may not be good quality) needed to adequately complete the task(s) (details, examples); generally, 2-3 pieces of evidence needed (depends on task and time limits)
  o Proper structure and organization for the way the task(s) was/were completed (i.e. Constructed Response: Intro [with thesis], body [with examples & analysis], conclusion/closing).
  o Majority of the information presented is accurate.
  o Correct conventions/usage of the English language (spelling, punctuation, grammar) and legibility (assignment can be easily read and understood); may have a large number of minor inaccuracies.

• \( - = 65 \)
  o A portion or some of the task(s) prescribed for the assignment are complete following the instructions listed (may or may not have used BLUE OR BLACK INK).
  o Low quality description, synthesis, evaluation, analysis, or other high quality critical thinking demanded of the task(s) prescribed for the assignment (or assignment may lack evidence of critical thinking; i.e. analysis).
  o May not use minimum amount of evidence needed (may not be good quality) needed to adequately complete the task(s) (details, examples); generally, 2-3 pieces of evidence needed (depends on task and time limits)
  o May lack no more than one part of the proper structure and organization for the way the task(s) needed to completed (i.e. Constructed Response: Intro [with thesis], body [with examples & analysis], conclusion/closing).
  o Large amount of the information presented may be inaccurate.
  o Correct conventions/usage of the English language (spelling, punctuation, grammar) and legibility (assignment can be easily read and understood); may have a number of inaccuracies.

• \( \Delta \) (triangle) = 55
  o A small portion or some small amount of the task(s) prescribed for the assignment are complete following the instructions listed (may or may not have used BLUE OR BLACK INK).
  o Very low quality description, synthesis, evaluation, analysis, or other high quality critical thinking demanded of the task(s) prescribed for the assignment (or assignment may lack evidence of critical thinking; i.e. analysis).
• Does not use minimum amount of quality evidence needed to adequately complete the task(s) (details, examples); generally, 2-3 pieces of evidence needed (depends on task and time limits)
• May lack multiple part(s) of the proper structure and organization of the way the task(s) needed to be completed (i.e.Constructed Response: Intro [with thesis], body [with examples & analysis], conclusion/closing).
• Majority of the information presented may be inaccurate.
• Correct conventions/usage of the English language (spelling, punctuation, grammar) and legibility (assignment can be easily read and understood) may have a large number of inaccuracies.
• (square) = 45
  • A very small portion or some very small amount of the task(s) prescribed for the assignment are complete (may or may not have used BLUE OR BLACK INK) or the task(s) was/were not completed properly (or a majority of the tasks were not completed).
• 0 (ZERO)
  • Submitted Blank/Missing/Not Submitted

• Formal/Summative Assessments (assignments designed to measure how well a student has mastered learning content/skills)
  • Point Value:
    • Formal/Summative Assessments vary in point value depending on the type of assessment and the complexity/difficulty of the assignment.
  • Estimated Grading Time: PLEASE NOTE THAT THIS IS AN ESTIMATE
    • Essays/Projects
      • 3-4 weeks (depending on the length of the essay/project)
    • Exams
      • 1 week (depending on the format of the exam)
    • Socratic Seminar
      • 1-2 days (after the end date of the seminar)
    • Quizzes
      • 2-3 days (depending on the format of the quiz)
    • Other Written Formal/Summative Assessments
      • 1 week (depending on the length of the assignment)
  • Estimated Time for PupilPath to be Updated: PLEASE NOTE THAT THIS IS AN ESTIMATE
    • 24-48 hours after grading is completed
  • Grading:
    • Essays/Projects
      • Essay Rubrics
        • Argumentative Essay Rubric (available on the course page)
        • Expository Essay Rubric (available on the course page)
      • Project Rubrics
        • Created specifically for each Project (will be made available on the course page as projects are assigned)
Exams
  - Based on skill mastery, accuracy and the correct usage of information (evidence), correct analysis, and full completion of the task(s) assigned.
    - Tasks may include the following (not an exhaustive list):
      - Multiple Choice
      - Definition/Matching
      - Short Answer
      - Constructed Response
      - Essay

Mid-Term/Final Exam
  - Based on skill mastery, accuracy and the correct usage of information (evidence), correct analysis, and full completion of the task(s) assigned.
    - Tasks may include the following (not an exhaustive list):
      - Multiple Choice
      - Definition
      - Matching
      - Short Answer
      - Constructed Response
      - Essay

Socratic Seminar
  - Socratic Seminar Rubric (available on the course page)

Quizzes
  - Based on skill mastery, accuracy and the correct usage of information (evidence), correct analysis, and full completion of the task(s) assigned.
    - Tasks may include the following (not an exhaustive list):
      - Multiple Choice
      - Definition
      - Matching
      - Short Answer

Other Written Formal/Summative Assessments
  - Based on skill mastery, accuracy and the correct usage of information (evidence), correct analysis, and full completion of the task(s) assigned.
    - Refer to formative assessment rubric (above) for more information.

Extensions on Assignments:
  - Extensions are granted on a case-by-case basis.
  - Extensions are very rarely granted on larger papers and projects since students are usually provided numerous days (and sometimes weeks) to complete the task(s).
Late/Missed Work

- You are responsible for getting your classwork, homework, and other assignments/assessments turned in completed and on time.
  - If you are absent, it is your responsibility to check the course webpage for any assignments and see me after class (the day you return to class) for what you missed during your absence; NEED TO BE SURE TO GET ANY ASSIGNMENTS THAT NEED TO BE COMPLETED (it is necessary to come and see me for any in-class assignments/handouts you need due to being absent [as these are not posted on the course page]).
  - I will not chase after you to give you what you have missed (you are in high school now).

- Informal/Formative Assessments will be accepted with the possibility of earning a passing grade only one day after the due date (students may earn only up to 75% credit); no points will be deducted if a student is sick etc.
  - Students will earn only up to 55% credit (failing grade) for any assignment submitted more than one day late.
    - **NOTE: THIS IS BETTER THAN EARNING A ZERO!**
  - No regular classwork or homework assignment(s) will be accepted for credit if it is submitted more than one week late (without special circumstances).
  - **Remember that you still want to submit any & all missed/late classwork or homework in order to remain eligible for extra credit.**

- Formal/Summative Assessments (Essays, Projects, etc)
  - Summative Assessments (essay, project, etc) will be accepted no later than 5 school days past the due date (each school day the summative assessment is submitted late will result in a 5-point penalty or 5% depending on the value of the assignment being deducted from the final grade for the summative assessment).
    - After the summative assessment is MORE than 5 school days late a ZERO (0%) will be earned for the large/long-term assessment.
    - No formal/summative assessment will be accepted for credit if it is more than 5 school days late.

Extra Credit Opportunities:

- Extra credit will be considered upon request for students that have completed and submitted all assignments for the marking period.

- Extra credit is meant to help students that are struggling, it is not meant to help students that choose to not complete certain assignments.
  - If a student completes all the missing assignments for a marking period then they will be eligible to be considered for extra credit (students will not receive credit for late work that is submitted more than one week late; as stipulated above in the late work policy).
Absences/Lateness:
- It is **not** acceptable to arrive late to class or to be absent from class.
  - Absences:
    - If you are absent you will receive an EX (excused) in PupilPath for that day's participation grade (*this does not hurt your grade*); however, if it is found that the absence was NOT excused (i.e. cutting class) then a ZERO will be entered into PupilPath for that day’s class participation grade and for all other assignments that were assigned/due on the day the class was skipped.
    - **DON’T SKIP CLASS!**
  - Tardiness:
    - If you are tardy, 0.5 points will be deducted from your class participation grade for that day.
      - No points will be deducted for an excused lateness (i.e. note).
    - **DON’T BE LATE TO CLASS!**

Academic Integrity:
- Plagiarism:
  - Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:
    - **According to the Merriam-Webster to "plagiarize" means:**
      - To steal and pass off (the ideas or words of another) as one's own
      - To use (another's production) without crediting the source
      - To commit literary theft
      - To present as new and original an idea or product derived from an existing source.
  - **In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.**
- Make sure to do your own work (do not copy the work of others and try to pass it off as your own, this is CHEATING and is known as plagiarism; I have no patience for this).
- You can use the work of others to add credibility to your own work (quoting another person’s work; i.e. historian, etc.), but you must give them credit for their work through the use of citations.
  - In this class you will make use of MLA format for the citations and the layout/format of your essays.
  - The Purdue Owl MLA Citation Website is an invaluable tool for properly citing the work of another person and formatting essays.
    - **Purdue Owl MLA Citation Website:**
      - [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/)
- Don’t worry we will go over MLA format in class together before your first research essay/project (please come see me if you need help with MLA citations and formatting).
Classroom Protocols/Regulations:
- Classroom protocols/regulations are necessary in order to maintain a healthy and safe learning environment. We all have to live and learn by these rules, so I would like your input. The rules listed below are non-negotiable; certain ground rules must be maintained for the learning environment (and I have no patience for those who seek to disrupt the learning environment). However, I have left blank spaces for additional rule suggestions.

1. Respect- everyone deserves this. In this class we will be discussing and sharing our views on a variety of issues (some controversial) and in order to have a safe “sharing environment”, respect is essential.
2. Raise your hand to speak/share.
3. Arrive on time.
4. When you arrive in class, enter the room quietly and begin working on the “do now” activity.
5. Bring all necessary materials to class (3-ring binder, loose-leaf paper, textbook/readings, pens, pencils, etc).
6. No food, gum, or soda is permitted in the classroom (bottled water in a clear plastic container is alright).
7. Follow the class/school code of academic integrity (no plagiarism!).
8. Follow the school dress code.
9. Do your very best. Always attempt to complete every assignment and ask for help when you need it. Etc.
10.

11.

- Now that we have all agreed to the rules of the classroom, please sign your name below to verify that you agree to abide by the rules that we have set forth together for our classroom.

Student Name (Print): __________________________________________________________

Student Signature: ____________________________________________________________

Parent Signature _____________________________________________________________

- Keep this syllabus/welcome packet in your binder.
Supplies List/Things needed for this course:

- (2) 3-Ring Binders
  - Smaller Binder (1” Binder): Needs to be brought to class everyday
    - NOTE: The syllabus needs to be kept in the front of the binder under “Unit A” (for easy reference).
  - Larger binder (3” Binder): Is for storage at home (need to keep everything organized according to the unit of study for two years’ worth of material; Professor Tiede includes 9th grade material on her assessments in 10th grade)
- 5 Dividers (FOR THE 1” BINDER)
  - Label each one of them for each of the Units of Study:
    - Unit A & Units 1-4 (Listed Below)
- Planner (or place where you keep track of assignments)
- Loose-Leaf paper
- Blue/Black Ink Pens
- Pencils & Pencil Sharpener (with cover)
- Highlighters
- NYC Public Library Card (NEED THIS FOR CONDUCTING RESEARCH)
  - [https://www.nypl.org/help/library-card](https://www.nypl.org/help/library-card)
- Suggested Binder Organization:
  - Syllabus In The Front Of The Binder (in section for “Unit A”)
  - Dividers for Unit A & Units 1-4 Organized Chronologically
  - Notes, Handouts, Readings, Quizzes, Exams, Etc. ALL SHOULD BE ORGANIZED NEATLY ACCORDING TO EACH UNIT OF STUDY.
  - Do not remove anything from your binder until told to do so by Professor Meinschein.
    - Then you need to keep all of your materials in your separate 3” binder at home.
    - DO NOT THROW ANYTHING AWAY; YOU WILL NEED IT WHEN PREPARING FOR THE GLOBAL MID-TERM & FINAL EXAMS IN BOTH 9TH & 10TH GRADES.

Units of Study:

- Unit A: Introduction to Global History
- Unit 1: Neolithic Revolution & the Creation of Civilization
- Unit 2: Advent of Human Belief Systems & Organized Religions
- Unit 3: Fall of the Classical Civilizations & World Outcomes (The First Empires)
- Unit 4: Humanism & Its Influence

Texts:

- The Ways of the World (Second Edition); Robert W. Strayer
- Global History Volume One: The Ancient World to the Age of Revolution; Mark Willner, George Hero, & Jerry Weiner
- Numerous Primary & Secondary Source Documents
Email/Contact Information:

- If you have a question/concern *that cannot wait until the next class period*, you can reach me via email regarding any assignment and I will get back to you with the answer.

- **Disclaimer:**
  - *If an email is received after 8pm you will not receive a response until the next morning.*
  - Protocol for emailing Professor Meinschein:
    - Need to be professional:
      - Must have a formal salutation
      - Must use complete sentences
      - Must be polite/respectful in tone
      - Must have a “sign-off”
    - If an email is received that does not meet the requirements above, you **will not** receive a response.

- Email: [stephenmeinschein@columbiasecondary.org](mailto:stephenmeinschein@columbiasecondary.org)
Greetings Parents/Guardians,

My name is Stephen Meinschein, and I am your son/daughter’s Global History teacher. To facilitate student success, it is necessary to have an open line of communication between parents/guardians and a teacher. This is important as it allows for me to keep you apprised of any major successes and/or issues concerning your son/daughter in this course. For this reason, I request that you provide the following information (your cooperation is greatly appreciated).

Sincerely,

Stephen Meinschein
stephenmeinschein@columbiasecondary.org
(212) 666 - 1278

Name of Your Student: ________________________________________________

Name of Parent/Guardian: ____________________________________________

Email Address (Parent/Guardian): ________________________________

Contact Information for Parent/Guardian:

  Telephone (day/night time): ________________________________

  Telephone (mobile): ________________________________

  Primary Language Spoken (Circle One): English  Spanish

  Other ____________________________________________