

Crook County School District

where students dream, learn, & succeed



<u>School</u> : Crook County High School		<u>Instructor</u> : Heather Wiles Alyx Lyons Conner Booster
<u>Course</u> : World Cultures B		<u>Email</u> : heather.wiles@crookcountyschools.org alyx.lyons@crookcountyschools.org conner.booster@crookcountyschools.org
☐	Trimester #1	<u>Phone</u> : 541-416-6900 (ask for teacher's extension)
☒	Trimester #2	<u>Methods for Communicating with Families</u> : -Email -Phone -Conferences
☒	Trimester #3	

Course Description:

- World Cultures is a required course for credit to earn a diploma at Crook County High School. The goal of the course is to reinforce and add to students' knowledge of geographical concepts and to provide students with the histories of key regions throughout the world. Regions of interest may include Latin America, the Middle East, Africa (North, Sub-Saharan, Central, West and East), Asia (South, East, and Southeast), and Eastern Europe/Russia. The geographic, political, cultural, and economic realities of each region will be central. Students will gain an understanding of how present conditions are grounded in the modern history of these regions. Therefore, students will often be asked to connect current events with course content. Students will also spend considerable time engaging the historical process through primary source analysis, group discussions, and role-play simulations about cause and effect relationships.

Learning Standards/Targets:

- Evaluate modern conditions of Southern, Central and Eastern Africa as they relate to colonization.
- Compare and contrast the Abrahamic religions and their impact in the Middle East
- Assess the complicated nature of settlements over time in the Middle East
- Describe the colonization of South Asia
- Compare political systems created during the Cold War
- Analyze current events in the former Soviet Union Republics
- Explain the development and current manifestations of communism in China and North Korea

<https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/Adopted>

[%20Oregon%20K-12%20Social%20Sciences%20Standards%205.18.pdf](#)

- <https://www.ode.state.or.us/wma/teachlearn/commoncore/or-ccss-ss-highschool.pdf>

Instructional Materials:

- Core Texts: World History and Geography by McGraw Hill and National Geographic's Student Atlas.
 - Choices Units from Brown University
- Films, Videos/Other Electronic Media:
 - Multiple Vice Media Docs.
 - Multiple PBS Docs.
 - *Hotel Rwanda*
 - Vox Atlas Docs
 - *Death in Gaza*
 - The Daily Podcast
 - Inside North Korea and other National Geographic documentaries
- Other Supplementary Curriculum (Articles, etc.):
 - Articles from The New York Times, UpFront Magazine, and other syndicated publications.

****Students will be required to participate in independent research, online, connected to current events. Common reputable sources used for these activities include The Wall Street Journal, The New York Times, NPR, Reuters, The Associated Press, etc.****

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide

a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- See [CCSD Board Policy JFC](#) for more details.

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 80%
- Daily Homework & Practice Assignments: 20%

*[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.

2) **Homework/Daily Work:** *Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.).*

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*

I have read the above syllabus and understand the requirements for this course.

Parent Printed Name_____

Parent Signature_____

Student Printed Name_____

Student Signature_____

World Cultures (I and II) Youtube and Video Links, and Film List

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en



<https://www.youtube.com/embed/ZSzNUqA0Fc0>



<https://drive.google.com/file/d/1dnSnGH4AqgzN5voijRhbeCBF3tDhjctD/view>



<https://drive.google.com/file/d/12Bg2Hvnfp66hP2klqP7cxDhIJJepXgkG/view>



<https://www.youtube.com/embed/6As8AlbKK5Q>



<https://www.youtube.com/embed/HQPA5oNpfM4>



<https://www.youtube.com/embed/bK4ypIfEkjg>



<https://www.youtube.com/embed/QUn6FQQEFvY>



https://www.youtube.com/embed/SKo-_Xxfywk



<https://www.slavevoyages.org/voyage/ship#slave->



https://www.youtube.com/embed/3NXC4Q_4JVg



<https://www.youtube.com/embed/6H0D8Valli0?t=27s>



<https://www.youtube.com/embed/IOGVgQYX6SU>



<https://www.pbs.org/newshour/show/violence-and-instability-in-haiti-as-ongoing-crisis-deepens>



<https://www.youtube.com/embed/eaQ9ji-BQyw>



<https://www.history.com/videos/castro-and-the-cuban-revolution>



<https://www.youtube.com/embed/Ya46bmRa0os>



<https://www.youtube.com/embed/RbSVtxSEITA>



https://www.youtube.com/embed/VMYM00i6_L8



<https://www.youtube.com/embed/1ZRMvX9ACY4>



<https://www.cnn.com/2022/09/04/americas/chile-constitution-vote-intl/index.html>



<https://www.youtube.com/embed/rF1sQatbwf0>



<https://www.youtube.com/embed/v6Agqm4K7Ok>



<https://www.youtube.com/embed/VImgIPxfRbs?t=3s>



<https://www.youtube.com/embed/c3BRTIHFpBU>



<https://www.youtube.com/embed/FNgvyYZKK5M>



https://www.youtube.com/embed/1W_zM7koJy8



<https://education.nationalgeographic.org/resource/cultural-differences/>



<https://www.youtube.com/embed/CgzSnZidGuU>



<https://www.youtube.com/embed/2fzbgtZQsfM>



<https://www.youtube.com/embed/S7yvnUz2PLE>



https://www.youtube.com/embed/sI8R9B_caDY



<https://www.youtube.com/embed/OdyqQDBiwao>



<https://www.youtube.com/embed/FmuaZuRxGZU>



<https://www.youtube.com/embed/5A5T02rmwvc>



https://www.youtube.com/watch?v=_V3blzNX4co



<https://www.youtube.com/embed/Y9jscWk2DMg>



<https://www.youtube.com/embed/1S3Ca9v6pyo>



<https://www.youtube.com/embed/shZPe8Jzaws>



<https://www.youtube.com/embed/JxEk0MGtwjQ>



<https://www.youtube.com/embed/4kYCmc6xbzl?t=4s>



<https://www.youtube.com/embed/nEuHiZiVekc>



<https://www.youtube.com/embed/N2zYYQCYUvY>



<https://icsresources.org/video/episode-2-promises-promises/>



<https://icsresources.org/video/episode-3-a-place-to-belong/>



<https://icsresources.org/video/episode-4-war-and-peace/>



<https://www.youtube.com/embed/E0uLbeQlwjw>



<https://www.youtube.com/embed/Eac1l1ozfLc>



<https://www.youtube.com/embed/W4gDfSNMRx4>



<https://www.youtube.com/embed/3nFCTw7tp8s?list=PL-QbiniPpftFX422kF2avicK5kuTC2ukJ>



<http://www.nytimes.com/video/world/middleeast/100000001253159/2011-arab-spring.html#100000001253159>



<https://www.youtube.com/embed/HpffG1RRNlk>



<https://www.youtube.com/embed/HpffG1RRNlk>



<https://www.youtube.com/embed/hjnj5B2GCvc>



<https://www.youtube.com/embed/DbtTw8rel6g?t=46s>



<https://www.youtube.com/embed/F9c7gYcBE8o>



<https://www.youtube.com/embed/TEOBW1PvMqo>



<https://www.youtube.com/embed/2LaoamJ3vbs?t=2s>



<https://www.youtube.com/embed/Ln-tid6Q2mA>



<https://www.youtube.com/embed/WW3uk95VGes>

<https://www.youtube.com/embed/DrcCTgwbsjc>



https://www.youtube.com/embed/jPZp_ICmfhE



<https://www.youtube.com/embed/8UbKpTwGuSs>



<https://www.history.com/news/romanov-family-murder-execution-reasons>



<https://www.youtube.com/embed/lejDbulJN54>



<https://www.youtube.com/embed/MVu8QbxafJE>



<https://www.youtube.com/embed/eQVnw-Agaic>



<https://www.youtube.com/embed/xWRhPf9Qzmw>



<https://www.youtube.com/embed/kXByOrRrO7c>



<http://www.pbs.org/video/frontline-the-tank-man/>



<https://www.youtube.com/embed/Grsq0B8QDIQ>



<https://www.youtube.com/embed/4olwnKqzhiY>



<https://www.youtube.com/watch?v=SlIAhbkMCiY>



<https://www.youtube.com/embed/9gRxNYuR2c4>



<https://www.youtube.com/embed/5kB80aO3O0U>



Movies Shown:

- Guns, Germs and Steel Episode 2
- Cry Freedom
- Hotel Rwanda
- Death in Gaza