

World History & Geography Syllabus (2026–2027)

Instructor: Zachery Peppers

Classroom: Room 122

Email: peppersz@cocke.k12.tn.us

Preferred Contact Method: ParentSquare

Learning Platforms: McGraw-Hill Connect, Kahoot!, ASPEN, Canvas

Course Description

World History and Geography examines the major civilizations, events, movements, and ideas that have shaped the modern world from the Industrial Revolution through the contemporary era. Students will explore political, economic, geographic, social, and cultural developments while developing historical thinking, research, and analytical skills.

Students will analyze historical events through primary and secondary sources, maps, political cartoons, graphs, and other historical evidence while developing a deeper understanding of how world events continue to influence modern society.

Course Outcomes

By the conclusion of this course, students will be able to:

- Analyze historical events using primary and secondary sources.
- Explain cause-and-effect relationships throughout world history.
- Compare historical perspectives.
- Analyze political, economic, and social developments.
- Interpret maps, graphs, charts, and historical documents.
- Develop evidence-based historical arguments.
- Strengthen historical thinking and communication skills.

Curriculum Standards

This course follows the [Tennessee Academic Standards for Social Studies \(World History and Geography\)](#). Standards-based instruction and assessments are used throughout the school year to monitor student progress and ensure mastery of required content.

Materials Needed

Students should bring the following items to class daily:

- Charged Chromebook
- Notebook or binder
- Pens or pencils
- School-issued World History textbook

- Access to McGraw-Hill Connect

Instructional Resources & Technology

Instruction may incorporate textbooks, primary source documents, secondary readings, maps, political cartoons, charts, graphs, photographs, Kahoot!, and teacher-created materials.

Platform	Purpose
McGraw-Hill Connect	Assignments, digital textbook, chapter resources, quizzes, and instructional activities.
Kahoot!	Vocabulary review, chapter review, formative assessment, and classroom engagement.
ParentSquare	Parent and teacher communication.
ASPEN	Official district grade posting, attendance tracking, and academic reporting.

Weekly Classroom Routine

Monday–Thursday – Chapter Instruction: Students will work through each chapter using guided notes, vocabulary instruction, reading and annotation, primary/secondary source analysis, map work, political cartoons, charts, classroom discussions, small group activities, independent practice, Kahoot! review activities, and teacher-led instruction.

Friday – Activity Day & Review: Fridays are used to reinforce chapter concepts through engaging instructional activities, which may include review games, Kahoot!, historical simulations, group activities, map work, document analysis, project work, presentations, and historical investigations.

Assessment & Grading Policy

Student grades reflect both classroom participation and mastery of the Tennessee standards.

Category	Percentage	Description
Daily Work	40%	Guided notes, vocabulary, bell ringers, reading assignments, maps, document analysis, writing activities, discussions, Kahoot! activities, McGraw-Hill assignments, exit tickets, and study guides.

Category	Percentage	Description
		Assignments are expected to be completed by established due dates.
Quizzes & Projects	40%	Chapter quizzes administered at the conclusion of each chapter, projects assigned throughout the school year, and teacher-created performance assessments. Detailed expectations and rubrics are provided for major projects.
Tests	20%	Nine Weeks Test at the end of each grading period and a comprehensive Final Exam at the conclusion of the course.

Grade Posting Policy

Student grades will be updated regularly in **ASPEN** (the official district grade reporting system) as well as McGraw-Hill Connect. Parents and students are encouraged to monitor ASPEN regularly.

Make-Up Work & Late Work Policy

Absent students have five (5) school days, or one week, after returning to school to complete and submit make-up work unless the instructor has approved other arrangements, in accordance with Cocke County School Board guidelines.

General Expectations & Classroom Discipline

Students are expected to:

- Come to class prepared with required materials.
- Participate actively in classroom activities and discussions.
- Respect classmates, teachers, and school property.
- Complete assignments on time.
- Follow directions promptly and maintain a positive learning environment.

Attendance Policy

Regular attendance is vital to student success. Students are expected to attend class daily and

on time in accordance with Cocke County Schools Board Attendance Policy.

Honor Code, PBIS & Reward Trips

Students are expected to adhere to the school Honor Code and Positive Behavioral Interventions and Supports (PBIS) plan. Demonstrating integrity, respect, and positive behavior is required for student privileges, including eligibility for reward trips and extracurricular activities.

District & Board Policies

Academic Integrity, Plagiarism & Generative AI

Students are expected to complete their own work. Unauthorized use of Artificial Intelligence (AI) to generate complete assignments, plagiarizing, copying another student's work, or cheating on quizzes or tests is strictly prohibited.

According to the *Harbrace Handbook, 15th edition*:

Plagiarism is defined as "presenting someone else's ideas, research, or opinions as your own without proper documentation, even if it has been rephrased." This includes but is not limited to:

- Copying verbatim all or part of another's written work;
- Using phrases, figures, or illustrations without citing the source;
- Paraphrasing ideas, conclusions, or research without citing the source;
- Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Consequences of Plagiarism: Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accepting a letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion — and not of a religion — be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

Cocke County Board Policy 4.804:

Educational content which consists of religious themes shall be presented in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively.
2. The inclusion of religion shall be for educational purposes only.
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs.
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

Flagged Objectionable Content & Alternative Assignments

If a student or parent/guardian finds any assigned instructional content or material objectionable, please contact the instructor. Procedures will be provided to request an equitable alternative assignment that fulfills the same academic standard without penalty.

Student Support & Intervention

Students needing additional academic support, tutoring, or assignment assistance can access intervention opportunities before or after school by appointment, as well as during designated classroom intervention times.

General Curriculum Outline

- **Unit 1:** The Industrial Revolution
- **Unit 2:** Imperialism
- **Unit 3:** World War I
- **Unit 4:** The Interwar Years
- **Unit 5:** World War II
- **Unit 6:** The Cold War
- **Unit 7:** The Contemporary World

(Specific chapters and pacing will follow the McGraw-Hill World History and Geography curriculum and may be adjusted as needed to meet instructional goals and the school calendar.)

Course Philosophy

History is more than memorizing dates and events. Students are expected to think critically, analyze evidence, evaluate multiple perspectives, and understand how historical events continue to shape the modern world. Through reading, discussion, writing, and inquiry, students will develop the skills necessary to become informed citizens and lifelong learners.