

## FRANKFORT JR./SR. HIGH SCHOOL

### **World History**

- Pre-requisites: Cultural Geography

### **Contact Information**

- Anne Gwaltney
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- Conference/Planning Time: Sixth hour
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### **Materials**

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- Additional Materials: primary sources, handouts, newspaper and magazine articles, video/DVD

- Course Description.** World History is a college prep class. It explores major eras in world history, beginning with the Romans. Students will have an opportunity to participate in the class in a variety of activities as the class progresses. Students must be prepared to actively listen, question and make conclusions about the issues discussed. Higher order thinking skills are emphasized throughout the year.

### **Learning Objectives:** Students will:

- identify the importance of the US Constitution
- recognize the process for amending the Constitution
- propose an amendment to the Constitution
- present their proposal to the "nation"
- participate in a Constitutional Convention
- identify the accomplishments and rise and fall of the Roman Empire
- compare the Roman Empire to other societies and cultures
- analyze the lasting impact of the Roman Empire
- identify the impact of changes in society and technology in the Roman Empire
- identify the role of disease in history
- identify the characteristics of the art and architecture of the Middle Ages
- recognize the role of the Middle Ages as a transitional period between the Roman era and the modern era
- identify characters of the Renaissance and their contribution to modern thought
- identify changes in thought and lifestyle, and art and architecture of the Renaissance
- identify the lasting impact of the Renaissance
- identify the causes, events of and lasting results of conflicts in the world including Vietnam, Korea, Middle East, World Wars I and II
- identify the changes in thinking that led to the Enlightenment and the impact of these ideas on the revolutions that occurred in the 1700s and 1800s including the Scientific, Industrial, American, European, Latin American and Greek Revolutions
- identify similarities and differences in the outcome of revolutions in the world 1700-1899
- identify the causes, impacts and results of colonialism and imperialism
- identify the contributions of Gandhi and ideas of Civil Disobedience on the US Civil Rights movements

## **Class Structure**

Twice a week, class will begin with a 10 minute writing assignment related to a journal topic. Students will respond to a question, picture, quote or prompt related to current events, the topic being studied or a historical question or dilemma. Each journal is worth five points. The points are distributed based on student discussion about the topic (2 points), supporting the answer with opinions or facts (2 points), and length/quality of response (1 point). The journals are related to the type of responses required for the Michigan Merit Exam test taken in the junior year.

A variety of activities and techniques for learning will be used over the course of the year. These include:

- Group activities and projects
- Individual projects
- Role playing
- Short lecture and note-taking
- Conversation and discussion
- Writing—essay and short paper writing
- Reading assignments—textbook, related newspaper and magazine articles, primary sources
- Worksheets
- Research using computers and books
- Videos related to topics studied

Throughout all activities, themes and studies, there will be an analysis of and emphasis on connections between past and present, and the impact of technological innovations and philosophical shifts. Art, architecture and literature will be studied to understand the times and culture of the periods studied.

## **Student Responsibilities**

- Preparation—bring materials to class, turn things in on time
- Participation in class discussions and group activities
- Complete homework
- Projects- including group projects
- Prepare for tests
- Tests/Exams

**Course Content & Outline.** The World History class is divided into the following major topics:

- World religions
- World History, 1000-1500 including Europe, Africa, China, Russia, Middle East, and the Americas
- Globalism in the 15<sup>th</sup> to 18<sup>th</sup> centuries
- Global Revolutions in government, population, colonialism, nationalism and industrialism in Europe, East Asia and Africa
- Global crisis and achievement, including government and political issues, imperialism, genocide, technology, total war, the Russian Revolution, Europe and the Rise of Fascism, World War I, interwar period, and World War II
- 20<sup>th</sup> Century since 1945—Cold War, demographic changes, human rights and inequalities, ethnic cleaning, globalism, decolonization and independence movements, democracy movements, and the Middle East
- Current and emerging issues

❑ **Grading Method & Scale:**

- ❑ Students will be graded by determining a grade based on the total points received by the student divided by the total points available for the marking period.
- ❑ Letter grades will be assigned using the uniform grading scale (see page 12 of your planner).

❑ **Policy Information.**

- ❑ Attendance/Tardy policy—as explained on pages 35-38 of the Student Handbook.
- ❑ Late work: late work is accepted for 50% credit for being one day late. It is not accepted after two days.
- ❑ Extra Credit—extra credit is occasionally available for the entire group
- ❑ Please note:
  - If you are in school for any part of the day that an assignment is due but not in class that day, you must turn in the work due that day or there will be no credit given.
  - If you are in school for any part of the day that a test is scheduled you must complete the test before leaving school, or prior to school that day.
- ❑ See planner pages 36-37 makeup work guidelines for excused work.

❑ **Student Ethics Policy:** please reference page 19 of the Student Handbook.

❑ Please note: This syllabus is a **guide** for the course and is subject to change *with* advance notice.

**Parent & Student Signature:** To acknowledge that you and your parent(s) have read and discussed the information contained in this syllabus, and that you

- 1) accept the curriculum as offered
- 2) understand the policy for late work except as makeup for excused absences as outlined in the school handbook
- 3) understand that if you are at school for any part of a day that an assignment/test is due you must turn it in/complete it before leaving school
- 4) understand the grading for the class

please sign and return this portion of the syllabus only (the rest is for your records) and should be kept with your coursework.

Student Signature\_\_\_\_\_Date\_\_\_\_\_

Parent Signature\_\_\_\_\_Date\_\_\_\_\_