



PIPER HIGH SCHOOL



COURSE SYLLABUS 2017-2018

Course Title:	(Honors) World History & World History
Instructor:	Mr. Lewis
Location:	Room 531
Electronic Resources:	SSO for textbook access- <u>Modern World History</u> Houghton Mifflin
Phone:	582-3158
E-mail:	matthew.lewis@browardschools.com
Availability:	You can contact me at any time via email or if you would like to call me, please do so before school between 7:15 – 7:30.

COURSE DESCRIPTION

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content should include but not be limited to the following time space relationships:

- Rise and fall of civilizations
- Development of religion and impact of religious thought
- Evolution of political systems and philosophies
- Interactions between science and society
- Development of nationalism as a global phenomenon
- Origin and course of economic systems and philosophies
- Influence of significant historical figures and events
- Contemporary world affairs

COURSE GOALS

The following reading skills will be developed while analyzing a variety of sources (textbook, primary sources, graphics, illustrations and media) to investigate the aforementioned World History themes:

- Draw inferences
- Compare and contrast viewpoints and sources
- Determine central ideas and themes
- Analyze context clues

The following writing skills will be reinforced for the duration of the course:

- Develop and strengthen writing by planning, editing, and rewriting
- Introduce and develop arguments and/or opposing claims
- Use language to draw connections across course themes
- Establish and maintain a formal writing style and objective tone
- Develop topics with appropriate organization
- Create cohesion and clarity among ideas and concepts
- Draw conclusions and provide adequate support

The following skills will be demonstrated while researching, building and presenting knowledge:

- Technology used to research, produce, publish and present both writing assignments and class projects
- Gather, analyze, and compare information from a variety of sources on given topics

Course Textbook

Modern World History Houghton Mifflin

COURSE EXPECTATIONS AND POLICIES

Attendance

All students are expected to be in attendance, and on time every school day unless absent because of (a) illness of student, (b) illness of an immediate family member, (c) death in the family, (d) religious holiday of the student's own specific faith, (e) subpoena by a law enforcement agency, (f) special events if the student gets permission from the school five days ahead of time, (g) medical or dental appointments, (h) field trips and school sponsored functions, or (j) student has or is suspected to have a communicable disease or infestation which can be transmitted.

- Unexcused tardies will result in a deduction from your classroom participation points for not participating with classroom rules of being on time and prepared for class.
- **Any work missed due to absence of any reason is the student's responsibility to come to the teacher and get the work to be made up. It is not my responsibility to seek you out because you were absent.**
A zero will be entered into Pinnacle, which will be changed when the make-up work is handed in.

Preparedness

Organization is an integral part of being a successful student. Along with organization comes preparation. It is **imperative** that students come to class prepared every day. Students should to have the following materials with them in class each day:

- Blue or black pens
- #2 pencils
- Binder for World History (Separate from other courses). This is where you will keep all class-work, notes, homework and handouts.
- Loose Leaf Paper (**no spirals**) and a composition book.

Academic Honesty

Obtaining credit for work that is not your own, is considered academic dishonesty. The action may include, but not be limited to, the following:

- Submitting another student's work as one's own work.
- Obtaining or accepting a copy of tests or scoring devices.
- Giving or obtaining test questions or answers from a member of another class.

- Copying from another student's test or computer file, or allowing another student to copy during a test or computer program.
- Using materials that are not permitted during a test.
- Plagiarism (presenting as one's own material copied without adequate documentation from a published source).
- Copying or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer program or take-home test for which credit is given.
- Permitting another student to copy or writing another student's homework, project, report, paper, and computer program or take-home test.

Consequence: The instructor has the right to reduce the grade, schedule a conference with the parent/guardian and/or refer to administration.

Behavioral Expectations

- Be in your assigned seat and begin the assigned warm-up upon entering the class.
- Follow directions the first time they are given.
- Show respect for your classmates and teacher.
- Raise your hand and wait for permission to speak.
- Show respect for personal and school property.
- Follow rules set forth by the student code of conduct at all times.
- **(3)** Restroom passes will be given to each student per Quarter.

Every student will follow a simple behavioral code while in my presence. Show respect to every other individual's personal space, privacy, race, religion, appearance, opinion, right to be heard, right to learn, and right to be who they are.

Every student will respect and follow the directions of any teacher, guest speaker, administrator, substitute or any other individual leading the class at any particular time. Failure to do so will result in disciplinary action.

The classroom will be left in the state you found it or better. If you make a mess, you clean it up.

Cell Phones – Not to be used in class. BELL TO BELL. I will confiscate and submit to your administrator to be returned after a parent or guardian comes to the school and claims the item at the end of the school day.

Assignments, Quizzes and Assessments:

Students will be responsible for in-class assignments and homework, essays, announced and unannounced quizzes, projects and formal assessments. These all come with due dates and they are to be adhered to or a point reduction will be given if a student turns in late work without a valid excuse.

Tests will be announced two weeks before the test date. Students who have excused absences on test days will be allowed to make up the test after school by scheduling a date with the teacher.

Written Assignment Criteria

Students will be expected to communicate their ideas in a thoughtful, organized, conventional manner using appropriate and advanced vocabulary, grammar, and syntax. The writing will be done in both expository and persuasive pieces. Academic honesty is a vital and expected element in the writing process, as well as with all other coursework.

Grading Scale:

Your grade will be based the percentage of total points earned.

Tests = 100-150points

Notebook = 150-250 points

Projects = 100 points-- 2000 Second Semester This is me project 700-900 pts.
 Quizzes = 50-100points
 Essays = 50 points
 Participation(includes being on time to class, being a good citizen within the class, Disruptions, following all classroom policies and rules, language, participating.)=100
 Assignments = 5-30 points depending on depth and complexity of assignment.
 Warm Ups/Exit Tickets = TBA on Folder Check.

Grading Scale by Points
90-100% = A
87-89% = B+
80-86 = B
77-79 = C+
70-76 = C
67-69 = D+
60-66 = D

COURSE CONTENT OUTLINE

August Byzantine Empire • Constantine the Great's establishment of "New Rome" • Growth of Byzantium • Early achievements under Justinian • Detail of the fall of Byzantium • Iconoclast Controversy Ottoman Turks • Climate for the rise of the Ottoman Turks • Suleyman

September Medieval Europe • Collapse of Western Rome • Early Middle Ages • Feudalism • Causes and effects of the Great Famine, the Black Death, Great Schism, and the Hundred Years' War on Europe • Changing of national identity • Magna Carta Medieval Asia • Medieval China • Medieval Japan • The Mongols • Medieval Korea Muslim Civilization • People and beliefs associated with Islam • The expansion of Islam and the Islamic Golden Age • Comparing beliefs/principles of Judaism, Christianity, and Islam • Mughal India

October Crusades • Important figures associated with the Crusades • Christian viewpoint • Muslim viewpoint

Kingdoms of Africa • Ghana • Mali • Songhai • East Africa Mesoamerica and Andean South America • Legacies of Olmecs, Zapotec, and Chavin • Maya • Aztec • Inca

November European Renaissance and Reformation • Humanism • Italian city-states • Role of the Catholic Church • Scientific Revolution • Reformation • Puritanism Age of Exploration • Causes that led to the Age of Exploration, and major voyages • Columbian Exchange • The impact of European economic/political systems on the Americas • The Ming Dynasty • Manchus/Qing Dynasty

December Slavery • The Atlantic Slave Trade • Modern Slavery The Age of Absolutism • Thirty Years' War • Parliament in England

• Rise of Austria and Prussia • Monarchy in Russia

Time Frame (by month) Content

January The Enlightenment • Philosophers • Impact of the Enlightenment on economic, political, and religious structures • Impact of the Enlightenment on the American Revolution • Impact of the Enlightenment on the French Revolution Age of

Ideologies • Causes, events, and effects of the French Revolution • The rise and rule of Napoleon • Revolutions of 1848 • The Haitian Revolution • Latin American and Caribbean independence Movements

February The Industrial Revolution • Diffusion of agricultural and technological innovations • Social and economic effects of the Industrial Revolution • Philosophies and social theories Nationalism and Imperialism • Italian unification • German unification • European imperialism • Berlin Conference of 1884-85 Imperialism in Asia • Effects of Imperialism • 19th and early 20th Century China • Sino-Japanese Wars

March World War I • Causes of World War I • Changing nature of warfare during World War I • Effects of World War I • Russian Revolution World War II • Rise of authoritarians • Suppression of individual rights • Causes and key events related to World War II • Causes, events, and effects of the Holocaust • Wartime strategy & post-war plans • Truman's decision to drop the atomic bomb • Effects of World War II

April Early Cold War • Political and economic characteristics of the United States and Soviet aligned states of Europe • Events of the early Cold War • Developments in post-war China • Vietnam War • Causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East The Cold War • Arab-Israeli Conflict • Sino-Soviet split • Nixon in China

• Gorbachev's reforms • Fall of the Soviet Union Post-Cold War • Nationalist movements and a fallen Soviet Union • Yugoslavian collapse • Post-war independence movements in Africa, Asia, and the Caribbean

May Post-Cold War, continued • The rise and goals of nationalist leaders in the post-war era • Success and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America • Impact of religious fundamentalism • Scientific breakthroughs of the 20th century • Governmental policies and genocide: causes and history • Regional conflicts of the 20th Century • Globalization and global security

June Alternative assessments/projects Honors Course: Research/Capstone project

You are here to learn, question, explore, attempt to understand and expand your minds. I am here to support you in your progress, I am not here to punish, or give you a difficult time. Everything I do has a potential benefit to your future. If we are in this together we accomplish our goals AND have some fun doing it!

Presents are given, grades are earned.

“The roots of education are bitter, but the fruit is sweet.”

Aristotle (384 BC – 322 BC) Greek philosopher

Syllabus Confirmation

I _____ (print student name)
have read through and discussed this course syllabus with my teacher today in class. I understand what exactly is expected of me in this class and what my responsibilities are for this semester. I know and understand what the academic policies and procedures that I am to follow are. I am aware of and understand how I am going to be evaluated and assessed in this course and how my final grade will be calculated. As a student of Piper High School I vow to not plagiarize and to never give or receive assistance on assessments. I am aware of and understand that tardiness is not tolerated and can negatively affect my class grade. I know that if I need extra help or have concerns I should speak with my teacher as soon as possible. By signing below you are agreeing that you have read and understand the syllabus.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____