

World History Syllabus 2016-17

INSTRUCTOR	Michele Stark	Days/Period:	M-F 3 rd Period 9:33-10:13
PREREQUISITE		Duration:	2 Semesters
TEXTBOOK	World History		
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PURPOSE OF COURSE: To teach of Jesus through World History.

CONTENT DESCRIPTION: This course examines the history of the world from early civilizations to the present. The emphasis of the course is Western civilization. Aspects and trends in cultural, religious, political and diplomatic history will be covered.

REQUIRED TOOLS FOR SUCCESS: Textbook, notebook, planner, pencil/pen, colored pencils or crayons.

EXPECTATIONS OF STUDENTS:

1. Students will be on-time for class
2. Students turn in completed work when due: late penalties: 1 day, -10%. 2 or more days, -50%
3. Students should write in complete sentences whenever appropriate.
4. All student work (except group assignments) must be individual, original work. Plagiarism and other forms of cheating will result in an automatic zero and further discipline may be appropriate.
5. Students should participate in all class activities.
6. Students will show respect for the teacher and others in the classroom.

COURSE FOCUS

This course examines the history of the world from early civilizations to the present. The emphasis of the course is Western civilization. Aspects and trends in cultural, religious, political and diplomatic history will be covered.

COURSE CONTENT

Historical inquiry and analysis, flow of time and events, historical literacy, diversity of culture, impact of historical themes. (Understand, explore, analyze, apply)

ASSESSMENT AND GRADING

Grade Scale: see student handbook

Grade Weight: daily assignments: 50% tests/quizzes/projects: 45% daily attendance: 5%

SEQUENCE FOR THE YEAR

IMPORTANT: The textbook is a resource; it does not determine the content of the course though it may influence the sequence of the topics.

August – September

Ch. 1: Understanding Our Past (introduction)

Ch. 2: Ancient Middle East and Egypt, p. 28-62

Ch. 3: Ancient India and China, p. 66-108

October-December

Ch. 4: Ancient Greece, p. 112-144

Ch. 5: Ancient Rome/Rise of Christianity, p.148-180

Ch. 7: The Rise of Europe, p. 212-238

January-February

Ch. 8: The High and Late Middle Ages, p. 242-276

Ch. 10: Muslim Civilizations, p. 302-334

Ch. 13: The Renaissance and Reformation, p. 408-440

March – May

Ch. 16: The Age of Absolutism, p.502-524

Ch. 17: The Enlightenment/American Revolution, p. 542-566

Ch. 18: The French Revolution and Napoleon. P. 570-602

NAD Standards covered in this course:

- WHS.1 Identify SDA Christian principles and values in correlation with social studies.
- WHS.1.1 Recognize God’s purpose in the dynamics of human history.
- WHS.1.2 Explore God’s role in the political, social, economic, and spiritual areas of societies.
- WHS.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- WHS.1.4 Equip students with a Christian approach toward social issues.
- Course Abilities [Apply the following to each content standard.]
- WHS.2 Develop abilities in social studies.
- WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).
- WHS.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others’ experiences).
- WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).
- WHS.3 Be able to apply social studies knowledge and skills.
- WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.
- WHS.3.2 Identify key concepts and themes.
- WHS.3.3 Demonstrate an appreciation of life through diverse perspectives.
- WHS.3.4 Correlate relevant concepts from past to present.
- Course Content: Historical Inquiry and Analysis, Flow of Time and Events, Historical Literacy, Diversity of Culture, Impact of Historical Themes [Understand, explore, analyze, apply]
- WHS.4 Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.
- WHS.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.
- WHS.4.2 Investigate the origin and formation of civilizations.
- WHS.4.3 Identify key people and events.
- WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.).
- WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.
- WHS.5 Be able to understand the flow of time and events, including God’s involvement and biblical prophecy.
- WHS.5.1 Trace the logical progression of historical events.
- WHS.5.2 Form valid generalizations about various eras in time.
- WHS.5.3 Relate key influences and themes to past, present, and possible future events.
- WHS.5.4 Recognize that while change occurs over time, there is continuity to the basic structure of societies.
- WHS.6 Be able to utilize various literacy skills for interpreting historical data.
- WHS.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.
- WHS.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.
- WHS.6.3 Identify bias in written, oral, or visual material.
- WHS.6.4 Communicate information logically using basic language arts skills.
- WHS.7 Be able to recognize the significant roles and contributions of the world’s diverse cultures.
- WHS.7.1 Develop an appreciation for diversity through an exposure to various cultures.
- WHS.7.2 Differentiate between myths and facts related to prejudicial notions.
- WHS.7.3 Understand the influence of geography in cultural development.
- WHS.7.4 Recognize an individual role in fostering the strength of cultural diversity.
- WHS.7.5 Analyze examples of how the arts and architecture reflect the history of diverse cultures.
- WHS.8 Be able to assess and integrate the impact of historical events into practical and spiritual applications.
- WHS.8.1 Identify global trends and evaluate their influence on world cultures.
- WHS.8.2 Connect developments in science and technology with the growth of industrial economies.
- WHS.8.3 Reevaluate information in light of new insights and discoveries.
- WHS.8.4 Apply lessons of historical patterns through practical applications.

World History and Geography Syllabus

Parent-Teacher-Student Agreement

Parent Rights and Responsibilities

1. I have the right to accurate weekly grade reporting.
2. I have the right to clear and timely communication from the teacher.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to keep abreast of my child's progress.

My best mode of communication is (email, cell, text message, etc.):

Student Rights and Responsibilities

1. I have the right to regular, coherent classes with clear and consistent expectations.
2. I have the right to ask for assistance or clarity.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to fulfill all course expectations, including regular attendance.

Teacher Rights and Responsibilities

1. I have the right to be the first contact for concerns of instruction, assessment, or reporting.
2. I have the right to use professional discretion in matters of instruction and assessment.
3. I have the responsibility to provide regular and consistent feedback to students and parents.
4. I have the responsibility to provide quality instruction, assessment and weekly reporting.

Parent/guardian name

Parent/guardian signature

Date

Student name

Student signature

Date

Teacher name

Teacher signature

Date