



COURSE SYLLABUS

World History

Teacher: Ms. Melanie Garlington

Room Number: 244

Semester: Fall 2018

Textbook: World History (Glencoe)

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Tutorial Days: Wednesdays

Tutorial Hours: 3:35 – 5:00

Tutorial Location: Room 244

Course Description:

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

Course Content Standards:

- **SSWH1** The student will analyze the origins, structures, and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE.
- **SSWH2** The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.
- **SSWH3** The student will examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.
- **SSWH4** The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.
- **SSWH5** The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.
- **SSWH6** The student will describe the diverse characteristics of early African societies before 1800 CE.
- **SSWH7** The student will analyze European medieval society with regard to culture, politics, society, and economics.
- **SSWH8** The student will demonstrate an understanding of the development of societies in Central and South America.
- **SSWH9** The student will analyze change and continuity in the Renaissance and Reformation.
- **SSWH10** The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.
- **SSWH11** Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid-nineteenth century CE.
- **SSWH12** The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires.
- **SSWH13** The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.
- **SSWH14** The student will analyze the Age of Revolutions and Rebellions.

- **SSWH15** The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.
- **SSWH16** The student will demonstrate an understanding of long-term causes of World War I and its global impact.
- **SSWH17** The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.
- **SSWH18** The student will demonstrate an understanding of the global political, economic, and social impact of World War II.
- **SSWH19** The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.
- **SSWH20** The student will examine change and continuity in the world since the 1960s.
- **SSWH21** The student will analyze globalization in the contemporary world.

Course Outline:

Week 1:	Intro to World/ Pre Assessment	Week 10:	Development of Empires (SSWH8)
Week 2:	The Ancient World (SSWH1)	Week 11:	Medieval Europe (SSWH7)
Week 3:	Development of Empires (SSWH2)	Week 12:	Medieval Europe (SSWH7)
Week 4:	Development of Empires (SSWH3)	Week 13:	Renaissance and Reformation (SSWH9)
Week 5:	Development of Empires (SSWH4)	Week 14:	Renaissance and Reformation (SSWH9)
Week 6:	Development of Empires (SSWH5)	Week 15:	Age of Exploration (SSWH10)
Week 7:	Development of Empires (SSWH6)	Week 16:	Scientific Revolution and Enlightenment (SSWH13)
Week 8:	Development of Empires (SSWH12)	Week 17:	Scientific Revolution and Enlightenment (SSWH13)
Week 9:	Mid-Term Assessment	Week 18:	Review for Final Exam

Evaluation and Grading

Course Components	Weights
Classwork and Participation	30%
Formative Assessments	10%
Projects	15%
Summative Assessments	20%
Final	20%
Homework	5%
	100%

Grading Scale	
100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	F
Not Evaluated	NE

Campus Portal for Parents: Visit <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

Required Materials:

2 inch binder

Paper

Pen or Pencil (bring your own sharpener)

Highlighter

Expectations/Rules

1. Be on time.
2. Have your materials.
3. Keep your head up and stay awake.
4. Make up work from absences within three days.
5. Turn off all electronics.
6. Enter the classroom quietly and start on your bell ringer assignment immediately.
7. Have no food or drink in the room (except water)
8. Follow directions

LATE ASSIGNMENTS: It is important that students are responsible and meet established due dates for assignments. Late is defined as anytime work is submitted after the assignment has already been collected by the teacher.

MAKE-UP AND MISSING ASSIGNMENTS: Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due upon return to school.

School-wide Expectations:

MASTERY LEARNING: With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

DEFICIENCY REPORTS: Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Deficiency reports with plans for remediation will be written for all students

making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Teachers will:

- Contact parents and guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
- Notify the counselor, SST/RTI Chair, and the academy leader of serious problems that are affecting classroom performance.

ATHLETIC ELIGIBILITY: Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. All faculty members will be given a master list of students participating in extracurricular activities and athletics under the auspices of the GHSA.

Student Name

Parent/Guardian Name

Student Signature and Date

Parent/Guardian Signature and Date