RCTCM WORLD HISTORY SYLLABUS- 2017-2018



**Teacher:** Ms. Y. Walton Room: 233

**Course Name:** World History **Textbook:** World History

 Pearson, 2016

RCBOE MISSION STATEMENT- “BUILDING A WORLD CLASS SYSTEM THROUGH EDUCATION, COLLABORATION, AND INNOVATION”

# **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.

**We will cover all of the \*Georgia Standards of Excellence for World History listed below-**

**SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.**

a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.

b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.

c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.

d. Identify the Bantu migration patterns and contribution to settled agriculture.

e. Explain the rise of the Olmecs.

**SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.**

a. Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.

b. Describe the development of Chinese civilization under Zhou, Qin, and Han.

c. Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China.

d. Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade.

**SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.**

a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.

b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.

c. Analyze the impact of Greek and Roman culture, politics, and technology.

d. Describe polytheism in the Greek and Roman world.

e. Explain the origins and diffusion of Christianity in the Roman world.

f. Analyze the factors that led to the collapse of the Western Roman Empire.

**SSWH4 Analyze impact of the Byzantine and Mongol empires.**

a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora.

b. Analyze the impact Byzantium had on Kiev, Moscow, and the Russian Empire.

c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.

d. Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CE/AD.

e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.

**SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.**

a. Analyze the origins of Islam and the growth of the Islamic Empire.

b. Understand the reasons for the split between Sunni and Shi’a Muslims.

c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.

d. Identify the contributions of Islamic scholars in science, math, and geography

e. Analyze the relationship between Judaism, Christianity, and Islam.

**SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.**

a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.

b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.

c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.

**SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.**

a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.

b. Explain the political impact of Christianity and the role of the church in medieval society.

c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague.

d. Describe the causes and impact of the Crusades on the Islamic World and Europe.

**SSWH8 Describe the diverse characteristics of societies in Central and South America.**

a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.

b. Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology.

**SSWH9 Analyze change and continuity in the Renaissance and Reformation.**

a. Explain the social, economic, and political changes that contributed to the rise of Florence.

b. Identify artistic and scientific achievements of the Renaissance.

c. Explain the main characteristics of humanism.

d. Explain the importance of Gutenberg and the invention of the printing press.

e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.

f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.

g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

**SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.**

a. Explain the roles of explorers and conquistadors.

b. Analyze the global, economic, and cultural impact of the Columbian Exchange.

c. Explain the role of improved technology in exploration.

d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.

**SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.**

a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.

b. Describe the impact of the Qing and Ming Dynasty policies on the social structure of China.

**SSWH12 Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.**

a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires.

b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.

**SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.**

a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.

b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.

**SSWH14 Analyze the Age of Revolutions.**

a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.

b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.

**SSWH15 Describe the impact of industrialization and urbanization.**

a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan.

b. Examine the political and economic ideas of Adam Smith and Karl Marx.

c. Examine the social impact of urbanization, include: women and children.

**SSWH16 Analyze the rise of nationalism and worldwide imperialism.**

a. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration.

b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.

c. Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.

**SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.**

a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism.

b. Describe conditions on the war front for soldiers, include: new technology and war tactics.

c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.

d. Analyze the destabilization of Europe in the collapse of the great empires.

**SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.**

a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin’s first Five Year Plan.

b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.

c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments.

d. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles.

**SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.**

a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres.

b. Identify Nazi ideology and policies that led to the Holocaust and its consequences.

c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.

d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur’s plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.

**SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.

b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.

c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.

d. Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

**SSWH21 Examine change and continuity in the world since the 1960s.**

a. Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.

b. Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries.

c. Analyze terrorism as a form of warfare in the contemporary world.

d. Examine the rise of women as major world leaders, include: Golda Meir, Indira Gandhi, and Margaret Thatcher.

**SSWH22 Analyze globalization in the contemporary world.**

a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.

b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.

c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.

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| **Grading Scale****Area** | **Percentage** |  | **Area** | **Percentage** |
| **Classwork/Daily Work/Homework-**  | 15% |  | **Tests/Projects** | 50% |
| **Quizzes/Notebook** | 30% |  | **Participation** | 5% |
|  |  |  | **Final Exam**  | 20% |

***\*Final Exam counts 20% of student’s final grade. The weighted categories above comprise 80% of the student’s final grade.***

A = 100-90 B = 89 – 80 C = 79-75 D = 74- 70 F = 69 & below

**Required Materials:**

* **Pens (blue or black)**
* **Red pen**
* **Markers or colored pencils**
* **Separate Notebook for USH only- 3 in. 3-ring binder with pockets- I will be collecting and grading for completed work**
* **Plenty of loose-leaf paper**
* **Optional- USB jump drive** (projects, etc.)
* **XX supplies throughout the year for projects**

**Heading – All WORLD HISTORY** work must have a heading written on the **UPPER RIGHT HAND SIDE of ALL** assignments**. The heading must include: Name, Date, Period, Chapter and Page Number of assignment. 5 point will be deducted the first nine weeks, 10 pts thereafter for missing heading(s)**

**ALL WORK MUST BE NEAT AND LEGIBLE. A GRADE OF ZERO WILL BE ASSIGNED FOR WORK THAT IS ILLEGIBLE.**

**Classwork/Daily Work** – You are expected to **take notes as a part of any reading assignment** you are given, in addition to lectures or PPT presentations. The teacher will occasionally ask for your notes from your reading as a Daily Work grade. You are expected to do your class work assignments in class. Class work will consist of reciting various works from memory, reading assignments, writing assignments, notetaking, questions, class projects, computer work, etc. All class work assignments must be completed before the end of class and you may be required to turn in work before the class pd. ends. Incomplete work will be graded accordingly. **Late work will be penalized. 10 points for each day late.**

 **Tests/Quizzes:** You will be given a test or quiz at the end of every Chapter and/or Unit. Assessment material will cover information presented from reading(s), lecture notes, handouts, and any other pertinent information. In addition, some **tests** will be **given in essay format only**. Each test will be announced and you are encouraged to invest your time studying so that you will perform well on all tests. **Pop-quizzes** will be given and it is your responsibility to be prepared for them at any given moment. If you **fail** an assessment, you may retake the exam if you have **attended at least one day of tutorial**. The **second** score will be **combined** with the **first**, resulting in an **averaged grade**.

**Participation/Projects** – You **will have several projects** to complete this year. Due dates will be announced well in advance. Be sure to back up any files on whatever computer system you use. **Late projects will be accepted w/ a 20 point penalty per day**.

**If you have an appt. on the day your project is due, and you plan to leave before my class is scheduled, be sure to turn your project in before you leave. Again, all late work will receive a 20 point penalty per day.** Participation points will be earned by raising your hand and making substantive contributions to class discussions or attempting to give correct answers to the instructor’s questions.

**Homework** – You are expected to do your **homework *before*** coming to class. Student may **not work on homework in class, especially not for other subjects**. Most homework assignments are the chapter reading as indicated above on your syllabus, vocabulary assignments and projects. Homework will be checked and scored.

**LATE HOMEWORK CAN NOT BE TURNED IN (the same day) AFTER IT IS COLLECTED, BUT MAY BE TURNED IN NEXT CLASS PERIOD FOR A GRADE OF 50%**.

**\*\*Absences/Make-up work:** The structure of this class requires students to attend class daily. In order to receive make-up work, students must provide the teacherwith an **excused** admission slip from the attendance office. It is your responsibility to notify the teacher for work missed. Students are expected to make a network of at least three classmates to obtain any work missed. **ASK THREE, THEN ASK ME**. If you missed work, do not ask the instructor before you have asked the members of your network. Rely on your network. Also, the calendar on my class page will show you where we are and what you need to study before returning to class.

**PLEASE BE CURTIOUS AND REQUEST MAKE-UP WORK AFTER CLASS AND NOT DURING INSTRUCTION.**

 **Students who are absent must make up their work within the following time frame:**

* **Tests/Quizzes**: You are expected to take these assessments with the class. If you were PRESENT the day the test or quiz was **Announced** and you were present for instruction, and then you are absent the day of the test or quiz, **you must take the test or quiz the day you return**.
* **Other Assignments**: If the absence is excused, you will normally have one day for each day you are absent to make up an assignment (no more than 5 days), or you will be given a zero for each assignment missed.

**\*All** assignments are considered **late** if turned in **after** the teacher has picked up the assignment. As a result, **POINTS** will be **DEDUCTED** for **any assignment** received **after the given due time and date.**

**Extra Credit:** **NO EXTRA CREDIT** will be given for any assignments! However, there will be **opportunities for students to earn participation points** throughout the year via **school sponsored activities**.

**Writing/Reading** – You will have weekly writing and/or reading assignments. Reading assignments are listed above. Assignments include notes, book critiques, creative writing activities, etc.

**Computers:** All students **must gain access** to a computer at home, school, or public library to achieve success in this course. Assignments and a variety of resources **will be referenced** to the **Internet throughout the entire year**. Some assignments **will have to be typed** and other software programs such as **Power Point** or **Prezi** will be **utilized** as well.

\*Be sure to **back up any files** on whatever computer system you use. Do not procrastinate. Give yourself plenty of time to complete your work and account for any glitches that may arise. **Computer or Printer** errors **CANNOT** be used as an **excuse** for late work!

**Classroom Expectations:** This class follows all **RCBOE** policies relative to appropriate school and classroom conduct as outlined in the *RCBOE CODE Of CONDUCT BOOK*. RCTCM standard expectations as explained in the RCTCM *Student Handbook* also apply to this class. This includes policies related to make-up work, late work, extra credit, and extra help. Students are expected to be alert and attentive during class, punctual, and prepared for learning each day, and respectful of the teacher and other students, as well as their property and rights. **Cheating is a violation of school and county policies**. Therefore, as a student at RCTCM, students will not participate in any form of cheating on any type of assignment—**either by copying another student’s answer(s), by having a cheat sheet, by allowing others to copy work, or by taking pictures of assessments and disseminating or airdropping the test.** The **first offense will result in a zero on that assignment; if there is a second offense, parents will be notified and a referral to Ms. Moore, Assistant Principal, will be made. This grade can not be made up**. PHOTOCOPYING A TEST AND SHARING IT ELECTRONICALLY WILL RESULT IN AN AUTOMATIC OFFICE REFERRAL AND A ZERO. Additional policies are listed below and in the RCBOE Student Conduct and Discipline booklet.

**Student Contract:** As a student of RCTCM, I hereby agree to follow all of the rules and regulations indicated by the RCTCM and RCBOE student handbooks.

I hereby also agree to:

* come to **class on time** with proper materials EVERYDAY (textbook, paper, pen, notebook)
* sit up, pay attention, and ACTIVELY participate in independent, cooperative group or whole class activities
* listen to and follow directions promptly
* make up missed assignments from when I have an EXCUSED absence in a timely manner
* keep desk, work area, and classroom NEAT
* refrain from bringing items other than SCHOOL SUPPLIES to class (i.e. food, drinks, cell phones, etc.)
* handle textbook, supplies, and other classroom materials with CARE
* respond to others with a POSITIVE attitude and respect in word and gesture
* use PROPER language – **no profanity**
* do whatever is necessary to SUCCESSFULLY pass this class this semester

**\*No hall passes will be issued! Take care of your business before you come to class!**

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**Common Classroom Rituals and Routines**

**for Student Behavior**

* Be on time.
* Teachers dismiss students, not the bell.
* Bring materials for every class daily (i.e., course book, notebook with paper, pencil and/or pen).
* Be dressed according to the school’s rules and follow the county policy
* All students must report to 5th period before reporting to lunch for attendance to be taken.
* Cell phones and other electronic devices (including cameras) are not allowed unless advised
* No drinks, gum, candy, or food are allowed in class. Teachers may give students permission to drink bottled water and they will be held accountable for ensuring it is water.
* **Do not bring hot or cold drinks INTO the CLASS in the morning**

**\*CELL PHONE USE IS PROHIBITED IN CLASS UNLESS OTHERWISE INSTRUCTED**.

ALL STUDENTS WILL BE INFORMED WHEN ELECTRONIC DEVICES CAN BE USED FOR CLASS ASSIGNMENTS.

**A DAILY GRADE (CLASSWORK) OF ZERO WILL BE ISSUED FOR EXCESSIVE (WARNED MORE THAN ONCE) AND AGREGIOUS USE OF CELL PHONES IN CLASS (15% OF YOUR GRADE).**

![MC900323097[1]]()***Return only the last form* to class by 8/11/17. This is your 1st Homework Grade.**

**MRS. JONES’ RESERVES THE RIGHT TO CHANGE OR ADJUST ANY SECTION OF THIS SYLLABUS AT ANY TIME TO MORE ADEQUATELY MEET THE NEEDS AND INTERESTS OF THE STUDENTS IN THIS CLASS.**

**I HAVE READ THE ENTIRE SYLLABUS AND BY SIGNING BELOW I AGREE TO ABIDE BY ITS CONTENTS**

**Parent Contract:** As a parent/guardian of a student in Mrs. Jones’class, I will do whatever is necessary to help my child successfully pass this semester including but not limited to, signing required forms, keeping abreast with progress reports, and attending parent conferences.

**Discipline Policy:**

1st Offense verbal warning

2nd Offense 15 minute detention w/ parent contact (letter)

3rd Offense 30 minute detention w/ parent contact (phone call)

4th Offense referral to discipline office w/ parent contact (phone call)

\*\* E-mails may be sent out in lieu of phone calls

**PLEASE SEND UPDATED PHONE NUMBERS AND E-MAIL ADDRESSES ☺**

**Student**: I have read this class resume and discipline plan. I will honor it as a student while attending Mrs. Jones’ class.

**Print Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class pd. \_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parents:** My child has discussed the class resume and discipline plan with me. I understand it and will support it.

**Print Parent Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email address-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**