



2021 - 2022 World History

Instructor: Mr. Jonathan Andrews

Course Description:

WORLD HISTORY IP

This course provides sophomores with a greater understanding of world civilizations and cultures. The course emphasizes the study of European culture because of its significance to the intellectual, political, and social development of the United States. The study of non-western cultures is included to enable the students to perceive the world as an interdependent community. Students are expected to improve academic reading, writing, and critical thinking skills using Common Core standards to prepare our students as 21st century learners and citizens.

Contact info

Email: jonathan-andrews@scusd.edu

Google Classroom Messages

Class Texts

Pilot TCI (Teachers Curriculum Institute) History Alive! World Connections (Digital Only)

Other Instructional Materials

In addition to the above text, we will frequently analyze primary and secondary source documents from the following works collections:

Alfred, Andrea J. and Overfield, James H. *The Human Record: Sources of Global History, Volume II: Since 1500*. Boston: Houghton Mifflin Co., 1990

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at The Evidence, Volume I To 1650*. 2nd ed. Boston: Houghton Mifflin Company, 2002

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at The Evidence, Volume I Since 1400*. 2nd ed. Boston: Houghton Mifflin Company, 2002

A significant amount of curriculum that comes with readings will also come from:

Choices for the 21st Century Education Program, Brown University
Teachers Curriculum Institute Series (TCI)

Materials

- Organizational Binder, dividers and paper: to take and keep notes and other information pertinent to each unit of study.
- Writing utensils: Blue and Black pens and various color highlighters



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Grade Calculation

- Classwork, Homework, and Participation 30%
- Skills, Writing, and Presentations 40%
- Assessments 30%

<u>Grading Scale:</u>	
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% ↓

Course Outline

Course Outline: Based on the California State Standards for 10th Grade History

<u>Unit</u>	<u>Length (approx.)</u>
Unit 1 The World just before 1750	3 weeks
Unit 2 The Enlightenment and the Revolutions the Came From It	3 weeks
Unit 3 The Rise of Commercial Capitalism and Industrial Revolution	3 weeks
Unit 4 Imperialism and Colonialism	3 weeks
Unit 5 World War I and the Russian Revolution	3 weeks
End of Semester 1	
Unit 6 The Inter-war Period (<i>Aftermath, Treaty of Versailles, Great Depression, Rise of Totalitarianism and Dictators</i>)	4 weeks
Unit 7 World War II	4 weeks
Unit 8 International Developments in the Post WWII World	3 weeks
Unit 9 Nation-Building in the Contemporary World	3weeks
Post-Colonialism, the Developing World and Nation Building	3 weeks
Globalization and Information Tech in the Modern World	3 weeks
TOTAL	35 weeks



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Course Content Objectives

1. Understand Patterns and impacts of interaction among major societies: trade, war, diplomacy, and international organizations
2. The relationship of change and continuity across the world history periods covered in this course.
3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry)
4. Understand systems of social structure and gender structure (comparing major features within and among societies and addressing change).
5. Cultural and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes toward states and political identities (political structure), including the emergence of the nation-state (types of political organization).

Course Skill Objectives

1. Understand how to analyze primary sources, understand change/continuity over time and make global comparisons.
2. Read efficiently and critically with the aim of finding central ideas, noting the evidence authors use to support their ideas and analyzing the merit of their positions.
3. Approach ideas/information with which you are unfamiliar using the knowledge that you've gained from each stage of the course.
4. Think and write using the Themes and Habits of Mind that are relevant to 10th grade
5. Write analytically using historical evidence to defend your position.

Daily In-class Procedures and Expectations

- Please use the hand sanitizer whenever you enter the room.
- Please be conscious to give people in class their personal space.
- Please be classroom appropriate in your words and actions.
- Remain engaged in the lesson by asking questions, responding to questions, sharing connections and thoughts or other agreed upon methods with the teacher and class.
- When you want to ask a question or share information please raise your hand. I am trying to get all to participate and will sometimes need to coax others into the discussion and not go in order.
- Please be supportive to me and your classmates.
- Endeavor to form a trusting and participatory community of learners and thinkers.
- Please always give your best effort in thought and production.

Policies for Classwork, Participation, and Homework

- Classwork is a vital part of our day to day lessons and your ability to participate, behave respectfully, and contribute plays heavily into that portion of your grade. Being off task (talking, sleeping, and messing around) is disrespectful to yourself, me, and your classmates and will result in a possible loss of participation points for the day.
- Weekly assignments on Google classroom are meant to prepare you for our discussions or give you practice on particular skills. Work turned in late will only be able to receive 80% of the points possible. Furthermore, **I will not accept or give feedback on work submitted after we have tested on that particular unit.**



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Attendance Policy

- When you miss the class, you miss valuable class time full of activities, explanation and a chance at community building that cannot be replicated. It is vital you are in class.
- Assignments that we do in class often cannot be replicated outside of class. Assignments that will be given credit and/or graded will be posted to Google classroom and can be retrieved from there. Please adhere to the due dates or contact me before it is late so we can work together to modify the assignment or due date.

Assessment Protocol

- Topic quizzes and writing must be made up within a week of the quiz or student return.
- Not all assessments will be traditional writing or multiple choice.
- Unit Assessments can only be made up after I have communicated with a parent and also must be made up within a week of the date assigned or the return of the student.
- If a student completes and files re-assess request and it is approved, they will get one week to study and they redo the assessment. There is no re-assess option on semester finals.

Correspondence

Please make use of my office hours, I can only help you if you come see me to get the help. I can also be reached via email for questions and comments as well as messaged on Google classroom. The onus is on you, the student, to seek me out for help or clarification. Parents, please also make use of the above contact information; I am happy to respond to any and all questions and provide you with some honest and quick real time feedback about your student's progress in the class.