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## COURSE DESCRIPTION

World History is a two credit, two-semester course open to 10th grade students. Successful completion of this course satisfies the World History graduation requirement. This course covers the ideas and institutions that have shaped our modern world. This course will be taught with an emphasis on reading and discussion of a basic text, audiovisual presentations, research projects, student activities and discussion of current events. The general format of the course will include traditional lecture/discussion, seminar discussion, cooperative group work, historical fiction, and audio-visual items. This course will focus on the study of the histories of the world's civilizations from 1500 to Present. Through their studies, students will develop an appreciation for the civilizations of the world and the social, political, and economic institutions and the technological developments that, over time, became embedded in each culture. In addition, students will be able to see the impact that each civilization had upon one another as contacts were made and relationships were established. Furthermore, an analysis of the geographic impact on history will be included. Students will learn strategies that will enhance their abilities to analyze various sources of historical information. Students will demonstrate their historical understanding through written and oral assessments.

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## COURSE STANDARDS

Iowa Core—Literacy Standards for History/Social Studies

(<https://www.educateiowa.gov/documents/iowa-core/2014/06/iowa-core-literacy-doc>)

Iowa Core—Essential Skills and Concepts for Social Studies

(<https://www.educateiowa.gov/pk-12/iowa-core/iowa-core-social-studies>)

DCSC Standards Met:

Academic Standard 1: The student will evaluate the impact of culture and cultural diversity.

Academic Standard 2: The student will use historical perspective and habits of thinking to analyze how humans view themselves in and over time.

Academic Standard 3: The student will analyze geographical information about people, places, and environments.

Academic Standard 4: The student will analyze the interactions between groups, institutions, individual human development, and personal identity.

Academic Standard 5: The student will analyze the interactions among individuals, groups, and institutions and their impact on society.

Academic Standard 6: The student will explain how people create and change structures of power, authority, and government.

Academic Standard 7: The student will apply the economic principles of production, distribution, and consumption of goods and services.

Academic Standard 8: The student will analyze the relationship between science, technology, and society

Academic Standard 9: The student will evaluate the impact of globalization and interdependence.

Academic Standard 10: The student will demonstrate citizenship in a democratic republic.

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## ASSESSMENTS

Formative—these assessments are considered practice and will not count in your grade. Formative assessments will include signal quizzes, class discussions, and class activities.

Quizzes—this assessment type is considered summative and will count in the grade. Quizzes will be administered at the end of each section in class. All quizzes will be 5 question multiple-choice quizzes over section content.

**Fishbowl Discussions**—this assessment will be used approximately three to four times per year. These are graded large group discussions used to demonstrate application of the content material and skills applicable to the chapter or unit of study.

**Unit Exam**—this assessment is a summative, multi-part exam meant to demonstrate knowledge of the content as well as application historical thinking skills. Each exam will include content multiple choice and an application-based free response consisting of both short response and essay questions.

**Multi-Media Project**—this assessment is a summative assessment in which students will demonstrate knowledge of historical content through an application-based project. Students will have the option to work in groups or individually. Projects will be graded based on a rubric that includes scores for both content and presentation. We will do approximately three to four projects during the year.

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## COURSE OUTLINE

### **New Ideas, New Empires (1200-1800)**

- Renaissance & Reformation (1300-1650)
  - Italian Renaissance
  - Northern Renaissance
  - Protestant Reformation
  - Counter Reformation
- Exploration & Expansion (1400-1650)
  - Voyages of Discovery
  - Conquest and Colonies
  - New Patterns of Trade
  - The Atlantic Slave Trade
- New Asian Empires (1200-1800)
  - The Ottoman and Safavid Empires
  - The Mughal Empire
  - The Ming and Qing Dynasties
  - Medieval Japan and Korea

### **Changes in European Society (1500-1820)**

- Monarchs of Europe (1500-1800)
  - The Power of Spain
  - Absolute Monarchy and France
  - Monarchy in England
  - Rulers of Russia and Central Europe
- Enlightenment & Revolution (1550-1800)
  - The Scientific Revolution
  - The Enlightenment
  - The American Revolution
- French Revolution & Napoleon (1789-1815)
  - The Revolution Begins
  - The Republic
  - Napoleon's Empire
  - Napoleon's Fall and Europe's Reaction

### **Industrialization and Nationalism (1700-1920)**

- Industrial Revolution (1700-1900)
  - A New Kind of Revolution
  - Factories and Workers
  - New Ideas in a New Society

- Life in the Industrial Age (1800-1900)
  - Advances in Technology
  - Science and Medical Advancements
  - Daily Life in the Late 1800s
- Reforms, Revolutions and War (1800-1900)
  - Reforms in the British Empire
  - Revolution and Change in France
  - Independence in Latin America
  - Expansion and War in the United States
- Nationalism in Europe (1800-1920)
  - Italian Unification
  - German Unification
  - Austria-Hungary and the Ottoman Empire
  - Unrest in Russia
- Age of Imperialism (1800-1920)
  - The British in India
  - East Asia and the West
  - The Scramble for Africa
  - Imperialism in Latin America

### **The World at War (1914-1945)**

- World War I (1914-1918)
  - The Great War Begins
  - A New Kind of War
  - Revolution in Russia
  - The War Ends
- The Interwar Years (1919-1939)
  - Unrest in Asia and Africa
  - The Great Depression
  - Japanese Imperialism
  - Dictators in Europe
- World War II (1930-1945)
  - Axis Aggression
  - The Allied Response
  - The Holocaust
  - The End of the War

### **The Contemporary World (1945-Present)**

- Europe and North America (1945-Present)
  - Beginnings of the Cold War
  - Superpower Rivalries
  - Changing Societies
- Asia (1945-Present)
  - South Asia After Empire
  - Independent Struggles in Southeast Asia
  - Communist China
  - The Rise of Pacific Rim Economies
- Africa and the Middle East (1945-Present)
  - African Nations Gain Independence
  - Post-Colonial Africa
  - Nationalism in North Africa and the Middle East
  - Conflicts in the Middle East
- Latin America (1945-Present)
  - Revolution and Intervention
  - The Rise of Dictatorships
  - Democratic and Economic Reforms
- Today's World
  - Trade and Globalization
  - Social Challenges
  - Threats to World Security
  - Environment and Technology

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## INSTRUCTIONAL STRATEGIES

Discussion Notes—a reading guide used to prepare for in class fishbowl discussions. These are graded large group discussions which focus on the content and the historical thinking skills.

KOI (Knowledge-Observation-Interpretation)—video viewing guide used with movie/documentary clips ranging from 20 minutes to a class period in length. The K box is filled out as homework the night before using a background reading to supply previous knowledge. The O and I boxes are completed in class while watching and after watching the video clip.

KWL (Know-Want to know-Learned)—reading strategy used with the text; the students complete the K and W box before reading and the L box while reading.

Philosophical chairs—discussion strategy following the use of a discussion web or DBQ packet. Students will be asked to pick a side of an argument or stay on the fence. Students are expected to defend their position using evidence or create questions if on the fence. The goal is to create an historical argument as well as convince those on the fence to take a side.

QAR—reading guide for text reading; this strategy is formatted with varying types of questions to be answered while reading the text.

RAFT (Role-Audience-Format-Topic)—a writing strategy in which the student role plays a person or group from history to write a historically significant document from the person/group's perspective. These are shared in class and formatively evaluated for accuracy of the evidence and point of view.

Structured Academic Controversy (SAC)—a reading and discussion strategy focused on historical interpretation and argumentation. Students will be assigned a side of an argument and will read documents looking for evidence pertaining to their side. In class students will be placed in groups of four, with 2 side-A members and 2 side-B members. In a structured discussion format each side will present their evidence and will end with an open discussion where they must reach a consensus on the argument.

TRIMS/Outline—a reading strategy focused on understanding the chapter in the context of the book as a whole.

Words to Know (WTK)—vocabulary strategy that requires students to determine not just who or what an item is but why it is significant to the time period being studied.

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## RESOURCES

### TEXT AND READINGS

Ramirez, Susan, Peter Stearns & Sam Wineberg. World History Human Legacy Modern Era. Holt McDougal. 2010

Supplemental texts/readings: Taking Sides series. New York: McGraw Hill, 2008-present

Various primary and secondary sources.

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**WEBSITES**

Holt textbook: <http://my.hrw.com> (username: huffworld password: world2014)

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**EXPECTATIONS**

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**STANDARD BEHAVIORS FOR CLASS AND LIFE**

Choose your friends wisely—in your seating and in group work pick people who will help you be successful and not lead you into dishonorable and disrespectful behaviors.

Choose the right path—think before you act

Be patient and kind—respect others opinions and background as well as your own

Take responsibility—if you mess up, stand up to it. Don't blame others or make excuses

Turn wounds into wisdom—learn from the mistakes and change the behavior

These all require mature behavior. It is expected you will act mature at all times.

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**ATTENDANCE**

Being in class is important. In missing class you miss discussions, explanation, and guidance. Success in this course is built on being here.

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**MAKEUP WORK**

When absent, deadlines for missed work will be negotiated with me. It is expected you will make up the work by the deadline arranged. If absences will be extended please contact me for your work.

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**PUNCTUALITY**

You are expected to be on time to class every day. Instructions and goals for the day are announced at the beginning and if you come in late you miss that critical information. If you do arrive late, please put your pass on the podium and take seat. Do not interrupt the class.

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**PARTICIPATION**

It is expected you will be an active participant in the classroom. Participation needs to be respectful and appropriate to the classroom. Participating in class provides you with feedback and clarification of ideas. Discussions in classroom should be balanced with no one person dominating the conversation. Points contributed in discussions offer an opportunity to build and expand, not compete to out voice another person.

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**INDEPENDENT HOMEWORK**

You are expected to complete all independent homework assignments by the due date. Independent work provides evidence of learning and progress toward learning goals. Independent work will be check daily for completion and accuracy. Students providing insufficient work will received a minus and given an incomplete for that work. Students will be given an opportunity to receive credit for incomplete work if they complete the work thoroughly and meet with me to review and discuss the work. The final opportunity to make up independent work is the day before that chapter's exam.

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**SEMESTER/FINAL EXAMS**

Students are expected to attend scheduled semester and final exams. While exemptions are allowed for those students who meet the predetermined criteria, please consider taking your finals. Remember, you

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may only exempt a year-long course once. Semester and Final exams are designed to provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction. It is necessary students take the exams so sufficient evidence can be collected and assessment of student proficiency can be determined.

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## GRADING

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### GRADING SCALE

93.0 - 100%	A	83.0 - 86.99	B	73.0 - 76.99	C	63.0 - 66.99	D
90.0 - 92.99	A-	80.0 - 82.99	B-	70.0 - 62.99	C-	60.0 - 62.99	D-
87.0 - 89.99	B+	77.0 - 79.99	C+	67.0 - 69.99	D+	Below 60%	F

\*\*Grades are not rounded up at the end of the semester. Grades are based on a running total for the semester. All assignments, exams, etc. are weighted equally.\*\*

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## COMMUNICATION

Office Hours: 7:00—7:35 and 2:20—2:30

### Schedule:

1st Period—World History (B142)  
 2nd Period—World History (B137)  
 3rd Period—World History (A126)  
 4th Period—US History (A124)  
 5th Period—World History (B142)  
 6th Period—World History (B139)  
 7th Period—Prep (B142)

Online Book: <http://my.hrw.com> user:  
 huffworld; pass: world2014

Blog: <http://huffhistoryclass.blogspot.com/>  
 Remind 101: @huffworld to (774) 929-6607

Power School: [https://ps-  
 dubuque.gwaea.org/public/](https://ps-dubuque.gwaea.org/public/)

Email: [jhuff@dbqschools.org](mailto:jhuff@dbqschools.org)

Phone: 563-552-5457