

World History Course Syllabus
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Sign up for text reminders by texting **@ehsw1819** to **81010**
2017-2018

Course Description (from CPALMS.ORG):

The grade 9-12 (10th grade at EHS) World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Communication

The course website (mrgeoffrion.com) is the source for all course developments and materials. There will be regular blog posts throughout the year designed to keep parents and students "in the loop," new course tools will be added as they are discovered and/or created, and the calendar will reflect any necessary adjustments to the schedule. But what are the best ways to keep informed about changes to the site? It is recommended that everyone sign up for text alerts from Remind.com by texting **@ehsw1819** to **81010**.

Textbook:

Ellis and Esler. World History. Prentice Hall. 2013 Edition

Supplemental Readings (used in whole or in part):

Primary and Secondary sources as selected by the instructor.

Materials

1 Binder (1.5 inch or larger) with 10 tabs: While the tabs can simply be numbered, a table of contents page should identify them in the following manner:

- 1. Pre-Modern World
- 2. Rise of West
- 3. Global Age
- 4. Revolutions
- 5. Industrial Age
- 6. Global Wars
- 7. Cold War
- 8. Post Cold War World

Important Dates

All of my lesson plans will be posted on the calendar on mrgeoffrion.com one week in advanced

World History Units**Unit 1: The Pre- Modern World; Standards SS.9.12.W.2.1-22, SS.9.12.W.3.1-8 (5 Weeks)**

Focus Topics: Western Europe, Byzantine Empire, Japan, and the Islamic World

This unit focuses on effects of the fall of the Western Roman Empire and continuing development western and Eastern Europe, rise of Japanese feudalism and isolationism as well as the rise and influence of Islam.

Unit 2: The Rise of Western Civilization; Standards SS.9.12.W.4.1-10 (3 Weeks)

Focus Topics: Renaissance, Reformation, and Scientific Revolution

This unit focuses on the rise of western civilization including the beginning and effects of the Renaissance, Reformation, and Scientific Revolution.

Unit 3: The Global Age; Standards SS.9.12.W.3.9-19, SS.9.12.W.4.11-15 (4 Weeks)

Focus Topics: Sub-Saharan Africa, Pre-Columbian Americas, and Exploration

This unit focuses on Pre-Columbian Africa and the Americas as well as the effects of exploration and the Columbian Exchange on the world.

Unit 4: The Age of Revolutions; Standards SS.9.12.W.5.1-7- (4 Weeks)

Focus Topics: Absolutism, Enlightenment, and the Atlantic Revolutions

This unit focuses to the Enlightenment and its subsequent effects on political revolutions in Europe and the Americas.

Unit 5: The Industrial Age; Standards SS.9.12.W.6.1-7 - (3 Weeks)

Focus Topics: Industrialization, Imperialism, and Nationalism

This unit focuses on the effects of industrialization and its effects on imperialism and the rise of nationalism. This unit also addresses the unification of Italy and Germany as well as social movements such as women’s movement and abolition movement

Unit 6: The Global Wars; Standards SS.9.12.W.7.1-11- (5 Weeks)

Focus Topics: World War I, the Great Depression, the Rise of Totalitarianism, and World War II

This unit focuses on the causes of the first global conflict (WWI) and its effects, including global depression, the rise of nationalism, the rise of totalitarianism and eventually the second global war.

Unit 7: The Cold War; Standards SS.9.12.W.7.11, SS.9.12.W.8.1-10 - (4 Weeks)

Focus Topics: The Cold War, and Decolonization

This unit focuses on the effects of WWII including the Cold War and its inclusive conflicts as well as the development of post WWII China and Russia. This unit also addresses the rise of African nationalism and its eventual decolonization. This unit will also focus on political changes and conflicts in Asia and Latin America, and religious and political conflicts in the Middle East after the creation of Israel.

Unit 8: The Post-Cold War World; Standards S.S.912.W.7.1 – S.S.912.W.7.4 - (2.5 Weeks)

Focus Topic: Globalization and Contemporary Global Issues

This unit focuses on world global trends including social, economic, political, scientific and technological issues arising in the 20th and 21st centuries.

Additional Standards Found Throughout all Units:

SS.912.WH.1.1 – SS.912.WH.1.6

SS.912.G.1.1 – SS.912.G.4.9

SS.912.H.1.3 & SS.912.H.3.1

LAFS.910.WHST.1.1 –

LAFS.910.WHST.4.10

LAFS.910.RH.1.1 – LAFS.910.RH.1.3;

LAFS.910.RH.2.4 – LAFS.910.RH.2.6;

LAFS.910.RH.3.7 – LAFS.910.3.9;

LAFS.RH.4.10

MAFS.K12.MP.5.1 & MAFS.K12.MP.6.1

DBQ Essay Writing

At minimum, students will write one Document Based Question (DBQ) essay per marking period (9 weeks). This is essentially a research paper where the research is already done for the student, all that is required is the interpretation and application of the research. In the DBQ, students analyze between 6-10 documents, group them, and pull evidence from them to aid in constructing an argumentative essay, paying special attention to the point of view and reliability of the documents.

Introductory Paragraph—3 to 4 sentences, ending with thesis statement

Thesis Statement-what does it need to include?

- time period
- region(s)
- the answer to the prompt

Organization of Body Paragraphs—

- Topic Sentence—identifies one aspect of thesis (i.e. a change, a difference, etc.)
- Support/evidence/examples from the documents—Be specific!
- Analysis-explain cause and/or effect
- Repeat format as necessary
- Concluding Sentence

Concluding Paragraph

- 3-4 sentences
- Start by restating (a rephrased) thesis in its entirety

Essay writing workshops will include group discussion utilizing example essay, self evaluation, and peer evaluation

Grading

One of the best ways to evaluate student performance in the classroom is to develop a portfolio/binder of his/her accomplishments. Students should keep all completed assignments in their binder along with all course materials. **It is of the utmost importance that you do not lose your World History binder because it is part of your grade.**

Binder checks will be completed once in every 9 week grading period and grades will be issued according to how many items are physically present in the binder at that time. Students will receive notice of when the binder checks will be done and issued a checklist of the items expected to be in their binder. This process helps students to develop organization skills and to take ownership of their learning.

There will also be a midterm exam after the first 18 weeks and a cumulative final exam at the end of the second 18 weeks.

The following is a breakdown on how students' grades are determined:

Tests/Essays	100 pts	A	90-100%
Quizzes	50 pts	B	80-89%
Assignments	varied accordingly	C	70-79%
Binder check	100 pts	D	60-69%
		F	59 and below

Late work is accepted only at teacher discretion and may be subject to being marked off points.

Academic Dishonesty and Cheating

Academic Dishonesty and cheating are not tolerated. Students who are caught cheating or plagiarizing will receive no credit for their assignment. Students must complete their own work unless directed to work in groups. Copying other student's assignments is not allowed.

Attendance and Make-up Policy

It is crucial that students attend class because of the difficulty to make-up certain types of assignments. **If students are absent, it is their responsibility to find out what they missed and make up missing work.** Students need to make up any missed assignments in a timely manner in accordance to LCS policy, that is to say, within 5 days of an EXCUSED absence. For unexcused absences, make up work is given at teacher discretion. Plainly stated, you should only miss class when it is absolutely necessary.

Classroom Rules of Conduct

You are expected to LEARN

Listen, reflect, and focus

Express yourself with appropriate language

Acept responsibility for your education

Respect diversity

No contraband-no excuses

The Five Steps of Discipline

This is the plan for dealing with moderate misbehavior.

1. Explain the Rules: This is what we are doing right now.
2. Warning: This is your chance to correct what you are doing.
3. Phone call/Letter Home: This is where your parent/guardian becomes involved
4. Detention: You must attend school outside of normal hours
5. Referral: This is when the school administrators become involved.

Often times these steps will occur concurrently based on the severity of the misconduct ie: You're assigned a detention and I send a letter home to let your parents know about it.

Suggestions for Success

My goal is for all of you to be successful in your studies. If you ever have a problem with the material, let me know. I will make arrangements for you to get the help that you need.

However, I can only take you so far. Attitude is everything, Success and failure are choices that YOU make. Make sure you are bringing the right attitude with you every day to foster success

Mr Geoffrion's World History Acknowledgement

This page is to be signed and returned to Mr. Geoffrion by Friday, August 11th.

By signing the following you are stating that you have read the syllabus and understand the requirements of World History. While the overall goal of world history is to develop good citizens, thinkers, and communicators, a student's exam grade comprises 30% of the student's overall course grade as outlined by the Florida Legislature and the Florida Department of Education. This course is designed to meet both of these goals in order: (1) to further student academic development, and (2) to help students succeed on the State mandated exams.

Student Signature _____ Date _____

Parent Signature _____ Date _____