

Community College of Vermont (CCV)/Spaulding High School

Course Title: World History I

Department: History

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Course Description:

This survey course explores the economic, political, cultural, and social developments in world history from the rise of civilization to 1500 CE in Asia, Africa, Europe, and the Americas. The course highlights geography, cultural and political movements, and human interactions that influenced the historical evolution of various world societies and their interrelationships within a global context.

Essential Objectives:

1. Explain the relationship between the world's physical and natural environments and the development of ancient world societies and cultures.
2. Explain the development and significance of distinctive forms of political, economic, and social organization in ancient world societies and analyze how they compare to modern world societies.
3. Assess significant characteristics of social identity found in ancient world societies, and discuss resulting social and gender hierarchies.
4. Analyze ways in which human groups have come into contact and interacted with one another, including patterns of migration, trade, conquest, and cultural diffusion, and critique the impacts of those exchanges.
5. Investigate the diverse ideologies and religions found in ancient world societies, including Hinduism, Buddhism, Confucianism, Rational Thought, Christianity, and Islam.
6. Identify the major shifts in philosophical, cultural, and scientific ideas and developments that occurred in this timeframe and evaluate their implications.
7. Analyze the theses, context, values, perspectives, and facts in historical primary and secondary sources.
8. Engage in and evaluate historical research using information literacy skills.

History Standards:

1. **Document Analysis:** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
2. **Perspectives:** Analyze complex and interacting factors that influenced the perspectives of people during or between different historical eras and how historical context shapes and continue to shape people's perspectives.
3. **Argumentation and Counterclaims:** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
4. **Change Over Time:** Analyze change and continuity in historical eras.
5. **Causation:** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts, and analyze multiple complex causes and effects of events in the past.
6. **Compare/Contrast:** Analyze complex and interacting factors between or within historical eras.

Dual Grading Expectations for CCV and SHS

Note: Because the CCV and SHS grading systems are based on different grading philosophies, you will receive two grades for this course:

- *On your **SHS transcript**, you will receive a proficiency-based grade of one of the following: Exemplary, Partially Exemplary, Proficient, Partially Proficient, Developing, Beginning, No Evidence*
- *On your **CCV transcript**, you will receive a letter-based grade from A-F.*

*In both cases, it is the **quality** of your work that is the main determining factor in your grade; however, with the letter-based grading system, your formative (practice) work will also affect your overall score-- just not as heavily as your summative (assessment) work.*

Evaluation Criteria:

1. Daily/Weekly Formative Tasks: 10% of CCV Grade

Students will be assigned daily or weekly formative tasks to introduce content, concepts, and to work and practice with material in all standard areas. These could look like: participation in an in class discussion, group practice work, daily packet completion, exit tickets, or short reflections on content.

While these assignments are formative, and only impact final course performance at CCV, they are an integral part of the learning process, and as such will assist the students in their growth as students of psychology.

2. Weekly Discussion/Reflection Tasks: 25% of CCV Grade. Standard based Discussion Tasks will be assessed for SHS Proficiency Grade

A weekly discussion board assignment related to course content:

Note: As the semester progresses some of these discussions may transition into a guided in person class discussion, the same expectations would apply and students would be expected to participate in the discussion and complete a discussion prep and reflection notes.

During the weeks that you are assigned a discussion question you will be expected to complete all aspects of that question in addition to answering the assigned question you must also:

- Post your response to the discussion question. As a general guideline, be sure to post at least one to two complete paragraphs depending on the assignment or topic. The required length will be clearly stated.
- Post a question you have either about the reading that week, one of the discussion questions, or a posting by another student.
- Respond to a fellow student's question.
- Respond to any follow-up questions I, the instructor, pose directly to you.

All discussion questions will be responded to in the discussion board forum for that week.

If you complete all of the above, in a comprehensive and insightful manner, while paying attention to the general grading guidelines given below, you can expect to receive a passing grade.

3. Unit Summative Assessments: 50% of CCV Grade. Standard based assessments will be assessed for SHS Proficiency Grade

At the completion of each unit of study there will be a summative assessment to show mastery of skills and content. This could be a quiz, or short answer, or a short formal writing piece, depending on the unit of study.

These Unit Assessments are not meant to test your recall on the subject, rather they are designed for you to show your mastery of the application of the material, objectives, and standard as they relate to the study of psychology. Often you will be asked to respond and analyze scientific findings based on the current unit, so you can therefore feel free to use your text when you respond.

4. Final Research paper 15% of CCV Grade. Standard Based assessments will be assessed for SHS Proficiency Grade

A final research paper on a topic of interest in world history with MLA citations will be completed by the end of the semester.

Grading Criteria: For CCV Grade/Transcript

A Work: (A+ = 100-98%, A = 97-93%, A- = 92-90%)

- Assignment is carefully and systematically answered.
- Responses illustrate the student has a thorough understanding of the subject matter as evidenced through appropriate use of subject specific vocabulary and key concepts, and the ability to relate the subject matter to their own experiences and /or other areas of knowledge.
- Responses are thoroughly researched and reference (in APA format) scholarly primary and secondary sources.
- Arguments, theories and conclusions are well developed and show evidence of critical thinking and reflection.
- Writing (with a very limited number of spelling and grammar errors) clearly communicates the argument.

B Work: (B+ = 89-87%, B = 86-83%, B- = 82-80%)

- All major pieces of the assignment are responded to.
- Responses illustrate the student understands the subject matter as evidenced through appropriate use of subject specific vocabulary and key concepts; limited ability to relate subject matter to their own experiences and/or other areas of knowledge.
- Responses are researched and reference (in APA format) scholarly primary and secondary sources.
- Arguments, theories and conclusions are developed.
- A small number of spelling and grammar errors may be present.

C Work: (C+ = 79-77%, C = 76-73%, C- = 72-70%)

- Student responds to most elements of the assignment.
- Response illustrates basic understanding of subject matter.
- Limited amount of research and use of primary and secondary sources.
- Arguments, theories and conclusions are not fully developed. Spelling and grammar errors impede the student's ability to communicate the main points of their argument.

D Work: (D+ = 69-67%, D = 66-63%, D- = 62-60%)

- Student responds to some elements of the assignment.
- Response illustrates limited understanding of subject matter.
- Little to no research and use of primary and secondary sources.
- Spelling and grammar errors make it difficult for the student to communicate the main points of their argument.

F Work: (59% or less)

- Student does not respond to the components of the assignment.
- Response does not illustrate an understanding of the subject matter.
- No research or use of primary and secondary sources.
- Spelling and grammar errors make it impossible for the student to communicate the main points of their argument.

Each CCV Essential Objective will be assessed through SHS History standards listed above.

ASSIGNMENT GRADING CRITERIA While individual rubrics will be used for each assessment, the list below represents a general description of how the quality of work submitted on a given assignment will be scored for both SHS and CCV.

Spaulding	CCV	General Description of <u>Mastery</u>
Exemplary	A+ through A-	Exceptional or outstanding work. It must demonstrate keen insight and original thinking. It must not only demonstrate full understanding of the topic or issues addressed, but it must also provide a critical analysis of these. In addition, an "A" grade reflects a student's ability to clearly and thoughtfully articulate his or her learning.
Proficient	B+ through B-	Good to excellent work. It must demonstrate strong originality, comprehension, critical thinking, and attention to detail. In addition, a "B" grade reflects a student's ability to clearly articulate his or her learning.
	C+ through C-	Work that meets the expectations of the assignment. It must demonstrate solid comprehension, critical thinking, and attention to detail. In addition, a "C" grade reflects a student's ability to adequately articulate his or her learning.
Developing		
Beginning	D+ through D-	Work that marginally meets the expectations of the assignment. It demonstrates minimal comprehension, critical thinking, and attention to detail. In addition, a "D" grade may reflect a student's difficulty in articulating his or her learning.
No Evidence	F	Work that does not meet the expectations or objectives of the assignment. It demonstrates consistent problems with comprehension, organization, critical thinking, and supporting details. In addition, an "F" grade reflects a student's inability to articulate his or her learning. Students are strongly urged to discuss this grade with their instructor and advisor.

	PASSING
	IN DANGER OF NOT PASSING
	NOT PASSING

Materials/Text(s):

- Various primary and secondary sources including, but not limited to:
 - [OER Commons Boundless History](#)
 - [World History: Cultures, States, and Societies to 1500](#)
 - [World History Encyclopedia](#)
 - [World History Project](#)

Weekly Outline (All weeks will include a discussion prompt and all units will have a summative assessment):

Unit 1: Introduction/Geography/ Archaeology	Week 1: Early Peoples	Why do historians study archaeology? Why does geography matter to the success of a civilization? How do they overcome obstacles?
Unit 2: East Asia	Week 1: Religion and Early Dynasties	How did geography influence the development of East Asian societies? How did East Asians view their place in the world and how did it impact their relationship with other nations?
	Week 2: Silk Road	
	Week 3: Mongols and Samurai	
Unit 3: India	Week 1: Ancient India	How did geography influence the development of Indian societies? What was the role of religion in government and society?
	Week 2: Contact with Other Peoples	
Unit 4: Northern Africa	Week 1: Egypt	How did geography influence the development of Northern African societies? What was the significance of the salt and gold trade for north Africa and how did it shape their interactions with other nations?
	Week 2: Ghana	
	Week 3: Mali	
Unit 5: Europe	Week 1: Greece	How did geography influence the development of European societies? How did the spread of Christianity influence European society and government?
	Week 2: Rome	
	Week 3: Feudal System	

Unit 6: Middle East	Week 1: Mesopotamia	How did geography influence the development of Middle Eastern societies?
	Week 2: Spread of Islam	
	Week 3: The Crusades	What were the events and reasons for a clash of cultures between the Middle East and Europe?
Unit 7: Americas	Week: 1 Inca	How did geography influence the development of American societies?
	Week: 2 Maya	
	Week: 3 Aztec	How did these societies develop their own governments, religions, and societies that were similar to or different from the rest of the world?
Unit 8: Final Research Project	Research Writing Skills	Research paper on topic of interest

What does it mean to take a CCV Course:

Academic Honesty: CCV has a commitment to honesty and excellence in academic work and expects the same from all students. Academic dishonesty, or cheating, can occur whenever you present -as your own work- something that you did not do. You can also be guilty of cheating if you help someone else cheat. Being unaware of what constitutes academic dishonesty (such as knowing what plagiarism is) does not absolve a student of the responsibility to be honest in his/her academic work. Academic dishonesty is taken very seriously and may lead to dismissal from the College

CCV Attendance Policy: While this class is being taught at SHS, you are taking this course for college credit, and as such, it is important to build the work habits expected of college students. Therefore in order to earn CCV credit, you are expected to adhere to the attendance policy of CCV, which states:

- “Missing more than 20% of classes may jeopardize course credit. Many faculty members count regular attendance as a requirement and consider class discussion to be essential to a vibrant, positive teaching and learning experience. You are part of a community of learners; that means making a commitment to be present.”

Deadlines and Re-assessment: While this class is being taught at SHS, you are taking this course for college credit, and as such, it is important to build the work habits expected of college students. Therefore in order to earn CCV credit, you are expected to adhere to deadlines for work completion of CCV. Therefore, you are expected to adhere to deadlines for work completion.

- Unless otherwise noted, all work is due by the deadline set by the instructor.
- Students may not re-asses on assessments, unless it is part of a drafting process for a paper

Classroom Expectations:

Personal Electronic Devices Policy:

All of the course material will be accessed through Canvas. If you have an academic need to use a personal device, **please ask first** and be ready to explain what that need is. You may listen to music during independent work time as long as it is not distracting you or audible to others.

Chromebooks should be brought to class and sufficiently charged daily. Charging Chromebooks during class is not always possible, and you may not connect your device to a power source in a way that creates a tripping hazard for yourself or others (i.e., you may not keep a Chromebook on a table while charging at the back counter.). If for whatever reason your Chromebook is not ready for class, it is your responsibility to sign out a back-up before class begins. Your habits regarding your Chromebook use and readiness directly correlate to your Accountability/Habits of Work, and can affect your ability to meet proficiency in class.

A Note about Makeups/Extra Help:

If you miss class for any reason, it is your responsibility to check the weekly outline for missing assignments. Should you need further support outside regular class times, please advocate for yourself by contacting me about it, and we will work together to figure out the best approach for you. I am here to help, but I want to see you taking responsibility for your work as well.

Learning Tasks:

We will be doing weekly learning tasks in the areas of all course standards. While these assignments are formative and only impact final course performance at CCV, they are an integral part of the learning process, and as such will assist the students in their growth as English students. Should students wish to reassess, they will need to show completed learning tasks.

OTHER THAN THE FINAL RESEARCH PAPER, NO WORK MAY BE SUBMITTED FOR THE FIRST TIME DURING THE LAST TWO WEEKS OF CLASS.

Classroom Habits:

As juniors and seniors, you are expected to conduct yourselves with maturity and respect.

Each student is expected to:

- Show respect for themselves and others (including the classroom and its contents).
- Accept responsibility for one's own learning.
- Make appropriate decisions about breaks and seating.
- Arrive on time and prepared (with appropriate text & materials).
- Put their best effort forward in both individual and group work.
- Complete all assessments (formal and informal) by the decided deadline.
- Follow all school and classroom rules (see Student & Parent Handbook).