

Spaulding High School
HIS111 - Modern World History – 2021-2022 Course Syllabus

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Course Description:

Modern World History is a semester-long survey course in which students will explore major themes and essential questions about human civilizations over a broad period of time across the globe. As students explore achievements and conflicts in world history, they will read and write extensively based on assigned primary and secondary sources and their own research. They will analyze and evaluate historical information and present it in a variety of ways including historical investigation, research, writing, discussions, role-play.

Units of Study:

- Unit #1: World Religions
Religions were and continue to be an essential part of many societies. Historically, the spread of religion often coincided with the movement of goods and ideas. Why were some religions more successful at crossing borders than others? How is this apparent in our modern world?
- Unit #2: Early African and American Empires
Early African and American empires achieved great wealth and success. How did these early empires achieve their wealth, how did they interact with surrounding regions, and what led to their downfall?
- Unit #3: Global Change, 1450-1600
European countries for a variety of reasons explored and colonized other continents. The “Columbian Exchange” had positive and negative effects and profoundly changed the world.
- Unit #4: The Law in History, 1600-1750 and the Age of Revolutions, 1750-1848
Enlightenment thinkers inspired individuals to use their powers of reason to achieve a just society and better government. Political and social revolutions in Europe set off a wave of uprisings by enslaved or oppressed peoples in France and Haiti between 1789-1804. Students will investigate similarities and differences between these two events.
- Unit #5: New Global Patterns, 1815-1900
With electricity, new production methods, and inventions, industrial manufacturing became the dominant means of production in the west with far-reaching consequences.
- Unit #6: Conflict, Globalization, and Decolonization 1900-Present
Nationalism, militarism, and economic tensions led to the outbreak of war in 1914 and again in 1939. World War II was the largest conflict that the world had ever seen. The post-World War II conflict between the US and the USSR had far-reaching effects for the entire world. Students will investigate similarities and differences between post-war globalization and the “Columbian Exchange”.

Texts:

- TCI History Alive: World Connections, 2020.
- Ellis, Elisabeth Gaynor, et al. *Prentice Hall World History*. Upper Saddle River, NJ: Prentice Hall, 2007.
- *The New York Times Upfront* News Magazine

Assessed Course Standards:

Research - Writing: D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Compare and Contrast: D2.His.4.9-12. Analyze complex and interacting factors between different historical eras.

Causation: D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

Content: D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Perspectives: D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during or between different historical eras.

Spatial Views of the World: D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

Requirements for Credit:

A majority of the reporting standards are completed at a Proficient or Exemplary level.

Practice and Assessment:

Knowledge of course content will be reinforced and be assessed in both formal and informal quizzes, projects, and writing assignments. Shorter, informal quizzes, writing assignments, activities, and writing assignments will not be assessed as individual assessments, but rather will be required to complete a final assessment. Assessment rubrics will identify which practice assignments are required for each respective assessment. Students will be clearly informed in class and/or through Google Classroom when an assignment will be formally assessed.

Extra Help:

Extra help can be accessed during Advisory Bands B and C on every day of the week except for Monday. I am always happy to set up a time to meet with you as long as it is convenient for us both! Please do not hesitate to reach out to me in person or via email to ask for questions or to let me know that you need help!

Reassessment:

Students who have not achieved proficiency are encouraged to review the material and skills and to reassess. Students may be asked to provide evidence that they have prepared for the reassessment. Arrangements must be made in advance, before or after school, during class breaks, or during advisory. Reassessments are usually done during advisory, or before or after school when mutually convenient. Some reassessments may be done as take home assignments.

Call Back Day:

The final day of the semester will be an invite-only day for students who are reasonably close to passing but have not yet earned course credit. This means that the student can complete individual assessments in one class period (70 minutes) that could result in a change to their overall grade and receiving course credit. Students and families will be notified of an invitation to Call Back Day in advance.

Chromebooks: Chromebooks should be brought to class and sufficiently charged on a daily basis.

Classroom Expectations - Students are expected to be:

1. Prepared!

- Please come to class with your Chromebook, a binder or notebook, a folder, and a pen or pencil.

2. Punctual!

- Frequent tardiness is a disruption to your learning as well as to your fellow students. If the bell rings and you are not in the room, you are late.

3. Productive!

- You should be focused and engaged, whether we are working as a group or you are working independently.
- If you are finished with a task or are unsure of what to do, ask for clarification or directions. If you need something, just ask!

4. Participatory!

- Your experience in this class will be enhanced by frequent and enthusiastic participation. Everyone is expected to participate on a regular basis.

5. Positive and respectful!

- Maintain positive body language. This means sitting upright and making eye contact.
- Be respectful and cooperative with fellow students and teachers. Please understand that your actions may have a positive or a negative effect on your own learning or the learning of others. If you cannot behave in a respectful manner you will not be welcome in our classroom.
- If you need to use the bathroom or get a drink, please ask! Sign out when you leave the room and sign back in when you return. Only one student is permitted to be out of the room at a time.
- We will all make mistakes over the course of the semester, including your teacher! Making mistakes is an inevitable part of the learning process. Please be kind to others when they experience failure and learn from their mistakes.

Personal Electronic Devices/Cell Phone Policy:

Personal electronic devices (Cell phones, tablets, etc.) must be silent and kept out of sight. Any student violating this policy will be reminded to keep devices away during class time. Students who repeatedly violate this policy will be referred to the administration for further action, and individuals who refuse to put a device away will be immediately directed to the office.

Academic Integrity Policy:

Academic Integrity represents students' commitment to honesty and respect for themselves, their teachers, and their peers. It also demonstrates a student's responsibility for their own learning. Academic dishonesty is unacceptable.

- a. Academic dishonesty includes, but is not limited to:
 - i. Copying work from another student (past or present)
 - ii. Sharing one's work with another student
 - iii. Copying work from the internet without proper citation and/or paraphrasing.
 - iv. Re-submitting previously submitted work
- b. Infractions will result in Office Referrals and communication with parent/guardian for all students involved. Infractions will be documented and tracked across the school in all of a student's classes.
- c. Infraction consequences may include:
 - i. Redoing the assignment

- ii. Loss of ability to earn Exemplary on those indicators/assignments
- iii. Loss of embedded honors (Academic Dishonesty is not honorable)
- iv. Loss of eligibility in NHS or Scholarships
- v. Failure in the course