

# WORLD HISTORY

## Syllabus

Teacher: Coach Horton  
School Phone: 423-869- 9964 (call for appt)  
Planning Block: 4th Block  
email: matthew.horton@claibornecsd.org  
Room: 505

### Focal Points:

European Renaissance through to as current as time will allow.

### Course Description:

The course will be a general study of World History. We will discuss each topic and time period from a social, cultural, economic and political standpoint. We will begin with European Renaissance and go as far as possible into modern history. I, the instructor, will lecture on each section in the text as well as from materials outside the standard text to add enrichment to the experience. Films, websites, music and other supplementary materials will be suggested by me for further enhancement. **All necessary materials, assignments and others will be posted on Google Classroom.**

Any and all state standards can and will be applied.

### Course Objectives:

The goal of this course is to introduce the student to the various time periods and cultures that span the course of World History. This

class will focus on the “why” of history, more than just names and dates. As much as possible, the class will cover as many cultures, religions and regions during our course of study. All major world religions can be covered and discussed, inventions and innovations, war and peace, politics and pop culture, all will be equally important areas of study. Each student should leave the class with a proficient and working knowledge of world history. All approved state standards and objectives will be applied and followed.

### Grading Policy:

All assignments and tests, etc... are equally important and averaged together to help reach your overall grade. Please see the school’s website or handbook for current values.

### Assignments:

Online version of class pertains to distance learners, independent learning days and to short term quarantine periods. Online can also be used by students traveling long term or experiencing long term absence beyond their control.

**The Class will use the Google Suite of tools. All work assigned and returned will be on Google Classroom. When students do their work it will be done on Google Docs, that will automatically save onto their Google Drive. When turning in an assignment it will be attached from Drive to Classroom.** I do not want pictures of work or of shared Drives, unless instructed to do so by me. Scanning work in and sending it by email should also be approved by the teacher.

Google Classroom has the option for the teacher to return work for a re-do. If work is returned the student has 24 hrs. to correct and return.

**Late work** will only be accepted for **3 days\*\*\*** following a deadline due date. If work is late, it will be automatically deducted 10 points.

\*\*\* After the 3 day deadline it becomes a zero unless you have my permission to be late or are excused per handbook policy.

All online assignments must be done in the students own words, unless a direct quote is being used.

**Any form of plagiarism, including copy and paste without a properly quoted citation will result in a “no questions asked” zero grade for the assignment (student handbook policy)**

Tests will be assigned on a regular basis at the discretion of the teacher. Any other materials and assignments will be added as needed. There will be a cumulative final exam\* (mandated by the county BOE) made up from questions from the text.

### **Inquiry Stream (if used)**

The Inquiry Stream as an assignment combines simple research with writing skills and your ability to take an answer to the next level.

There will be an Inquiry Stream that goes along with nearly every power point.

It will be comprised of a Broad Concept Question, Supporting Questions and Action Steps with Sources and Vocabulary.

Each one is explained in the following section:

Broad Concept Question- this is the overarching question or theme for the whole assignment. It is too broad to answer in a single paragraph or page. It will be answered in its categorical parts. In other words you will not write out an answer for it, it is answered in the following steps.

Supporting Questions- there will be 5 most of the time. These questions are to be answered in a paragraph answer, giving plenty of detail or explanation as needed. You will research these answers and give your sources immediately following your answer. Example : website url.

Action Step- there will be an average of 2 per Supporting Question. They are designed to flesh out the information in the SQ's.

Sources-List the sources for your research for each SQ after your answer for that question. List the URL only for a quick check of facts. Sources are a requirement and if left out will cost you points. The power points and Wikipedia are not a useable source for this assignment.

Vocabulary- For each section beginning with an SQ you will be directed to create and define vocabulary terms of your own choosing. You need to create terms that coordinate with the information in the section.

### Inquiry Stream Grading Rubric

Supporting Questions (usually 5) 10 points per.

Action Steps (usually 2 per SQ) 3 points per.

Sources 10 points

Vocabulary 10 points

### Research Paper (if assigned)

\_\_\_\_\_The class will research and write papers individually on a who's who in World History topic. The topic will be a blind draw from a list I produce from the text we cover.

The student will research the following topics:

1. Early life of the subject.
2. Education/life experience.
3. Contributions to society.
4. Life after fame or relevance.

The essay must have an introduction and a conclusion. All research must be correctly cited in APA format and a works cited section must be produced.

### Who's who rubric

Introduction/conclusion- 20 points

Early life-20 points  
Educ/Exper- 20 points  
Contributions- 20 points  
Life after-20 points

### Conspiracy Theories (if assigned)

The class will research topics of conspiracy that have happened in World History, many of which are connected to world governments and leaders. Online sources will be the only research media. Students will blind draw topics and research for the production of a 2-3 page paper, or a power point or a magazine cover, explaining the theory and reporting their opinion of it.

### Conspiracy Theories Rubric

Introduction- 10 points  
Theory Explanation- 25 points  
Personal Explanation- 25 points  
Conclusion- 10 points  
Works Cited- 20 points  
Following Instructions- 10 points

### Makeup Work and Attendance:

See School Board approved student handbook policy for policies. (will be posted online)

### **Materials for the Class**

I can/will use in class textbooks and online resources like Google Suite. In class resources will be provided for students as needed for classroom projects.

All other and supplementary materials will be provided as needed.

It is the policy of the Claiborne County School System not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its educational programs or employment policies as required by Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX (1972 Educational Amendments), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Inquiries regarding compliance with Title IX, Section 504 or the American with Disabilities Act should be directed to Dorothy Shuford, 504 Coordinator, Claiborne County Board of Education, 1403 Tazewell Rd, Tazewell, TN 37879, phone 423-626-7979 –or– to the Office for Civil Rights, U.S. Department of Education, Washington, D.C.