



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: World History

Length: Full Year

Teacher: Mr. Hagan

Course Description: This course will pick up from where your Middle School courses left off. It will focus on the post-Roman/Han world from about 500 AD to today, with a heavy focus on the modern world.

Competencies or Standards Assessed:

History- Students will demonstrate that they understand and can explain the important events and ideas associated with the subject at hand.

Civics- Students will demonstrate that they understand, can explain, and analyze the role of government (foreign and domestic) in the situation at hand.

Economics- students will demonstrate that they understand, can explain, and analyze the role of economic forces (micro and macro) in the situation at hand.

STEM- students will demonstrate that they understand, can explain, and analyze the role of technological innovation in the situation at hand.

Sociology- students will demonstrate that they understand, can explain, and analyze the role of social factors in the situation at hand.

Critical Thinking- Students will demonstrate an ability to make connections between facts and ideas to develop systems of deeper meaning.

Academic Skills- Student shows the ability to get work in on time, be persistent on revisions, do background work, and demonstrate the developed habits to succeed in an academic setting

Anchor Texts or Major Curriculum:

Text- Glencoe World History (provided by Lin-Wood)

Course Outline (major units of study):	
Unit Title	Essential Question or Overarching Understanding
Medieval/Renaissance Asia (Aug/Sept/Oct) Chapters 6,8,15,16	How do the religions that influence the world today develop in this period? How did the Economic systems that influence the modern world develop in this period?
Medieval/Renaissance Africa (Late Oct) Chapter 7	How do developments in this period chart Africa's course in the modern world?
Medieval and Renaissance Europe(Nov-Jan) Chapter 9,10,12,13,14	How do the social and political structures of today develop in this period?
The Colonial Era- 1700s- WWI (Feb-April) Chapters 17,18,19,20,21,22,23	How do Industrialization and Science grant certain groups advantages? What happens when some groups are advantaged over others on a global scale?
The Modern Era (May, June) Chapters 24-32	What happens when the Colonial model unravels? What happens when a superpower-driven world becomes multipolar?

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen



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I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations: Students will be expected to show up with work completed, all necessary tools, and resources to function in class.

Specifics include:

Reading and understanding nonfiction text.

Use of Primary and Secondary Sources in Writing

Functional Knowledge of Political and Economic Systems

Research skills

Map and Geographical Skills

Formal paper writing, both research and opinion

Argument and Debate

Civil Discourse

Communication: Students will be expected to communicate via formal and informal writing, formal and informal debate, public speaking, and other modes.

Collaboration: Students will be expected to regularly collaborate with classmates and outside sources to accomplish goals.

Critical Thinking: One of the largest parts of this class is displaying critical thinking skills by developing theses, connections, theories, etc.