

Pre-IB World History Course Syllabus

Course Description

Pre-IB World History is designed to provide both a broad survey of world history since 4000 BC to the present, as well as focusing on selected periods for more in-depth study. Both methods will require a consistently disciplined approach to learning, including careful and critical reading, analysis of source material, excellent time-management, and extensive essay writing.

Course Objective

The objective of this class will be to cover several historical topics in a more in-depth manner than a non-PIB course so that students 1) develop a general understanding of major historical events in world history, 2) develop their ability to read and analyze primary and secondary sources, 3) learn proper historical research skills, 4) critically examine sources and information to develop their own conclusions regarding change over time and express those ideas through well-written essays; thus another goal is 5) the improvement of writing skills. Finally, while students will be introduced to a few broad topics covered in various short lessons for continuity, the majority of class time will be divided into several more focused topics so that students will 6) be able to take their newly developed skills in the subject of history and continue to learn about historical topics that are of particular personal interest.

Classroom Format

The classroom time will primarily be devoted to lecture, however, a variety of instructional strategies will be implemented to trace the course of world history. Examples include, but are not limited to, lectures, group activities, writing assignments, guided readings, research projects, video, and class discussions. While some time may be given in class for reading and homework, this will be the exception and not the rule. Students should use any free time in class wisely for catch-up or individual questions.

Videos and Films

A variety of video clips may be used in class, these may range from two-minute clips, to full scenes from various feature films, documentaries, television shows, etc... These videos are part of a regular lecture and therefore students who are absent should get the notes over the video clip as well as the missed lecture.

Some full-length films may be shown in class during the lecture time. Discussions about the film will follow in order to discuss various aspects of the film that relate to world history. Examples of discussion topics include historical inaccuracies, anachronisms within a period film, and film as a secondary historical source, to name a few. Absent students are also responsible to get information about the film from other students or Internet resources in order to be familiar with references to the film in future lectures and discussions.

Grading

Grading will be based on total points. A percentage grade can be calculated by taking the number of points earned and dividing by the number of possible points.

<u>Assessments</u>	<u>Points for each assignment*</u>
<u>Quizzes and Homework</u>	<u>10 pts each</u>
<u>Exams</u>	<u>100 pts each</u>
<u>National History Day Project</u>	<u>200 pts</u>
<u>Final Exam</u>	<u>TBD</u>

*Some assignments may be given a different point value for various reasons, but these are the guidelines.

<i>Student initials</i>	<i>Parent initials</i>

Note: There will be fewer grades in this class than what students may be accustomed. Therefore, students must be prepared for each test including the first one.

Make-Up Work

It is the responsibility of each student to complete all work missed due to an absence from class. Make-up work is due no later than 3 days after the student first returns to school. If the assignment was assigned before the absence, then the student will be responsible to email any assignment that can be emailed on the due date before the end of the school day. Other assignments will be expected to be turned in on the day of return. Make up quizzes and tests will be taken after school on the next Wednesday following the absence or by scheduling a time outside of class time. After this make up time any missing assignment will be given a grade of Zero (0). additional time may be given if communication is made from the student to the teacher. At the end of a progress period (9 weeks) all missing work will be given a grade of a Zero (0), and the work will not be allowed to be made up.

Late Work

Assignments are expected to be completed and turned in on time, (before class begins on the due date of an assignment. Work turned in late will suffer a 20% penalty to the final grade for that assignment, with additional 10% for each day late. No work will be accepted if more than five (5) days late, unless accompanied by an excused absence form only if the assignment was not one that could be emailed. All assignments are to be completely ready to be turned in before class begins. Any assignment that is late, whether it is due to it not being, printed, stapled, student tardiness to class, etc..., it is late.

An Assignment that was supposed to be typed and was turned in hand-written will also receive a 20% penalty because it is assumed that the student could type the assignment and turn it in late. Computer/Technology problems are not an excuse for late work. If it is important make back-ups.

<i>Student initials</i>	<i>Parent initials</i>

Academic Honesty

In accordance with county policy and IB policy, students are expected to complete their own work. Plagiarism will not be tolerated, nor will any form of academic dishonesty. Violation of this policy will result in a grade of zero being assessed for that work, as well as an administrative disciplinary referral, and a referral to the IB office.

Any form of academic dishonesty as defined in the Douglas County School Handbook and/or IB policies will be enforced. Any dishonesty, including but not limited to plagiarism, collusion, outside sources during assessments, etc., will be given a grade of a Zero (0). The Zero will remain and no extra credit will add any points or remove the Zero. This zero will also be exempt from any “drop the lowest” decision. (i.e. If you get a zero for cheating its there for the rest of the year.)

<i>Student initials</i>	<i>Parent initials</i>

Required Readings

There is no textbook for this class; however, there will be several readings that will be assigned throughout the year.

Performance Standards

Per requirements of Georgia’s Revised Curriculum (GPS) and requirements of the International Baccalaureate Organization.

Required Materials

Pen, blue or black ink only for things turned in.

Paper

3-ring binder notebook: You will keep all daily and homework assignments here and turn the notebook in when required. Also, completed unit tests will also be kept here once graded and returned. This notebook will serve as a portfolio of your work, and will be of use to you in future classes as well as this one.

Classroom Rules and Procedures

1. Tardiness: Will not be tolerated. Chronic tardiness will result in an administrative referral. Be seated and prepared to begin class when the bell rings.
2. Class Disruption: Zero level tolerance. There will be plenty of opportunity for each student to participate fully, to ask questions, engage in discussion and debate during the course of this class. However, all such activity will be done in an orderly and respectful manner and as directed by the instructor.
3. Be Prepared to Work: Bring all required materials to class each day and be ready to discuss assigned readings and to otherwise participate fully in class.
4. Food and Drink: On Fridays, students may bring their food of choice to enjoy. Monday through Thursday, however, food (including candy but not gum) is not allowed, though water, juice, soft drinks, etc. are fine until some one spills something at which time only water will be allowed.
5. No Electronic devices: You may not use or have out a cell phone, mp3 player/ recorder.

- Come to class with prepared written questions over the previous lesson. We may begin with a review of the previous material nearly every day based on the questions that students ask.
- Good questions are specific. A question like “I don’t understand the whole Galileo thing?” is not something that can be answered in a short time. Whereas, “Why did Galileo write *Discourse* in Italian instead of Latin?” is something that shows one was paying attention and is trying to further their understanding.
- There may be periodic practice questions at the beginning or end of a lecture. The purpose of a practice quiz is to allow students to determine the level of recall and comprehension of topics and ideas covered so that they may evaluate their own ability in a stress free environment.

Notes:

1. There will be fewer grades in this class than what students may be accustomed. Therefore, students must be prepared for each test including the first one.
2. Handwriting—If I cannot read what is written in a handwritten assignment then the assignment will be graded according to the parts I CAN read. Therefore the grade will not be favorable.
3. Computer problems do not excuse an assignment’s tardiness.
4. Due to coaching the varsity soccer team during the Spring Semester, tutoring will be by appointment. I will be available if you schedule time with me and let me know ahead of time.
- 5.

Communication

I can be reached at John.Cunningham@douglas.k12.ga.us

The phone to the office is 770-651-6500.

I can be reached at 657-4History. This number will ring to my cell phone and can also receive a text. Please include your name in a text.

Syllabus and/or outline is subject to change

Essential Question for the Semester: *Why do you hold the opinion that you hold?* In other words, why is your position on a topic the right one? No matter what topic is being discussed in a given lecture or class time, students should always be preparing an answer to this question. All lectures and other teaching aids merely provide more detail or pieces of proof that students can use in answering this question.

Tentative Course Outline for First Semester (Subject to Change)

Introduction

Lecture A: What is History / Types of Historical Approaches

Lecture B: Skills: Essay Writing

Unit 1a: An Overview of World History

- 1.1: Early River Valley Civilizations and the Development of Writing
- 1.2: Maurya Empire
- 1.3: Zhou and Qin
- 1.4: Greek Polis to Alexander the Great
- 1.5: Rome: From Republic to Empire
- 1.6: The Fall of Rome
- 1.7: Medieval Europe
- 1.7: Byzantine Empire
- 1.8: Africa during the periods previously discussed
- 1.9: The Americas during the periods previously discussed
- 1.10: Renaissance and Reformation in Europe
- 1.11: Tokugawa in Japan
- 1.12: Age of Revolutions
- 1.13: Rise of European Nationalism
- 1.14: The World Wars

1st EXAM (Multiple Choice)

Unit 2: The Development and Interaction of Monotheistic Societies

- 2.1.1: Abrahamic Covenant and Lineage
- 2.1.2: The conquest of Canaan
- 2.1.3: Monarchy
- 2.1.4: Civil War and separation
- 2.1.5: Babylonian Captivity
- 2.1.6: Conquered by Rome
- 2.2.1: Roman polytheism
- 2.2.2: Jesus of Nazareth
- 2.2.3: Nero's Persecution and the Underground Church
- 2.2.4: Constantine's Conversion
- 2.3.1: Early Life of Muhammad
- 2.3.2: Conquest of Mecca
- 2.3.3: "Rightly Guided" Caliphs
- 2.3.4: Sunni and Shi'ite Split
- 2.3.5: Conquest of Africa
- 2.4.1: Battle of Tours
- 2.4.2: Coronation of Charlemagne
- 2.4.3: 1096 AD

2nd EXAM (MC) / 3rd EXAM (Essay)

National History Day Project

2014 Theme: “Rights and Responsibilities”

Each student will be required to submit a national history day project. Specific rules will be discussed at a later date. Students will be able to work independently or in groups, however, you should choose your group members wisely.

This project will be an ongoing project with minimal class time devoted to its completion. However, there will be required checkpoints along the way.

There are five (5) categories in which a student/group can enter a project.

- (1) Research paper,
- (2) Video Documentary
- (3) Display
- (4) Performance
- (5) Website

Each type of project presents its own unique set of difficulties. However, the common theme amongst all categories is that in-depth, well sited, historical research must be complete. A thesis statement is the heart of the project (just as it is the heart of all essays) and must be proven with historical evidence, and must relate to the theme (“Rights and Responsibilities”). Even a performance must be based on in-depth historical research with a clearly stated thesis and theme connection that is well proven throughout.

Final Projects will be around the end of January (Final Date is yet to be determined). Those chosen to continue will be able to further refine their projects until the NHD regional competition at Kenesaw State University.* Any chosen to continue will then move on to the state level competition; and finally, some may be asked to take their project to the national competition at the University of Maryland.

Syllabus and/or outline is subject to change

Student
Signature _____

Parent
Signature _____

Unit 3: TBD

Unit 4: Scientific Revolution

Unit 4: Science and Math

- 4.1: Babylonian Mathematics
- 4.2: Egyptian Math and Medicine
- 4.3: Greek and Roman Science
- 3.4: Was science dead during the medieval period?
- 4.5: The University
- 4.6: Humanism and Science
- 4.7: The Copernican Revolution, How revolutionary?
- 4.8: Rationality in science and the French Revolution
- 4.9: The 19th century debates and Science on stage

5th EXAM

Unit 5: Sports and Games

- 5.1: Ancient forms of Games
- 5.2: The Greek Olympics
- 5.3: The Roman Gladiators
- 5.4: The Medieval Tournament
- 5.5: Chess
- 5.6: Renaissance sports and the Renaissance man
- 5.7: Chess during the French Revolution
- 5.8: 19th century spectator sports

6th EXAM

FINAL EXAM

Criteria	Superior or Strong Essay	Competent, Developing Essay	Draft or Emerging Essay	
1. Organization and Logic	<p>1. Organizes themes into logical sequences and subtopics appropriate to the question.</p> <p>2. Makes as complete an argument as time permits.</p> <p>3. Brief, clear introduction that aptly summarizes the paper's major focus, most important points, and guides the reader on what to expect in the body.</p> <p>4. Logical transitions between paragraphs.</p> <p>5. Logical conclusion.</p>	<p>1. Fails to make consistently logical arguments.</p> <p>2. Generally poor structure, with information sometimes simply spewed forth in no particular order or context.</p>	<p>1. Often appears hastily written, as a first draft, with careless errors and little evidence of careful thought.</p> <p>2. Mixes past and present tenses, instead of writing history in the simple past tense.</p>	
2. Content, Ideas, Analysis Or Terminology	<p>Focuses on what the question asks, and makes insightful and valid analysis explaining how evidence cited supports assertions.</p>	<p>1. Answer strays from the question.</p> <p>2. Simple narrative, rather than explaining and interpreting.</p>	<p>1. Does not focus on the question asked.</p> <p>2. Shows little knowledge or understanding of the assigned readings.</p>	
3. Use of Evidence	<p>Supports all assertions, explanations, and interpretations with specific, ample, relevant, and accurate historical evidence.</p>	<p>1. Fails to provide specific supporting evidence for every general statement.</p> <p>2. Includes some evidence that is not relevant and/or factually correct.</p>	<p>1. Most paragraphs lack historical specifics.</p> <p>2. Many simple assertions lack relevant evidence or illustrations.</p> <p>3. Entire essay overly general, with few or not supporting examples or inadequate and/or incomplete citations.</p>	

<p>4. Writing Clarity and Correctness</p>	<p>1. Phrases ideas in direct, clear, concise sentences. 2. Expresses ideas in the active voice. 3. Language flows cleanly and clearly, like a good speech. 4. Correct spelling, grammar, and punctuation.</p>	<p>1. A number of errors in spelling, grammar, and punctuation. 2. Ideas expressed in passive voice. 3. Phrases sometimes lacking in clarity or precision.</p>	<p>Exhibits poor writing, such as typos, sentence fragments, subject-verb disagreements, considerable overuse of passive voice, and grammatical and word use errors.</p>	
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	20-18	17-14	13-10	9-6	5-1	0
<p>Organization The organization of an essay is essential to allow the reader to fully grasp the extent of the knowledge that one wishes to illustrate. There are two parts being evaluated here—the Thesis and the proof of that thesis throughout the essay.</p>	<p>A creative thesis that directly answers the given question is clearly stated, is precise, presents a specific point of view in a defined argument and is provable. Each paragraph is directly related to the thesis in an intriguing way without being repetitive but proving the thesis. The proof within the paragraph is specific and the student used the evidence to specifically tie the paragraph's introduction to the thesis in order to create a fluid essay while also reiterating (without repetition) an overall piece to the proof of the thesis.</p> <p>The reader has a clear understanding of the position of the writer on the given topic, is able to track a logical progression of evidence that supports the writer's position and the essay leaves very little for interpretation or challenge to the overall argument.</p>	<p>A somewhat creative thesis is clearly stated, is precise, presents a specific point of view and is somewhat provable. Each paragraph has a clear, but sometimes obvious, introduction that is related somewhat to the thesis. The proof offered in each paragraph is somewhat specific but on occasion vague. There is an attempt to tie the evidence to the overall argument but the connection or significance is vague or general and not specific to the thesis.</p> <p>The reader has a clear understanding of the writer's position on the given topic, is able to track a logical progression of the evidence that supports the position, but there is some room for interpretation or challenge to the overall argument.</p>	<p>Thesis is vague and/or simplistic and shows little creativity but does address the question at hand and presents something that is arguable. The paragraphs occasionally relate to the thesis but often in very superficial ways. The proof offered in each paragraph tends to be vague generalizations and specific evidence, while may be apparent in some cases, is lacking throughout the essay.</p> <p>The reader has a vague notion of the writer's position but has not seen evidence that convinced the reader of the validity of the argument.</p>	<p>Thesis is vague and does not present a provable argument. The paragraphs do not relate to or prove the thesis but some attempt is made to answer the question. While there may be some specifics, evidence in general is vague and very little connection is made between the evidence and the thesis.</p> <p>The reader has an understanding of the attempted topic but no clear idea of the writer's position.</p>	<p>Student has an unclear thesis that is not arguable. The paragraphs do not relate to the thesis. No specific evidence is used and the reader is often confused about the position being presented.</p>	<p>Student does not have a thesis or does not answer the correct question as asked. Paper shows no direction or is a list. No relevant argument is presented.</p>
	10-9	8-7	6-5	4-3	2-1	0

<p>Terminology: Or <i>content, Ideas and analysis</i>, is the focus of the essay on what the question asks and makes valid analysis? Proper terminology must be used in order to express the ideas and content of the essay in a meaningful way. Without proper terminology essays become vague, anachronistic, ambiguous, or sometimes, improper wording can result in a change of the meaning of the essay.</p>	<p>All relevant terms are used in an appropriate way throughout the entire essay. Historical wording and phrasing is used in a fluid manner while also being explained for all readers with an adequate and clear definition without much distraction from the overall essay. Modern terminology is not made to fit into an essay when a historical term is more appropriate. Analogies, similes, and metaphors do not take away from the historical context of the essay. Anachronisms do not appear. Historical terminology is never used simply to add a word or phrase but furthers the nuanced view of the historical topic that the writer presents. The writer does not appear wordy or leaving things out. Five words are not used when two will suffice, nor are two words used when five are necessary.</p>	<p>Most relevant terms are used in an appropriate way throughout the essay. Historical wording and phrasing is used in a somewhat fluid manner and a definition is provided when necessary. Some Modern terminology is made to fit into an essay when a historical term is more appropriate. Anachronisms do not appear. Historical terminology is occasionally used simply to add a word or phrase and does not really further the argument. The writer only occasionally appears wordy.</p>	<p>A few very relevant terms appear to be missing from the essay. Modern terminology is often used when historical phrasing is more appropriate but there is some use of appropriate historical terminology. Analogies, similes, and metaphors somewhat take away from the historical context of the essay. Writing appears to be very wordy and often causes the reader confusion.</p>	<p>Some terminology is missing in the essay and causes a distraction or confusion to the reader. Some definitions are correct but others are too vague or wrong. Modern terminology is used and may change the overall context of the point(s) being presented. Analogies, similes, and metaphors are overused and cause distractions. Wordiness or lack of explanation is apparent throughout the essay.</p>	<p>Historical terms are randomly used in the essay no definition or completely incorrect definitions are presented. Analogies, similes, and metaphors are irrelevant and cause distractions. Anachronistic comparisons are presented that overshadow the historical context and create confusion, misinterpretations, etc...</p>	<p>Essay is completely off topic and does not answer the question at hand nor does the terminology fit with the question being asked.</p>
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	10-9	8-7	6-5	4-3	2-1	0
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<p>Evidence : Evidence is the facts that are presented in an essay to support the thesis. Factual information is the basis of every essay. Proof must be offered; assertions and must be explained and validated. Evidence or proof must be specific, ample, relevant and accurate.</p>	<p>The factual information presented is specific, accurate, and explained in a clear and precise way to show the significance of the evidence in relation to the overall argument being proven in the essay. Names, dates, places, & etc... are accurate and contribute to the overall essay. Information is not vague but specific and relevant. All assumptions, explanations and interpretations are supported with ample accurate evidence. The reader is never confused about how a piece of evidence contributes to the overall proof of the thesis. Secondary sources are referenced when necessary. The recall of relevant information is accurate and well articulated. The student shows not only a strong knowledge base but also a clear understanding of the information's relevance to the topic, the ability to apply the information in a meaningful way, the ability to analyze the material to construct a clear position, and even create a finished product that clearly demonstrates a well thought-out and</p>	<p>Factual information is somewhat specific but generalizations occur, Names, dates, places, & etc... are used but are occasionally, though rarely, inaccurate. Evidence is still connected in a meaningful way to the overall argument being presented. The reader is not confused about how the evidence is being used to support the thesis but is left wanting more specific pieces of evidence. Recall of most information is accurate, but there some areas show a lack of specifics. The student shows a strong knowledge base, and the ability to apply that information to prove a particular position in the essay.</p>	<p>Factual information is nearly all-broad generalizations with few specifics. Names, dates, and places are used sporadically. The general information is not connected to the thesis except in very superficial ways. Information is somewhat recalled and understood but there is a lack of the grasping of concepts. Student shows some knowledge but is lacking in some areas of recall and therefore, cannot accurately apply an understanding of the material to the given question.</p>	<p>Factual information is missing or inaccurate. Significance is hardly ever illustrated or the essay reads more like a list of general topics than a provable argument. Essay shows only the most superficial recall of information.</p>	<p>The factual information is full of wrong information, inaccurate generalizations, unsupported and somewhat irrelevant claims and the overall essay shows very little recall of basic information.</p>	<p>Wrong, and irrelevant factual information is the basis of the essay.</p>
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	10-9	8-7	6-5	4-3	2-1	0
<p>Overall Readability</p> <p>: Writing clarity and correctness is important because Subject-Verb agreement problems, verb tense shifts, misspellings, passive voice, & etc... can lead to difficulty in understanding the argument presented.</p>	<p>Paper Flows logically. Examples are clear, and the writer explains the relevance. The verb tense is consistent throughout, preferably in past tense. Paper is not repetitive. The introduction is clear and to the point providing the essential background information or assumptions that are necessary for the reader to understand the topic being discussed. The conclusion does not repeat the introduction but clearly summarizes the essay. Active voice is used throughout to avoid confusion. Proper grammar, spelling, and punctuation is used throughout the essay.</p>	<p>Paper is mostly logical with few exceptions. Examples are almost always clear but there is some vagueness or ambiguity. Minor tense sifts may be present. Factual misinformation may create difficulty in the reader's ability to fully grasp the argument. The introduction is mostly a clear and concise paragraph that provides essential background information but some minor assumptions may be left unstated. The conclusion may be somewhat repetitive. Passive voice is occasionally used. There are slight spelling, grammar, or punctuation issues in the essay.</p>	<p>Paper is somewhat difficult to follow. Paragraphs do not seem to follow a logical progression that helps clarify the argument presented in the thesis. Essay suffers from too much repetition. Misinformation creates difficulty in understanding the argument. Introduction is wordy or irrelevant. The conclusion uses evidence or assumptions not previously stated in the essay. There are too many grammatical, spelling or punctuation errors present in the essay.</p>	<p>Paper has very little logical progression. Essay is very repetitive. Factual errors are present and create confusion. The conclusion is missing or largely irrelevant. Grammatical, spelling and punctuation issues are repeated throughout the essay.</p>	<p>Paper shows no structure. The facts are randomly used in the essay. Grammar, spelling and punctuation are repeated throughout the essay. The essay is little more than a list of facts or is nothing more than random ideas.</p>	<p>Level 1 is not reached due to the fact that the paper as written cannot qualify as an essay.</p>

Rubric for Identify

Who (2pts): The people involved, or, for an individual, what the individual did or why that person is famous or a historical figure.

Where (2pts): The specific place that an event took place or where an individual was located.

Discrepancies in dates are explained

When (2 pts): The specific time frame of an event or an individual's life, reign, or significant accomplishment.

Significance (4 pts): The reason that the event or individual has become a historical topic or famous historical figure. Significance should relate directly to the topic/unit being discussed and should be clearly stated with little room for interpretation on the part of the reader.