**World History  
Syllabus**

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| **General Course Information:** | **Course** **Offered**: Fall **Credits**: 1/2 credit |
| **Instructor Information**: | Instructor: Mr. Larson Email: [**adam.larson@k12.sd.us**](mailto:adam.larson@k12.sd.us) Web page: [**http://al014.k12.sd.us**](ttp://al014.k12.sd.us) School Phone: 605-498-2700  Conference Times for Students/Parents:   * 7:30 am - 8:10 am Monday - Friday * 3:10 pm - 4:00 pm Monday  - Friday * If these times conflict with your schedule, feel free to schedule an appointment. |
| **Texts, Readings, Materials**: | World History, Glencoe  2005 |
| **Course Description**: | This course includes further study of the history and development of world cultures that students encountered throughout the elementary grades and earlier secondary social studies courses. Content includes the development of early civilizations, western civilization, and other world regions from their early days to the present.  The course provides students the opportunity to compare and analyze various ways of life and cultural patterns that reflect the diversity and commonality of human experiences and the understanding of how these patters occur.  Geographic influences on world history are a part of the study.  There are several course outlines that could be followed in World History.  The outline we will be following will be a "World History Survey."  Correlation to South Dakota Standards  <http://www.glencoe.com/correlations/PDFs/9097SD.pdf> |

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| **Instructional Philosphy:** | ***1)*** Students will examine the lives of the hunting and gathering people of the ancient world during the beginnings of human society.  ***(2)*** Students will examine the characteristics of early civilizations, including those of Egypt, Mesopotamia, the Indus River Valley, and China, from 4000 to 1000 B.C.E.  ***(3)*** Students will examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 B.C.E. to 500 C.E.  ***(4)*** Students will trace the development of major civilizations, states, and empires in different regions of Asia, Africa, and the Americas from 1000 B.C.E. to 1500 C.E.  ***(5)*** Students will examine the political, economic, social, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1500.  ***(6)*** Students will examine the antecedents, events, outcomes, and legacies for Western Civilization of the Renaissance and Reformation from 1250 to 1650.  ***(7)*** Students will examine the causes, events, and consequences of European worldwide exploration, conquest, and colonization from 1450 to 1750.  ***(8)*** Students will examine the causes, events, and global consequences of the scientific, political, and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.  ***(9)*** Students will examine the origins, major events, and consequences of worldwide imperialism from 1750 to 1900.  ***(10)*** Students will analyze and explain twentieth-century trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.  ***(11)*** Students will conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources, and presenting their findings with documentation. |

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| **Student Expectations:** | Attendance is expected! Copying and cheating will be severely punished. While the free flow of ideas and information is essential to an education, the exchange of assignments and materials cannot be. Cheating takes many forms and any attempt to list all the forms of cheating would be incomplete.  Do not copy files from other students.  The student handbook contains the complete policy. The deadlines for assignments should be followed.   Failure to turn assignments in on the due date can result in a 0 for that assignment.  Exceptions may be granted in special situations, but this should be the exception rather than the rule. When using the computer lab, students are to be using the computers for educational purposes.  This does **not** include games. |

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| **Method of Assessment:** | Pop Quizzes, Tests, Projects, and Homework will be the basis of grading.  Your six weeks grade will be based on a percentage of points you have accumulated and the number of total points possible.  By definition the methods of assessments are:  Pop Quizzes – Short multiple-choice, matching, or true/false questions from your reading.  Pop quizzes will not be announced and will cover items from your book.  Pop quizzes are generally 5-15 questions worth 2 points each.  Tests – Longer multiple-choice, matching, completion, or true/false questions after each chapter in our textbook.  Tests usually comprise of 40-60 questions worth 2 points each.  Projects – Are either individual or group covering a region we have covered in class.  There will be at least one project each 9 weeks and specific requirements will be discussed further in class.  Homework – Is defined as either work to be completed at home or in class.  All homework questions are worth between one to three points per question.  Homework can be defined as: Section Reviews, Chapter Reviews, Unit Reviews, or Various Worksheets. |

**Grading Scale**

Grading will be based according to school district policy, which is the following:

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| A+ | 100 | B+ | 92-91 | C+ | 84-83 | D+ | 76-75 |
| A | 99-96 | B | 90-87 | C | 82-79 | D | 74-71 |
| A- | 95-93 | B- | 86-85 | C- | 78-77 | D- | 70-69 |

\*\*Note: I reserve the right to modify this course syllabus as I seem fit.  Things are subject to change as the year progresses.