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World History Syllabus 2022-23

Instructor: Mr. Shelton

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Room: 1130

Office Hours: After School by Appointment

Conference: 6th period

Course Content

This course will cover worldwide events and themes from pre-history through the present. The class will incorporate aspects of anthropology, economics, geography, and government/politics. Context will be provided for each subject area as the “big picture” will be addressed.

Text

Sources are Online, or teacher provided

- Active Classroom
- Discovery Education
- Jarrett, *Mastering the TEKS in W History*

The Teacher

Mr. Shelton is originally from Bloomfield, CT and has lived in six different states. He attended Hampton University, Central Connecticut State University, and North Carolina A&T State University. He holds a B.A. in History, a B.S. in History Education and graduated Summa Cum Laude. Mr. Shelton has worked in six different school districts and was able to complete his student teaching for DoDD's in High Wycombe, England. Mr. Shelton has 20 plus years' experience in the field of education.

Ongoing Objectives

By the end of the course students will become familiarized with Social Science skills (Historiography). These skills, called process standards by TEA, include the following: Analyzing information by sequencing, categorizing, identifying cause-and effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizing, making predictions, drawing inferences and conclusions, and developing connections between historical events over time.

Notebook

You are required to maintain a notebook (digital or hard copy) and *will need it*.

Assignments

Assignments vary. Some are participatory and others are assessed. It is expected and wise for students to complete all assignments, as assignments prepare you for tests and quizzes and zeros are notorious for bringing a grade average down (do not get a zero on a test, be sure to make it up). Assignments can be turned in late but full credit is less likely. Be sure to check your grades in PowerSchool.

Grading Scale

Tests/Assessments-35%
Classwork-30%
Quizzes-20%
HW-15%

Daily Required Materials

Laptop
Writing utensil
Notebook (three ring binder or spiral)

Classroom Management

Students are expected to conduct themselves as young adults. Occasional and common place lapses of judgment will be met with warnings, a conversation or both. It is expected that students heed warnings. Warnings not heeded could result in a consequence. Disrespect, inappropriate behavior, and disruptive behavior will not be tolerated.

Unit Overviews First Semester

Unit One

This unit will focus on the emergence of humanity, pre-civilization and the birth of river valley civilizations. Questions addressed: *What was the Neolithic Revolution? What factors led to the rise of the first civilizations? What were the accomplishments of the early river valley civilizations?* (TEKS: 1A, 2A, 2B, 2C, 15B, 16B, 17A, 17B, 19A, 20B, 27A, 29A, 29B, 30A, 29F, 30A)

Unit Two

The second Unit will continue to examine early civilizations with emphasis on empires and classical civilizations. Questions Addressed: *What were the major accomplishments of the civilizations of India and China during the "Classical Era? What factors caused the rise of Persia, Greece, and Rome?* (TEKS: 1B, 3A, 3B, 3C, 15A, 19B, 20A, 22B, 23A, 25A, 25B, 27A, 27E, 29F, 30A, 30C)

Unit Three

Unit three focuses on the impact of Islam and the European feudal system. Questions addressed: *How did the system of feudalism restore order to western Europe? How as western Europe affected by the collapse of Rome? What were the political, economic, and social effects of the spread of Islamic culture?* (TEKS: 1C, 4A, 4C, 4D, 4F, 15A, 15B, 23A, 25D, 27A, 29C, 29F, 30A, 30C)

Unit Four

This unit pivots to Asia and the importance of global trade routes. Questions addressed: *What were the main characteristics of the Byzantine Empire? How did religious beliefs shape lifestyles in this period? What were the major civilizations of Asia in the post-classical period era?* (TEKS: 1C, 4A, 4B, 4E, 4G, 4H, 4I, 4J, 4K, 15A, 15B, 16B, 20B, 27A, 29C, 29F, 30A, 30C)

Unit Five

At this point in history, Europeans have a great impact on New World civilizations and the Mongols create the largest empire the world has ever seen. Questions addressed: *What were the major characteristics of the Maya, Inca, and Aztec civilizations? How did the voyages of Christopher Columbus forever change the world? What were the achievements of the Ottomans, Mongols, and Ming Chinese?* (TEKS: 1D, 6A, 6B, 7A, 7B, 7C, 7D, 7E, 7F, 15A, 15B, 21C, 27B, 29C, 29F, 30A)

Unit Overviews Second Semester

Unit Six

Unit six examines the emergence and the legacy of the European Renaissance and the Protestant Reformation. Questions addressed: What was the Renaissance and why did it happen? Would a Protestant Reformation happen without Martin Luther? (TEKS: 1D, 5A, 5B, 25C, 26A, 26B, 27C, 29C, 29F, 29G, 30A, 31B)

Unit Seven

The Enlightenment and a more secular philosophy emerge and is embraced in Europe and America. *Questions Addressed: How did the Scientific Revolution change people's view of the natural world? How were the American and French Revolution alike and different? How did Latin American colonies achieve their independence?* (TEKS: 1E, 9A, 9B, 9C, 9D, 20A, 20B, 20C, 27D, 27E, 29C, 29F, 29G, 30A)

Unit Eight

During these years, humans were able to industrialize and the need for raw materials and markets prompted industrial nations to embark on Imperial endeavors. *Questions Addressed: How does the free enterprise system work? What factors caused the Industrial Revolution? How did the Industrial Revolution change the ways people lived? What ere the causes of the "New Imperialism"? Was the overall impact of imperialism good or bad?* (TEKS: 1E, 8A, 8B, 8C, 8D, 8E, 16B, 17A, 17B, 18A, 18F, 28A, 28B, 28E, 29C, 29D, 29G, 30A, 30C)

Units Nine & Ten

The emphasis here is the two world wars. The causes of WWI and how it led to WWII. *Questions addressed: Could World War I have been avoided? How did new military technologies make warfare more destructive? Did the allies lay the seeds for future problems in the peace settlement of 1919? What factors allowed the rise of totalitarian dictators like Mussolini and Hitler? What were the main causes of World War II? How were the allies able to defeat the dictators and win the war?* (TEKS: 1F, 10A, 10B, 10C, 10D, 11A, 11B, 12A, 12B, 15A, 18B, 18C, 18D, 20D, 28C, 29F, 30A) (TEKS: 1F, 12B, 12C, 13A, 13B, 13C, 13D, 15A, 18E, 20D, 22D, 28C, 28E, 29C, 30A, 30C, 31B)

Unit Eleven

Unit eleven covers material from the Cold War to the present. *Questions addressed: What were the causes and main events of the Cold War? What factors brought an end to the Cold War? What can be done to prevent global terrorism? How can human rights be protected? How is globalization changing our world today?* (TEKS: 1F, 13E, 13F, 14A, 14B, 17C, 22C, 22D, 22E, 29D, 29E)

