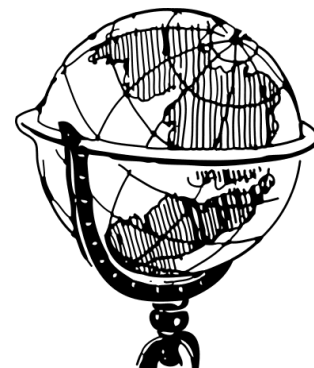


WORLD HISTORY & CIVILIZATION

2011-2012 Syllabus
Mr. Carroll Bilbrey
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CONTACT INFORMATION

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COURSE DESCRIPTION

Students of World History & Civilizations will study and explore important events, people, and developments from throughout the history of the world. Students will examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Course work will be in accordance to the Indiana State Academic Standards, as well as the high standards set by the mission of Herron High School. Students will participate in a variety of learning strategies, including research, analysis, and knowledge synthesis, taking in to account the diversity of students' academic capabilities.

Based on the goals and charter of the school, World History students will participate in the study of the art history timeline. Students will examine, analyze, and interpret important works of art beginning with the ancient period, up to modern times. The course will also closely follow the classical model of the Trivium: grammar, logic, and rhetoric. The classical liberal arts model of education is at the core of Herron High School.

TEXTBOOK

World History: Patterns of Interaction, Roger B. Beck, et. al., Evanston, IL: McDougal Little; 2007.

Other online and print documents – both primary and secondary sources – will be made available to students in class and/or via the web throughout the school year.

RECOMMENDED MATERIALS

It is recommended that each student obtain, and come to every class period with, the following items:

- 3-ring binder – various sizes are available, but the bigger the better.
- Notecards – a great way to study vocabulary terms, as well as other historical information.
- Flash drive – for saving and transferring computer-generated work.
- Lined, college-ruled paper.
- Pencils, blue and/or black ink pens – no other color pens are to be used on assignments.
- World atlas – this is more for home reference, but will be useful in the classroom, as well.

COURSE ACTIVITIES

Below you will find descriptions of the most common activities that students will participate in during the course of each semester. Students are expected to come prepared and participate in all class activities every day. Failure to do so will result in an unsatisfactory grade.

Semester grades are calculated using category weights – 80% Mastery Evidence, 20% Practice. Students will be made aware of what is considered “Mastery Evidence” and what is considered “Practice.”

Bell Work

Students will be expected to complete a brief assignment or task at the start of every class period. They will be expected to start the assignment as they enter the classroom, and complete it within the allotted time. Maps, document analysis, and review will make up the bulk of Bell Work. The completion of Bell Work is essential to the success of the student in this course.

Notes

Students will be expected to take notes when presented with information on the board or via the projector (usually in the form of a Power Point presentation). While in a 90 minute period it would be unproductive to lecture the entire time, a portion of most class sessions will be dedicated to notes and note taking. It is essential that students come prepared to listen, ask questions, and take comprehensive notes in order to be successful in this course.

Group Work

At various points throughout the course, students will be asked to participate in both large and small group work. It is vital that students put forth every effort to properly engage and participate in all group activities. Failure to do so will not only affect the grade of an individual student, but of the entire group as well.

Discussion/Debates/Simulations

Classroom discussion is an important part of the course. Students will be invited to share their own views, as well as formulate discussions based on fact-based research. The Socratic Dialogue method of discussion is a valuable tool within the classroom in order to teach students the art of facilitating and critiquing discussion. Students will participate in debates and simulations throughout the semester, exploring various topics.

Projects

Students will be expected to complete at least one major project during each semester. Projects provide students the opportunity to practice their skills in research, interpretation, analysis, and synthesis.

Quizzes

Quizzes will cover textbook chapter content, class notes, map locations, and/or key vocabulary terms. Students should expect, and be prepared for, a quiz every week.

Benchmark Exams/Semester Finals

Exams will be administered at the midway point (Benchmark), as well as at the end of each semester. These exams will be accumulative, covering any and all material from the previous weeks. Notes and/or other materials are not allowed during these exams. Exams will be a mixture of multiple-choice, true/false, matching, short answer, and essay.

COURSE OUTLINE

The topics listed here are merely a guide for the course. Course topics will not be limited to only those listed here. Topics are based on Indiana Educational Standards (<http://www.indianastandardsresources.org/>).

Semester 1:

Unit 1 – Foundations in Geography and Religion

- Example Topics: using maps and charts, important geographic locations, understanding major world religions

Unit 2 - Beginnings of Human Society and the Development of Cultural Hearths

- Example Topics: human prehistory, development of agriculture, early technology, early civilizations

Unit 3 - Ancient Civilizations: 4000 B.C.E. to 500 C.E.

- Example Topics: China, Egypt, Mesopotamia, Greece, Rome, major belief and political systems, technological advancements

[Benchmark Exam]

Unit 4 - Major Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C.E. to 1500 C.E.

- Example Topics: The Islamic world, Mesoamerica, China, India, Japan, world trading patterns, migration, diffusion of belief systems, technological advancements, political changes

[Semester Final]

Semester 2:

Unit 5 - Medieval Europe to the Rise and Development of Western Civilization: 500 to 1650

- Example Topics: rise of Western Civilization, changes in political systems, religious conflicts/changes, art and culture, economic development

Unit 6 - Worldwide Exploration, Conquest and Colonization: 1450 to 1750

- Example Topics: empires and expansion, the slave trade, global connections

[Benchmark Exam]

Unit 7 - Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900

- Example Topics: Scientific Revolution, Enlightenment, French Revolution, Latin American Revolution, end of the slave trade, industrialization

Unit 8 - Global Imperialism: 1500 to the Present

- Example Topics: Western dominance, urbanization, cultural interactions, migration

Unit 9 - An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 to the Present

- Example Topics: WWI, WWII, the Cold War, nationalism, globalization

[Semester Final]