

Course Overview: *World History*

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World History provides a broad focus on world cultures from approximately 8000 BCE to the present. You will develop a greater understanding of global processes and interactions among societies by studying historical patterns and by making comparisons among major societies.

World History is about skills, not just content, and what we do and how we'll do it will encourage you to "PR": You will read and organize data based on themes, you'll write analytical and document-based essays, and you'll analyze primary and secondary documents.

Course Objectives

Over time, as we practice together, you will be able to perform the following *skills* at a higher personal level:

- think, read, listen, and write so that you demonstrate your understanding
- analyze evidence and interpretations presented in a variety of historical texts, and use the information to plan a meaningful discussion, essay (Document-Based, Change-Over-Time, and Comparison essays)
- use a variety of resources in planning and directing research for a mixture of projects, essays, and activities
- flesh out a series of questions that challenges a text's meaning and shows an understanding of the document

Themes

Themes will help you plot the changes and continuities that occur in world history, across time and space. These themes guide class discussions, mid-unit reviews, as well as the review for the finals:

1. Interactions between Humans and the Environment
2. Development and Interaction of Cultures
3. State Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

Periodization

World History is divided into time periods. Along with the themes and the skills discussed above, the six periods make up the basis of the course. The historical periods are:

1. To 600 BCE
2. 600 BCE-600 CE
3. 1450-1750
4. 1750-1900
5. 1900-present

Course texts:

AP World History: An Essential Coursebook (Wood)

Ten Discoveries that Reshaped History (Hunt)

Lessons of History (Durant & Durant)

Please bring these to class every day, starting Day Two:

A lined or blank notebook; a reliable pen or pencil; a set of eight colored pencils or fine-point markers; 3" Post-It Notes; two packs of 100 3x5" lined index cards (one pack will be kept in class)

Your Interactive Notebook, housed in a 1 1/2" binder. You may need a larger one later. Start small for now.

Grades

Students earn grades and/or points for summative assignments that fall into the categories listed in the above first column (far left); the course grade will be the percentage of points earned out of the total points possible in each category:

100-94 = A (97)	89-87 = B+ (88)	79-77 = C+ (78)	69-67 = D+ (68)	59-0 = F (55)
93-90 = A- (91.5)	86-83 = B (84.5)	76-73 = C (74.5)	66-63 = D (64.5)	
	82-80 = B- (81)	72-70 = C- (71)	62-60 = D- (61)	

Grading

Quality preparation = quality performance. Always strive to be witty*, sensitive, and perceptive.

	A	B	C	D	F
<u>Factual Knowledge</u> Mastery of facts - Understanding & retaining - reading (texts; data/maps)	Facts are complete and flawlessly correct	Facts are minimally incomplete and/or minimally incorrect	Facts are generally incomplete and/or generally incorrect	Facts are minimal and/or mostly incorrect	Facts are wholly incorrect and/or wholly incomplete
<u>Conceptual Knowledge</u> Mastery of concepts --isms -reading & interpreting data & maps -researching	Concepts are complete and flawlessly correct	Concepts are minimally incomplete and/or minimally incorrect	Concepts are generally incomplete and/or generally incorrect	Concepts are minimal and/or mostly incorrect	Concepts are wholly incorrect and/or wholly incomplete
<u>Reasoning</u> - summarizing & paraphrasing - separating into parts & explaining (= organizing & arguing)	Ideas are expressed with evidence of superior organizational and analytic ability	Ideas are expressed with evidence of strong organizational and analytic ability	Ideas are expressed with evidence of good organizational and analytic ability	Ideas are expressed with evidence of some attempt to unify and analyze form and content	Little or no attempt to combine form and content
<u>Writing</u> - summarizing & paraphrasing - pre-writing - composition; argumentative / persuasive; précis - short answers - essays - research papers	Ideas are expressed with unusual insight; clear organization; a superior balance of form and content; evidence of development of style; proper rules of mechanics & attention to spelling	Ideas may occasionally indicate special insight; clear organization; strong balance of form and content; some evidence of style; proper use of mechanics & attention to spelling	Ideas indicate knowledge of material but never with special insight; good balance of form and content; little evidence of style; rules of writing mechanics are not always observed; inattention to spelling	Minimal knowledge of material and no insight; poor balance of form and content; no evidence of style; rules of writing mechanics are not observed; inattention to spelling	No insight; no balance of form and content; no evidence of style; no evidence of rules of writing mechanics; misspelling
<u>Speaking</u> - summarizing & paraphrasing - class discussions - small groups - presentations	Ideas are expressed with unusual insight; clear organization; a superior balance of form and content; evidence of development of style; speech is appropriately audible for a given context	Ideas may occasionally indicate special insight; clear organization; strong balance of form and content; some evidence of style; speech is appropriately audible for a given context	Ideas indicate knowledge of material but never with special insight; good balance of form and content; little evidence of style; speech may be inappropriately audible for a given context	Minimal knowledge of material and no insight; poor balance of form and content; no evidence of style; speech may be inappropriately audible for a given context	No insight; no balance of form and content; no evidence of style; speech may be inaudible for a given context
<u>Habits of Scholarship</u> (0%) - organization - deadlines	Recorded, not graded	Recorded, not graded	Recorded, not graded	Recorded, not graded	Recorded, not graded

* *witty* = clever and insightful in perception and expression; *British usage* = intelligent, clever

What to expect in this course:

Classes: A class typically begins with some housekeeping (lesson agenda, objective for the lesson), followed by a recap of the last lesson. Class continues with your taking notes during lecture and/or discussion. Class ends with a summarizer and a homework announcement. Assuming four class meetings per week, you can expect skills/content on Mondays, skills/lecture/document analysis on T/W and Thursdays, and an assessment on Fridays. A modified pattern naturally applies during weeks with fewer than four meetings.

Reading: You will be assigned readings each week, and you need to complete each assignment before the next class. Readings will come primarily from the main texts, but may be assigned from additional sources.

Writing: Expect to do a lot of formative and summative writing – both short and long assignments – where you get to demonstrate your “big picture” understanding of a body of material. You’ll practice your writing skills in class so you can write well “on demand”. Longer summatives will be in-class essays (DBQs, Comparison, and Change-Over-Time).

A summative project/presentation may replace the summative writing assignment described above. Larger projects will be cross-curricular in nature: Expect to focus on at least the rights of the child and immigration.

Homework, assigned nightly, is when and where you “absorb” most of what you need to know; it’s formative, and doing it is a college-prep skill.

- Expect to read each night (text or other), and arrive at the next class prepared to discuss what you’ve read. You’ll have to outline each chapter. Also, each of you will deliver a short presentation on a reading assignment. Details in class.

☞ If you miss the homework announcement, DO check my webpage; DO NOT ask a classmate.

Late work? (1) Ask for an extension, in writing (sign and date). (2) Do it at ARC. (3) I call or email your guardian(s).

- No “grade grabs”. I deny extension requests for work that’s no longer relevant: The train is moving, get on board.

Summative Assessments: There will be a summative assessment on each chapter or unit. Summatives will consist of multiple-choice, identification, short answer, thesis, document analysis, and/or essays.

Re-doing summative assessments: You can re-do any two summatives per semester, as long as (1) the re-doing is immediate to the original assessment, and (2) you attend two half-hour help sessions within a two-week period. Help sessions are held in room 323 as follows, please be on time for full half-hour “credit”:

Tuesdays: 2:30-3:00

Wednesdays: 2:45-3:15

Thursdays: 3:15-3:45

The final: If an exam, expect a bigger version of the chapter/unit test. If a presentation, expect to work singly or in groups.

Make-up work may be harder than what you miss when you’re absent.

Survival Tips:

- ✓ *Be in class on time, prepared to learn, and be cooperative class participants, working actively with others as a team.*
- ✓ *Always take notes -- write down everything, even during discussions!*
- ✓ *Review. Often.*
- ✓ *Give your best effort every day.*

Housekeeping / Odds & Ends

- *Timely make-up work is your responsibility. There is a window of opportunity for make-up work but I won’t chase you down. Check PowerSchool and check my webpage for what you’ve missed. The grade entered in my gradebook will remain an “I” (Incomplete) until you make up the work, but I won’t wait forever. It is the school’s policy that an “I” could revert to an “F” if you don’t complete your work within the school’s grace period.*
- *I don’t give extra credit, so please do what you’re supposed to do when you’re supposed to do it.*
- *During the school year, I don’t like to get assignments by email, and so accepting something by email is the exception rather than the rule. Deliver your hardcopy to me, so if you can’t get your work to me in person (never my mailbox), find someone who can, and by deadline. Thank you!*
- *To Parents: I will occasionally show video clips. Some may be rated R. If you have a problem with this, please email me.*

“I’ve read and I do accept the information contained in the course outline for World History, 2010-11.”

Parent (print clearly)

email address (print clearly)

Parent (signature)

date

Student (print clearly)

email address (print clearly)

Student (signature)

date