

Challenger High School
2017/2018
World Studies Syllabus
CEDARS Code 4061, 9/7/21
SST 207/208

Instructor: Ross Mailhot **Phone: (253) 800-6804** **Email: rmailhot@bethelsd.org**

Grade Level: 9,10,11,12 **Credit: Social Studies .5** **NCAA Approved**

Time Requirements:

Students will be required to do 5 hours per week of class work, and to do 7.5 hours of homework per week. Students are required to contact the instructor prior to the any absence in order to determine how the student will make up any missed assignments.

Course Description:

World Studies is a study of World History and Geography that centers on investigating the lives of civilizations in the past: i.e. ancient India, ancient China, rise of Islam, Europe prior to the Renaissance, and Africa and the Americas during the classical period.

- **Course content:** student will demonstrate a basic understanding of the following:
(Over a 9 weeks period of time to earn a .5 credit/or 18 weeks period for 1.0 credit..)

Weeks:

1. Ancient Near East and Nile Civilizations
2. Ancient India and China
3. Beginnings of Western Civilization: Classical Greece and Rome, Birth and Spread of Christianity
4. Chinese Empires
5. Muslim Civilizations: Birth and Spread of Islam
6. Cultures of East Asia
7. Geography of Religions
8. African Kingdoms
9. The Americas

Weeks:

1. Medieval Europe
2. Renaissance and Reformation
3. Exploration and Expansion
4. Slavery across Civilizations
5. New Empires of the East
6. Monarchy in Europe
7. Enlightenment and Revolution
8. French Revolution
9. Industrial Revolution

This course meets Common Core State Standards and the State and School District graduation requirements.

Common Core Standards for English Language Arts and Literacy in Social Studies

Students will be able to

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key ideas and ideas.
3. Evaluate various explanations for actions and events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

5. Analyze in detail how complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate author's differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or issue.
8. Evaluate the author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

For more detailed information on Common Core State Standards see the following link:
http://www.k12.wa.us/CoreStandards/ELAstandards/pubdocs/CCSSI_ELA_Standards.pdf#3

Materials (may include but are not limited to)

- District approved textbook: *History Alive! World Connections* (online)
- Internet sites, social studies lab experiences, computer based learning models, reading materials, videos
- All materials will be provided by the instructor.

Assessment (may include but not limited to)

- Oral/Written expression for mastery understanding of course concepts and demonstration of the application of course concepts.
- Performance based evaluations through labs, participation, and projects.
- Progress reports will be done monthly by the instructor.

Progress

- Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the students' ability to complete the required learning benchmarks for that month.
- If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each month.
- In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress benchmarks will allow teachers and students to assess the students' educational progress in meeting the course learning standards.
- At a minimum, students must turn in at least one assignment per week to maintain a status of "making monthly progress," but will need to complete all the instructor is asking for each week in order to complete the course on time.

Grading Scale: (Progress reports will be done monthly)

- **A** (90-100%) Student demonstrates exemplary abilities through scores earned; student showed outstanding mastery of expected skills.
- **B** (80-89%) Student demonstrates adequate abilities through scores learned on assessments; student shows adequate mastery of expected skills.
- **C** (70-79%) Student demonstrates average abilities through scores earned; students showed average mastery of expected skills.
- **D** (60-69%) Student demonstrates only minimal acquisition of expected skills.
- **F** (59% or less) Student unable to demonstrate any mastery of expected skills.

Relationships to other Content Areas

- Completion of this course will require the student to integrate: mathematical, logical linguistic, social, historical, societal, technological, and writing skills.

Class Expectations:

- **No cell phones**
- **Students will be required to work in small groups**
- **Students will be to class on time**