

**Appomattox Regional Governor's School
For The Arts & Technology
History Syllabus**

Course Title: World History From 1500 A.D.

Text: Karl, Farah (2001). **World History - The Human Experience**

Faculty: Mr. Stoneking Email (primary contact): jstoneking@args.k12.va.us Phone: 804-772-0200

Description: The Standards Of Learning for this course cover history and geography from the late Middle Ages (1500 A.D.) to the present with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nation-states. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. The people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues. The standards strike a balance between the broad themes of history and the probing of specific historic events, ideas, issues, persons, and documents. Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry/research, and technological skills, students develop competence in chronological thinking, historical comprehension, and historical analysis.

Course Goals: To facilitate a positive learning environment in which the student will broaden his/her own knowledge base in the area of history via various projects, papers, discussions, tests, quizzes, and presentations. Also it is the intention of this course to provide instruction so that students will be proficient in the subject area and meet the local and state requirements for mastery.

Class Goals:

- To develop in our students an understanding of both European and American civilizations as well an understanding of non-Western civilizations. Also, to develop a knowledge and understanding of democratic tradition and practice and their relation to the responsibilities of citizenship and human development of our nation and to the world. All in accordance with the Virginia Standards Of Learning in preparation for the state test.
- To train and instruct our students in historical method, enabling them to seek out sources, evaluate evidence, and reach sound conclusions regarding specific historical events and questions. A most important part of this element is emphasis on doing the work of history with the greatest possible objectivity, resisting personal and social prejudice and ideological fashion. This will be accomplished through multiple research papers and projects, where students will learn the processes of designing and presenting papers.
- To enhance the students' ability to read, retain, and write about complex historical materials. To master and to analyze that material by identifying and posing essential questions. To draw meaningful conclusions about that material and those questions. These objectives will be met through various testing methods outside traditional standardized tests, such as long and short essays, verbal presentations, and the analysis of original first hand historical accounts. Also, the mechanics for producing such work will be integrated with the curriculum.
- To encourage a connection to the past in order that students might better understand the present and prepare intelligently to deal with the challenges of the future. This will be done through exposure to various artifacts pertaining to historical themes as well as multimedia enhancement.
- The students of the various classes will seek to expand their regional role by participating in historical associations, preservation activities, public speaking, research, and writing for submission to various societies and publications.

Course Activities and Differentiation (other activities may be included later):

Classroom- The instructor will engage the students in discussions; class participation is required. Frequently, students will work in groups with primary sources and answer a series of higher-order questions. Students will also have the opportunity to handle various artifacts in order to better connect with the theme.

Class Participation- Students will, at the beginning of each class, have a covered textbook (*no booksocks allowed*), bring current assignments, be on task, remain respectful and provide thoughtful answers. Class participation accounts for 15% of each nine-week period.

Chapter Outlines- To aid in participation, the students will create chapter outlines according to the curriculum arc. The outlines are not required to be “formal” outlines with one’s and two’s and “A’s” and “B’s”. The outlines are prepared notes, which can be added to during class. In order to answer questions and to discuss material in class, students need to read over the material beforehand and to bring outlines/notes to class. If you do not have your notes for the day upon coming to class, your class participation grade will be reduced. There will be due-dates posted for each section in the chapter and a grade will be given for each outline. Students may NOT use my personal notes from the website to ‘create’ their own notes. Students who use my notes in any way to ‘create’ their own will, at minimum, receive a zero for the work. Students should take notes from their book. **Outlines/notes will not be accepted once the student has taken the test for the corresponding chapter.**

Research Projects & Papers- Students may produce and present an MLA based research project during the course; this will be a collective effort between the English and History classes. Students will follow a time schedule for each stage and the instructor, before student’s progress to the next stage, must approve each stage. The History and English teachers at ARGS address plagiarism issues as well as provide instruction and materials for MLA writing. The History Department Website also has online MLA material.

Tests- Tests will consist of a combination of the following: matching, multiple choice, completion, identification, and essay. Honor classes will have alternating long-answer essay tests and ‘regular tests’. There are 100 total points for each test and the instructor keeps completed tests on file. There is to be no talking or communication of any type while students are taking tests. Any student-to-student communication during the testing time regardless whether or not those students are finished, will result in the forfeit of that test grade. Any questions are to be directed **only** to the instructor. Makeups must be arranged within five school days after the absence. Cheating will result in a zero for all work related.

Chapter Pre-testing for Differentiation and Curriculum Compacting- The objective for pre-testing is to allow students more opportunities to work in their focus area or on school related projects and assignments. It is also used to focus the curriculum needs.

- Pre-test dates are announced at least one week in advance and can be viewed on the assignments page on Mr. Stoneking’s website and are listed on the assignment board in the classroom.
- There is a 50min. time limit to take the test.
 - Students do NOT put their name on the test; instead, they use their assigned student number, which is given by Mr. Stoneking.
 - **Students do not share their numbers with each other.**
 - There are three short answer essay questions on the test, as opposed to six on the normal test. This helps in shortening completion time.
 - When a student is finished with the test, he/she turns the test in to Mr. Stoneking who then checks the essays.
 - If a student is absent for the pretest, there is no makeup.

- When all tests are finished, Mr. Stoneking passes them out for peer-checking the matching, multiple choice and completion part of the test.
 - The student checking the test writes his/her student number on the test for accountability.
 - If a peer-checker cheats for the test taker he/she will receive a zero for his/her chapter test grade.
 - Mr. Stoneking collects the tests after the check is complete and then takes the “A” tests out and rechecks them for confirmation.
 - The lowest “A” (93%) is the cutoff for testing out.
 - **As an incentive, a bonus will be given for “A’s” – 9pts, “B’s” – 9pts, “C’s” – 6pts “D’s” – 3pts**
 - The tests are then passed back to the students so they may see their test results and ask questions. When finished, the students will file their pre-test in an assigned folder.
 - Students may not access the folder and is used for parent inquiries/meetings.
 - Since the corresponding names to student’s numbers are unknown to other class members, there are no confidentiality issues.
- Students do not have to produce outlines/test designs if they test out of a chapter.
 - **A narrative summary of each section is required for the chapter however.**
 - The summary is due by the day of the regular test for that chapter.
- Students who test out are not required to be in class until the next pretest unless specifically instructed otherwise.
 - Students are still responsible for their other class assignments such as research papers or projects.
 - Students must report for attendance each class before being excused and students **MUST** bring a pass from another teacher in order to be excused from class.
 - Students who elect to not leave the classroom must bring some type of work with them.
 - Disruption of the class will not be tolerated; this includes, but not limited to, sleeping, eating, playing games and talking.

All pre-tests/tests will be kept in a provided folder and is the responsibility of the student to keep them and to have the work signed by a parent/guardian. The student is responsible for having the folder available for a conference and/or by teacher request. After the last pre-test/test of the quarter students will turn in the folder. The folder will be worth 100 assignment points. For every missing pre-test/test, there will be a 15 point penalty and for every pre-test/test not signed by a parent/guardian, there will be a 10 point penalty.

Grades Per Quarter:

Class Participation - 15% of total grade Tests & Research 50% of total grade
 Assignments 35% of total grade

Class Rules (Also Read Your Handbook)

1. **FOLLOW INSTRUCTIONS.** This includes those given by administrators, staff, substitute teachers and myself. Please ask me for help on something you don't understand. I will not do your work for you but we're in this together-- Teacher, Student and Parent. I will do my best to be clear and concise, but you must pay attention.
2. **COME TO CLASS PREPARED WITH ALL REQUIRED MATERIAL.** You need your textbook, pen, pencil, paper and notebook everyday.
3. **TURN IN YOUR ASSIGNMENTS ON TIME.** It is your responsibility to keep up with your work. Outlines/notes will not be accepted once the student has taken the test for the corresponding chapter.
4. **PROMPTNESS.** Be in your seat **before** the bell rings with book open and ready to work.

5. **ALLOW STUDENTS TO LEARN AND TEACHERS TO TEACH.** I will treat you with respect and consideration and it is expected that you will treat peers and adults in a courteous and respectful manner. Adopt an attitude of a scholar.

6. **COMPLY WITH ALL SCHOOL RULES, REGULATIONS, AND POLICIES.** It is most important that you know the rules if you are expected to follow them. **Read your student handbook.** Any cellphone that goes off in class will be confiscated and given to administration and the student will receive a 25 point deduction in the quarter participation grade. In regards to laptop, tablet, etc..., while class is in session, students must remain on-task with their electronic devices. This means that only pertinent material should be accessed such as notes, chapters, vocabulary, and/or MP3's. Any web-surfing, email, or other social media accessed without permission will result in a 25 point deduction in the quarter participation grade and may forfeit the privilege of using that technology.

7. **KEEP THE CLASSROOM (and desks) CLEAN.** Before leaving class check your area. Pick up paper and return desk to original place unless otherwise instructed. Put trash in the trashcan.

8. **ETHICAL BEHAVIOR.** Do your own work. Plagiarizism and/or cheating will result in an automatic zero for the work and a letter will be placed in your permanent file. Other steps may be taken by the administration.

9. **A REMINDER.** No food or drink is allowed in the classroom unless authorized through guidance or administration. Headgear which blocks the view of other students will not be allowed to be worn during class. Any headgear which blocks the teachers view of the wearer or of other students will not be allowed to be worn during class. All electronic devices are to be off and stored before entrance into the class except for those which have been authorized for educational purposes. **Students using approved electronic devices may only use them for class related purposes.** Using electronic devices for non-classwork (without permission) will result in disciplinary action and that student may be banned from using that equipment in class.

10. **EMERGENCIES.** To exit the building, go down the stairs to the 1st floor exit facing Washington St. The rally point is the sidewalk near the large oak on the left. For a tornado, we will go to the cafeteria along the inner wall.

11. **ABSENCES AND MAKE-UP WORK.** Please see the student handbook concerning absences and make-up work. Make-up tests may differ in format from the standard test. Students who are absent from class and come later in the day and/or attend an after hours event that same day will be responsible for any material as if that student was in class **UNLESS** an excuse (original or copy) from a professional (i.e. doctor) is provided to me (Mr. Stoneking) then the standard make-up time for work and other assessments will be allowed.

It is the students' responsibility to make arrangements to make up any missed work and/or assessments.

Special Accommodations: Any student requiring accommodations outside the norm must make it so known to the instructor, and or guidance department within the first week of instruction. If special circumstances arise during the school year, which require accommodation, the student must then promptly give notice.

Standards Of Learning for World History and Geography From 1500 A.D. to the Present

These standards enable students to examine history and geography from 1500 A.D. (C.E.) to the present, with emphasis on Western Europe. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions, and to marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

- WHII.1 The student will improve skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
 - using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);
 - identifying geographic features important to the study of world history since 1500 A.D. (C.E.);
 - identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;
 - analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;
 - analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events since 1500 A.D. (C.E.).

- WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- locating major states and empires;
 - describing artistic, literary, and intellectual ideas of the Renaissance;
 - describing the distribution of major religions;
 - analyzing major trade patterns;
 - citing major technological and scientific exchanges in the Eastern Hemisphere.

Era V: Emergence of a Global Age, 1500 to 1650 A.D. (C.E.)

- WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
- explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
 - describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions;
 - describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- explaining the roles and economic motivations of explorers and conquistadors;
 - describing the influence of religion;
 - explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
 - describing the Columbian Exchange, including its impact on native populations;
 - mapping and explaining the triangular trade;
 - describing the impact of precious metal exports from the Americas.

- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by
- describing the location and development of the Ottoman Empire;
 - describing India, including the Mughal Empire and coastal trade;
 - describing East Asia, including China and the Japanese shogunate;
 - describing Africa and its increasing involvement in global trade;
 - describing the growth of European nations, including the Commercial Revolution and mercantilism.

Era VI: Age of Revolutions, 1650 to 1914 A.D. (C.E.)

- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- describing the Scientific Revolution and its effects;
 - describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
 - assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
 - explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
 - describing the French Revolution;
 - describing the expansion of the arts, philosophy, literature, and new technology.

- WHII.7 The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by
- describing the colonial system as it existed by 1800;
 - identifying the impact of the American and French Revolutions on Latin America;
 - explaining the contributions of Toussaint L'Ouverture and Simón Bolívar;
 - assessing the impact of the Monroe Doctrine.
- WHII.8 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
- assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;
 - describing unsuccessful revolutions on the continent and political reform in the United Kingdom;
 - explaining events related to the unification of Italy and the role of Italian nationalists;
 - explaining events related to the unification of Germany and the role of Bismarck.
- WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
 - explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism;
 - describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;
 - explaining the rise of industrial economies and their link to imperialism and nationalism;
 - assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Era VII: Era of Global Wars, 1914 to 1945

- WHII.10 The student will demonstrate knowledge of the worldwide impact of World War I by
- explaining economic causes, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
 - explaining the outcomes and global effect of the war and the Treaty of Versailles;
 - citing causes and consequences of the Russian Revolution.
- WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by
- describing the League of Nations and the mandate system;
 - citing causes and assessing the impact of worldwide depression in the 1930s;
 - examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.
- WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by
- explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
 - examining the Holocaust and other examples of genocide in the twentieth century;
 - explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

Era VIII: The Post War Period, 1945 to the Present

- WHII.13 The student will demonstrate knowledge of major events in the second half of the twentieth century by
- explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
 - assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
 - describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh;

- d) describing major contributions of selected world leaders in the second half of the twentieth century, including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

WHII.14 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by

- a) describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy;
- b) describing Africa's achievement of independence, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa;
- c) describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdul Nasser.

WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

- a) describing their beliefs, sacred writings, traditions, and customs;
- b) locating the geographic distribution of religions in the contemporary world.

WHII.16 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by

- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;
- b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
- c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;
- d) analyzing the increasing impact of terrorism.

Pacing Guide (Arc)

1st 9 weeks

Chapter 16 *Renaissance and Reformation*

- Sections: 1,2,3,4,5
 - SOL's: 2.1,2,3,4,5 & 3.1,2,3
 - Primary Source: *Jesuit Tortured in Tower of London*
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Chapter 17 *Expanding Horizons*

- Sections: 1,2,3
 - SOL's: 4.1,2,3,4,5,6
 - Primary Source: *Columbus Reaches America*
-

Chapter 18 *Empires of Asia*

- Sections: 1,2,3,4
 - SOL's: 5.1,2,3,4
 - Primary Source: *Accession First Ming Emperor / Chinese Educational System*
-

Chapter 19 *Royal Power and Conflict*

- Sections: 1, 2,3,4,5
 - SOL's: 5.5 & 6.2
 - Primary Source: *The Execution of Mary Queen of Scots*
-

Chapter 20 *Scientific Revolution*

- Sections: 1,2,3
 - SOL's: 6.1,7
 - Primary Sources: *Letter on Galileo*
-

2nd 9 weeks

Chapter 21 *English and American revolutions*

- Sections: 1,2,3,4
 - SOL's: 6.3,4,6
 - Primary Source: *Execution of Charles I / Am. Declaration of Independence*
-

Chapter 22 *The French Revolution*

- Sections: 1,2,3,4,5
 - SOL's: 6.5
 - Primary Source: *Declaration, Rights of Man / Robespierre - French Revolution*
-

Chapter 23 *Age of Industry*

- Sections: 1,2,3,4
 - SOL's: 8.1,2,3
 - Primary Source: *Industrial Revolution*
-

Chapter 24 *Cultural Revolution*

- Sections: 1,2,3
 - SOL's: 7.1,2,3,4
 - Primary Source: *English Factory Conditions*
-

Chapter 25 & 26 *Democracy & Reform /Reaction & Nationalism*

- Sections: **cpt. 25** 1,2,3, & 4 / **cpt. 26** 1,2, & 4
 - SOL's: 7.1,2,3,4
 - Primary Source: *First Battle of Bull Run / Russian Bloody Sunday, 1905*
-

3rd 9 weeks

Chapter 27 *The Age of Imperialism*

- Sections: 1,2,3,4
 - SOL's: 8.4,5
 - Primary Source: *The Boer War*
-

Chapter 28A *World War I*

- Sections: 1,2,3
 - SOL's: 9.1,2,3
 - Primary Source: *Russian Revolution, Petrograd / Tsar Murdered*
-

Chapter 28B *World War I*

- Sections: 3,4,5
 - SOL's: 9.1,2,3
 - Primary Source: *Christmas Truce*
-

Chapter 29 *Between Two Fires*

- Sections: 1,2,3,4
 - SOL's: 10.1,2,3
 - Primary Source: *WPA Supply Clerk*
-

Chapter 30&31A *World War II*

- Sections: (chapter 30) 3,4 & (chapter 31) 1, 2
 - SOL's: 11.1,2,3
 - Primary Source: *Program of the NSDAP*
-

Chapter 31B *World War II*

- Sections: 3,4,5
 - SOL's: 11.1,2,3
 - Primary Source: *The Homefront*
-

4th 9 weeks

Chapter 32 *The Cold War*

- Sections: 1,2,3,4
 - SOL's: 12.1,2,3
 - Primary Source: *Nikita Khrushchev*
-

Chapter 33 *Asia and the Pacific*

- Sections: 1,2,3,4,5,6
 - SOL's: 13.1,2,3 & 14.1,2 & 15.1,2
 - Primary Source: *People's Republic of China's Constitution*
-

Chapter 35 *The Middle East*

- Sections: 1,2,3
 - SOL's: 14.1,2 & 15.1,2
 - Primary Source: *Revolution in Iran*
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Every student must complete the final exam or projects planned in the course, regardless of scores on an SOL test. There are no final exam exemptions in the Social Science Department.

For current class assignments and information please go to: www.argshistory.com

Students are responsible for their assignments and need to check the site if absent from class and the same information is posted in the classroom.

This syllabus is not all-inclusive and the instructor and administration may alter the substance of the course and accountability throughout the academic year as needed.

Return this page to Mr. Stoneking within one week of receiving it. This will count towards participation.

Currently, school policy directs teachers to contact a student's home after three absences; please provide a contact name and email (preferred) or phone number if different from school records.

Parent/Guardian contact name

Email or phone number

I certify that I have read and understand the syllabus and class rules.

Student Name (PRINT) _____

Student Signature _____

Parent/Guardian Signature _____