

# World History Syllabus

South Gibson County High School – *Teacher:* Justin D. Truett & Jim Fishel

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## Overview

Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will explore geographic influences on history, with attention given to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will study aspects of technical geography such as GPS and GIS, and how these innovations continuously impact geopolitics in the contemporary world.



## Resources

- Textbook: World History *Human Legacy*; Holt, Rhinehart and Winston.
- Primary sources: textual (writings from the time period we are studying, visual (works of art or artifacts from the time period being studied), quantitative (tables and graphs from the textbook)

### REQUIRED SUPPLIES

- 3" view binder (the kind you can slip a sheet down the front)
    - Loose Leaf Paper (plenty for notes & work)
    - Pens in these colors: Black, Blue, Green, Red
      - Transparent Tape and/or Glue Sticks
    - #2 pencils for use with scantron answer sheets
  - 12 color set of colored pencils (for map coloring and shading)
  - Highlighters: yellow, pink, green, blue, orange (to highlight and color-code essays/assignments)
- OPTIONAL:** Please contribute if you have allergies. It is only fair. 1 Box of Tissues.

## Course Schedule

### 1. Introduction to Global History

Social Scientists  
Historical sources (Primary vs. Secondary Sources)

### 2. UNIT 5 THE AGE of REVOLUTIONS (1750 – 1914)

W.1-W.12

**SECTION1 U5:** Scientific Revolution and Enlightenment

**SECTION2 U5:** Political Revolutions

**SECTION 3 U5:** Reaction against Revolutionary Ideas

**SECTION 4 U5:** Global Nationalism

**SECTION 5 U5:** Economic and Social Revolutions

**SECTION 6 U5:** Japan and the Meiji Restoration

**SECTION 7 U5:** Imperialism

### 3. UNIT 6 CRISES and ACHIEVEMENTS (1900 – 1945)

W.13-W.22

**SECTION1 U6:** Scientific and Technological Achievements

**SECTION2 U6:** World War I

**SECTION 3 U6:** Revolution in Russia: Causes and Impacts

**SECTION 4 U6:** Between the Wars

**SECTION5 U6:** World War II

### 4. UNIT 7 THE 20<sup>th</sup> CENTURY and BEYOND (1945 – Present) W.23-W.59

**SECTION1 U7:** Cold War Balance of Power

**SECTION2 U7:** Economic Issues

**SECTION 3 U7:** Chinese Communist Revolution

**SECTION 4 U7:** Collaspe of European Imperialism

**SECTION 5 U7:** Conflicts and Change in the Middle East

**SECTION 6 U7:** Collaspe of Communism and the Soviet Union

**SECTION 7 U7:** Political and Economic Change in Latin America

### 5. UNIT 8 THE WORLD TODAY: Connections and Interactions (1980 – Present) W.60-W.87

**SECTION1 U8:** Economic Trends

**SECTION2 U8:** Conflicts and Peace Efforts

**SECTION 3 U8:** Social Patterns and Political Change

**SECTION 4 U8:** Science and Technology

**SECTION 5 U8:** The Environment

### 6. \*\*\*FINALS REVIEW\*\*\*

**Thematic Review | Regional Review | Vocabulary Review**

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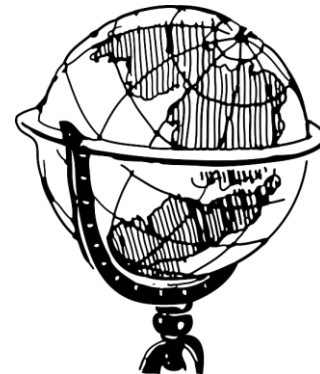
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## POLICIES & PROCEDURES

Clarifying the “I” as incomplete on progress reports and report cards:

- All students at South Gibson County High School are expected to complete all assignments/assessments that support learning the state standards and completing those assignments/assessments to an acceptable level of mastery.
- In the event that an assignment/assessment is not submitted to the teacher on time and to a satisfactory level of proficiency, the student will be placed on the ICU list and will be supported academically beginning the next school day through the ICU framework.
- In the event that a student has missing assignments/assessments at the time that progress reports or report cards are issued, the student will receive an “I” which indicates that the student continues to be responsible for learning and completing the tasks that will lead them to mastery and an acceptable level of understanding of the standards for the course.
- At SGC, zeros are not acceptable as this indicates that the opportunity for learning is over. Zeros, failing grades, and performance that is less than a student’s best effort stand in direct contrast to our belief that failure is not an option.



## GRADE CATEGORIES AND CALCULATION

Raw points will be used when calculating your grade. **Tests, quizzes, and projects** will have more points per assignment than daily **homework** assignments; however, lost points on **daily** assignments will negatively affect your grade.

Tests, Quizzes, & Projects	80%
Homework, Classwork	20%
<b>Grading Scale</b> A = 93 – 100   B = 85-92   C = 75-84   D = 70-74   F = 69-0	

**Academic Support:** • ICU – targeted academic support provided during the school day

## PROCEDURES

1. Be in your seat ready to begin class with all supplies and textbook when the bell finishes ringing. The school tardy policy will apply for all tardies. If you are tardy, you must sign the tardy book to be admitted to class. You must **begin your WARM UP** assignment when you enter the classroom.
2. **Respect all others and their property in words and actions!**
3. Only water with a lid is allowed inside the classroom.
4. Only ask to use the restroom when there is a break in class discussion.
  - a. Refrain from excessive restroom breaks and the teacher will be more willing to let you go.
5. No cell phones out during class time or they will be taken up. We may periodically use it for classroom research at that time I will let you know it is an appropriate time for cell phone use.
6. At the beginning of class, we will have a bell ringer each day. You need to be in your seat and stop talking once the bell has rung. At this point you will need to begin on the work in front of you.
7. At the end of class, we will have questions in the book or exit tickets that must be completed.
8. **Questions about grades:** No class time will be given to discuss a problem with a grade. The best way to discuss this with me is through e-mail or by making an appointment with me. This policy is both to protect class time as well as maintain confidentiality. Please don’t interpret it as inapproachability on the instructor’s part. I will work with you to get a better grade. We need to use time in class wisely.
9. **Assignments:** All assignments will be completed in class. All assignments have deadlines. It is the student’s responsibility to assure projects are completed by assigned deadlines. If any assignments are not completed by the due date, students must make up before school, or during intermission time. If you are absent from class, it is your responsibility to complete missed assignments within 5 days starting the day student returns to school.

**NO DISRUPTIONS OR BEING OFF TASK WHEN DOING ANY INDIVIDUAL, GROUP, OR WHOLE CLASS WORK, INCLUDING LISTENING TO LECTURES. BOTH WILL RESULT IN A CONSEQUENCE!**

## WORLD HISTORY STUDY GUIDES

Students will use their 3” binder to create a “WORLD HISTORY STUDY GUIDE” in which students will perform daily work, take notes, and create a resource for studying for tests. These STUDY GUIDES will have random checks for completion and accuracy so that points may be awarded for creating this study tool. Students will be responsible for doing all assignments on the Study Guides.

- ❖ Upon request, parents/guardians shall have the ability to inspect the following items: instructional materials; teaching materials; teaching aids; handouts; and tests that are developed by and graded by their child’s teacher. Parents wishing to inspect such materials should contact the building level principal in writing.