Pitt Early College High School

World History Syllabus

[](http://www.google.com/imgres?num=10&hl=en&tbo=d&biw=1525&bih=718&tbm=isch&tbnid=vOTFk_4YJWCjDM:&imgrefurl=http://www.ouhsd.k12.ca.us/lmc/hhs/Worldhist.htm&docid=YFhDKUmq1Kq_cM&imgurl=http://www.ouhsd.k12.ca.us/lmc/hhs/images/Graphics/Pharoah.gif&w=481&h=336&ei=kozUUNWMFNOEqQGBzoDQBw&zoom=1&iact=hc&vpx=400&vpy=188&dur=2877&hovh=188&hovw=269&tx=155&ty=83&sig=106566235068649381203&page=1&tbnh=134&tbnw=192&start=0&ndsp=31&ved=1t:429,r:25,s:0,i:237)

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Office Hours: Available Upon Appointment

Websites: <http://mrgaysocialstudies.weebly.com/> ; Canvas through PowerSchool

**Text**: Holt *World History: Human Legacy* by Ramirez, Stearns and Wineburg, Copyright 2008.

**Course Description**: The desired outcome of this course is that students develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical and cultural contexts. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc.

**Application:** “History is the roadmap, and without it, there is no way to navigate the future.” - Quote by Historian George Wunderlich

**Goals:** Our goal is not… memorizing terms and dates that we won’t remember next semester.

Our goals are… learning about the world we live in, understanding how we got to this point so we can help build a better today and tomorrow, and developing our critical thinking and research skills.

**Benefits:** Learning history prepares you to… be an informed citizen, have intelligent conversations, understand world cultures and religions, know your place in the story of mankind, work as a politician, lawyer, teacher, museum director, writer, government employee, artist, journalist, and more.

**Materials**: Students should come to class prepared to engage in the lesson and complete their work with the following materials: computer, student folder / binder section, loose-leaf paper, notebook, pens/pencils, highlighters/colored markers, notecards.

**Make-up Work:** It is VERY IMPORTANT that students attend class! Your teacher is happy to help you, but it’s your responsibility to get any notes and assignments that you might have missed in your absence. Missed assignments are due within a week after you return to class.

**Late Work:** Work that is turned in late will be given a 20% deduction. Work that is turned in more than a week late will be given a 50% deduction. The key idea is turn your work in on time and you’ll be fine.

**Heading Papers:** Papers should be headed in the following manner in the top right corner.

First and Last Name (Ex: Joe Schmo)

Course and Block (Ex: World History 3rd Block)

Date (Ex: 3.14.2022)

Assignment Name (Ex: Unit 2 Assessment Questions)

**Class Guidelines:**

* Come to class on time and ready to learn.
* Always be respectful of your teacher and classmates.
* Electronic devices should be used for class related work. If items, such as cell phones, head phones, ipods, etc. become a distraction, they will be placed in the distraction box for the remainder of the class period. In other words, keep your phone put away unless otherwise instructed. Thanks.
* Students should follow the stoplight system for use of lab tops. (Red, Yellow and Green)
* Be honest with your work. Don’t plagiarize or cheat.
* Listen up when Mr. Gay or another classmate is speaking to the class.
* Be encouraging and positive.
* Raise your hand and ask questions when you need help. Feel free to talk to your teacher when you have concerns. Mr. Gay will always try to work with you.
* Enjoy learning. Feel free to share thoughtful responses and have fun in class.
* Adhere to the Callback System…
  + Mr. G says, “Students, I need your…” Students say, “Attention please!”
  + Mr. G says, “Thank you very much…” Students say “I got you Mr. G!”

**Consequences for Behavior Problems:**

1. Verbal Warning
2. Discussion with Teacher
3. Contact with Parent
4. Referral to Office

**Grading Scale:**

A = 100 - 90

% for total grade

Classwork = 25%

Homework = 10%

Projects = 25%

Tests = 40%

B = 89 - 80

C = 79 – 70

D = 69 – 60

F = 59 – 0

INC = Incomplete

World History Course Schedule

|  |  |
| --- | --- |
| Unit | Concepts |
| 1 | Overview of World History |
| 2 | Culture |
| 3 | Religion |
| 4 | Government |
| 5 | Economics |
| 6 | Travel |
| 7 | Conflict |
| 8 | Revolution |

NC Essential Standards for World History

B - Behavioral Sciences, CG - Civics and Government, E - Economics, G - Geography, H - History, I-Inquiry

I.1 Apply the inquiry models to **analyze and evaluate social studies topics** and issues in order to communicate conclusions and take informed actions.

WH.B.1 **Analyze** how **artistic, literary, philosophical, technological, and scientific ideas** have developed and shaped society and institutions.

WH.B.2 **Analyze the concept of identity** in historic and contemporary societies in terms of its development and impacts.

WH.C&G.1 **Analyze** the relationship between various **societies and government** in terms of freedom, equality, and power.

WH.C&G.2 **Evaluate international diplomacy** and the policies of a nation in terms of influence on global conflict and resolutions.

WH.E.1 **Understand** the **economic relationships** between groups and nations in terms of power and interdependence.

WH.G.1 **Understand** how **movement** has influenced societies now and in the past.

WH.G.2 **Analyze** the intentional and unintentional consequences of **human-environment interaction.**

WH.H.1 **Analyze** historical events and issues in world history **from a variety of perspectives.**

IT Essential Standards

HS.SI.1: **Evaluate resources** needed to solve a given problem.

HS.TT.1: **Use technology** and other resources for assigned tasks.

HS.RP.1: **Design project-based products** that address global problems.

HS.SE.1: **Analyze** issues and practices of **responsible behavior** when using resources.

Common Core Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.