

Name: _____

Date: _____ Section: _____

**9/10 Honors World History
Ms. Jennis
9th and 10th Grade History
Linden Hall**

REQUIREMENTS AND OBJECTIVES FOR HONORS WORLD HISTORY

Texts: World History: Patterns of Interaction.

Photocopies and printouts of various texts as class progresses

Course Content: This course will provide a balanced, thought-provoking examination of World History. We will examine the multiple factors that have shaped history: political, economic, social, religious, intellectual, and cultural. We will follow a number of themes throughout the year: the emergence of the culture and institutions; the struggle for national unity and identity amidst cultural diversity and conflict; the powerful reform impulse in society; the conflicts between freedom and order, individualism and conformism, progressivism and nostalgia for the past, and state and federal power. We will cover the entire run of human history in two years. Not too shabby! **Students will complete a series of partial and complete practice SAT II tests to assess their readiness for the external exam in May. Based on those practice assessments the teacher or department chair may suggest that a student or students receive extra remediation during free or D blocks. The teacher or department chair have the discretion to suggest that students NOT take the exam (based on class or practice test performance), but otherwise it is expected that Honors United States History students WILL take the May exam as part of the class.**

Course Objectives: The Social Studies Department encourages each student to develop a critical and objective approach to events and issues as well as a critical approach to primary and secondary resource materials. The course will develop students' ability to analyze data, make comparisons, draw conclusions, and think and write clearly. This class has two objectives: one, to offer all students a basic background in important events and people of World History; and two, to allow the students to study certain questions and subjects with a more detailed, active focus. Papers, Class Discussion, and Projects of the class will address the second objective. To address the first, students are expected to complete all Readings and keep a separate Binder for Study Guides, Maps, Timelines, and Idea-Prompts. **10th Grade students enrolled in Honors World History are expected to sit for the SAT II World History exam in May as a requirement for receiving credit in the class. Students not interested in sitting for this test SHOULD NOT enroll in Honors World History.**

Academic Honesty: At different times, I will ask you to work independently, collaboratively, and competitively. I will try to be clear about my expectations and I will expect you to be honest brokers. If you do not understand my expectations (when you can share information and when you cannot), ask me. When you use someone else's ideas or research or words without acknowledging their assistance, you are stealing from them. It's just not okay. When in doubt, cite your sources.

Assignment Format: Students must type all formal assignments in a 10-12 point font and then double-space them on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins. The proper Heading is (from first line to third): your full name, class and section, the due date of the assignment. Students must turn in all assignments in final form, even assignments for which there is a planned peer editing session.

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Due Dates: Unless otherwise noted, students must turn in assignments at the beginning of the class noted on the Assignment Sheet. Except for pre-arranged extensions, students will lose a third of a letter grade for turning in an assignment after the class period starts and, then, a full letter grade (10 points) for each school day the assignment is late until the assignment reaches 50%. If the student does not turn in the assignment by the end of the trimester, it is worth zero (0) points. This will torpedo your average like nothing else.

Active Reading: In order to promote the study skills habit of active reading, students will learn and then practice two types of reading notes: SQ3R for textbooks and Book Notes for literature or non-fiction.

Active Listening: In order to promote the study skills habit of active listening, students will learn and then practice the two-column class notes format.

Ink Policy: Okay, without stepping on your constitutional right to enjoy the multitudes of gel pens, for Honors World History, please observe:

1. Anything you hand in must be in blue or black ink. I am too young to go blind by the flickering light of my lamp and the faint scratch of lightly applied and dutifully smeared number two lead.
2. And, most importantly, do not use red ink. I will scrawl out my comments to you in red ink. Remember, sometimes supportive, constructive, and congratulatory messages come in red ink.

Geography/Map Program: As a part of the history curriculum, students will complete historical map exercises.

Readings: All students must complete assignments given in class. Though students will certainly learn and complete assignments at different paces, on average, homework for Honors World History should take approximately forty minutes per night per school week. (Please note, this approximation includes time for both short term and long term assignments; in other words, there should be VERY few nights where homework is significantly less than thirty minutes.) Class discussion generally will focus on a consideration of the implications and significance of events studied and not a review of the events themselves. Therefore, students must come to class with as clear an understanding as possible of the events presented in the day's reading assignment. Since we will devote most of class time to discussion, it is critical that students prepare daily assignments so that discussion is meaningful and so students can participate actively. The students must pay close attention to maps, charts, and other study guides; these are helpful in understanding the material presented.

Jeopardy: Students will also turn in five (5) Jeopardy-style questions (2 easy questions, 2 mid-difficulty questions, 1 challenging question) with each textbook chapter section they SQ3R. Students will turn in these questions (with answer and textbook citation) on the same day that their SQ3Rs are due but on separate paper. I will create a Jeopardy Study Guide from these questions. Everyone who did not SQ3R the chapter will then complete the Jeopardy Study Guide. At the end of the Chapter Week, I will give a Jeopardy Quiz based on the Jeopardy Study Guide.

Essays: Writing, from the beginning steps of thesis creation through the idea gathering and organization stages that lead to drafting and editing and a final product, is a vital component of historical research. Throughout the class, students will write formal five paragraph essays, sometimes with outline and drafts. These essays will become, in effect, short papers, some merely analytical and some both researched and analytical. For any work including outside research, students will properly document and cite their sources, internet or hard copy. We will discuss the proper documentation process as part of the writing

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process and the students will have resources and guidelines for all writing expectations. These essays will be worth between fifteen (15) and thirty-five (35) points, often as part of a Unit Test.

Research Projects (Directed and Year Long): During each trimester, students will write a directed reading assignment on a Pivotal Leader, Conflict, or Philosophical Movement. Each of the projects requires independent, out-of-class work, though we will take time during class to work on the processes of research and writing. Students will present their Directed Research Projects to the class, including a Note-Taking Handout for each class member (and me). Each Handout will be one page, double sided of typed, final form text (see Assignment Format) and will present the topic being presented; summarize the background of the topic; give bullet point highlights of the key themes, people, and events; and properly cite its sources. These projects will each be worth one hundred (100) points.

Small Group and Independent Projects: Students will also complete several smaller projects to help research a particular topic more specifically and actively. Students will have some class time for these projects and they will generally go beyond what the text book has offered.

Tests: There will be approximately two tests per trimester. Tests might include multiple choice, short answer, matching, chronological, and fill-in-the-blank questions as well as interpretive essays. **10th Graders enrolled in Honors World History will complete approximately six or more (6+) complete SAT II World History practice tests as a graded part of this class. These are in addition to the regular class unit tests and are meant to prepare the students for the formal exam in May,**

Binder for Study Guides, Maps, Timelines, and Idea-Prompts: As the trimesters progress, we will hand out various documents to help students actively read the main text and prepare for class. The students must complete and save all of these documents in one organized binder. This binder will help them study for both Tests and Exams.

- **Study Guides** will include terms and identifications, important names and places, and questions to consider for each chapter. All Test and Exam questions will come from material covered in the Study Guide. (This is an important study tool.)
- **Maps** are fairly self-explanatory; the students might need to identify places or events in places or geographic movements on pre-printed outline or partially-completed maps.
- **Timelines** will ask the students to link and order important events; they might include information gathered throughout several chapters and are intended to help the students understand the flow, not just the moment, of various trends.
- **Idea-Prompts** might ask the students to link concepts from various chapters or otherwise extend information they are reading.
- **Students will also keep all of their Tests, Exams, Papers, and Projects in the Binder!!**

Class Discussion: Students must actively participate in class discussion and must show courteous attention to the contributions of others. Participation and attitude (as part of the Effort grade) can make a difference.

Attendance: As per Linden Hall's attendance policy, "students who miss more than five classes, whether excused or unexcused, in any course during a trimester will have their trimester grade in that course reduced by one point per class missed in excess of five. Students who miss more than fifteen total classes in a given course may be required to repeat that course. Please note that three tardies or early dismissals count as an absence. These absences do not include religious holidays, school sponsored events, college visits, or snow days." (Student Handbook, 15)

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Grading Standards: When writing your assignments, you might find it helpful to know how I will grade them. These are the standards I follow when reading your papers. They are from an article by Harry Edmund Shaw found in the text Teaching Prose.

- **A paper:** Detailed understanding of the text; sound organization; few or no mechanical mistakes; clear, unambiguous sentences, perhaps with a touch of elegance— in the best A papers, a lively and intelligent voice seems to speak; it has something interesting to say, says it clearly and gracefully to an appropriate audience, and supports it fully.
- **B paper:** Clear thesis, organization, and continuity; probably some minor mechanical errors, but no major ones; slightly awkward style at times; ideas that are reasonable and are anchored in the text— thought has obviously gone into the paper; it is solid, but not striking; the writer has a definite point to make and makes it in an organized and competent way, and to a definite audience.
- **C paper:** A weak, fuzzy thesis and perhaps illogical arguments to support it; a certain amount of confusion about what the text at hand actually says; many minor mechanical errors and perhaps some major ones (such as incomplete sentences); examples given for their own sake or to demonstrate that the writer has read the text, not to prove a point; organization rambles or disappears; words are misused; diction is inconsistent; proofreading is weak; the intended audience is unclear— there are some ideas here, but the writer needs help and work to make them clear to another reader.
- **D paper:** Thesis missing; major mechanical problems; poor organization; serious misreadings of the text; stretches in which the writer simply gives a narrative account of the essay for no apparent purpose; the paper is much shorter than the assigned length— the writer doesn't really have a point to make and has serious problems in writing and reading at an appropriate level.
- **F paper:** The paper is plagiarized in part or as a whole, or it shows general weaknesses even graver than those of a D paper.

Requirements for Formal Writing: When you are writing, you might find it helpful to know what requirements you must meet for formal writing. The requirements conform to MLA standards and are available for more discussion in the Writer's Reference. Please note the following:

- **FORMAT:**
 - Double-space your writing for me. Exceptions: do not double-space headings or titles.
 - Use one inch top, bottom, left, and right margins.
 - Left Align your writing for me. Exceptions: Center titles.
 - Use Times New Roman or Arial between 10 and 12 point. Courier is NOT an acceptable font.
 - Indent the first line of each paragraph (using the tab key) after the first at least three spaces. The standard tab on most word processors or typewriters is approximately five spaces.
 - Follow each comma or semi-colon by one space. Follow punctuation that ends a sentence (the period, question mark, exclamation mark...), colons, and double (or En) dashes by two spaces.
 - Present words from other languages in italics for most texts. Also use italics for titles and for text that would otherwise be placed inside quotation marks, such as speech or thought.
 - Underline book or journal titles. Use quotation marks around article (e.g. newspaper) titles.
 - Do not curse at (self-explanatory), assume familiarity with (either by direct address or 1st and 2nd person pronouns), or otherwise generally insult/infuriate your audience.
- **PROCESS:**
 - Always check for spelling errors, especially errors with homonyms or near homonyms, such as *reel* and *real* or *quest* and *guest*. Your computer cannot do this. You must actually read your own text.
 - Always read your text aloud. This is the best way to catch typos, tense errors, losses of subject-verb agreement, and plain convolutions. Do at least one reading each for tense and diction.

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- Always remember your intended audience. Define it clearly before you write. In most of the assignments for this class, I will be your audience. In other words, your audience is a writing professional with a college background and a yen for grammar. If you have a question about your audience's background knowledge, ask. This will save you a lot of time and will keep you from wondering if you need more summary to add context to your argument.
- There is a difference between analysis and summary. In analysis, the author interjects her own thesis or argument into the mix. In other words, a summary of a text explains what originally happened. An analysis of the same text will include some summary employed to make a specific point for the author's argument. I am summarizing Gone with the Wind when I say, *In it, the reader follows a character, Scarlett O'Hara, as she weds several men.* My analysis of the text would be more like: *Through the course of the plot, a remarkable heroine experiences the chaos particular to war.*
- Remember the three rhetorical appeals: ethical, pathetic, and logical. The ethical appeal derives its strength from the reputation of the author. The pathetic appeal targets the audience's motivations and emotions. The logical appeal is won by obvious adherence to its own internal logical progression.
- Writing is a process, not a quick scrawl of words slapped together out of desperation. No first draft is also a final draft. Your reader can tell the difference, no matter what your sleep deprived mind says.

I have read and understand this 9/10 Honors World History Course Syllabus and Contract. I agree to abide by its terms and work to make this a great year and a thought provoking class!

Student Name

Student Signature

2009 - 2010

Week	Chapters	Topics
Trimester One:		
1	Intro	Review Presentations
2	1/2	Peopling the World; Early River Valley Civilizations
3	3	People and Ideas on the Move
4	4	First Age of Empires
5	5	Unit One Test; Classical Greece
6	5	Classical Greece
7	6	Ancient Rome and Early Christianity
8	6	Ancient Rome and Early Christianity
9	7	Unit Two Test; India and China Establish Empires
10	NA	Catch Up
11	NA	Review & Exams

Trimester Two:		
1	7	More on India and China
Thanksgiving Break		
2	8	African Civilizations
3	8	African Civilizations; 10 th Graders- Practice SAT II
4	9	The Americas; Unit Three Test
Winter Break		
5	10	Muslim World
6	10	Muslim World; 10 th Graders- Practice SAT II
7	11	Byzantines, Russians, and Turks Interact
8	11	Byzantines, Russians, and Turks Interact
9	Review and Mid-Term Examinations (including Unit Four info, no separate U4 test)	
10	13	European Middle Ages
11	13, 14	European Middle Ages; Formation of Western Europe
12	14	Formation of Western Europe; 10 th Graders- Practice SAT II

Trimester Three:		
1	12	Unit Five Test, Empires in East Asia
2	12	Empires in East Asia, 10 th Graders- Practice SAT II
Spring Break		
3	12/15	Empires in East Asia / Societies and Empires of Africa
4	15	Societies and Empires of Africa; 10 th Graders- Practice SAT II
Easter Break Friday 4/2 – Monday 4/5		
5	16	Societies and Empires of Africa / People and Empires in the Americas
6	16	People and Empires in the Americas; 10 th Graders- Practice SAT II
7	17	Unit Six Test; European Renaissance and Reform
8	17	European Renaissance and Reform; Practice SAT II
9	17	European Renaissance and Reform
10	17	European Renaissance and Reform; Practice SAT II
11	NA	Catch Up & Review
12	NA	Review & Exams; Last Week of School, SAT II in June

2011 - 2012

Week	Chapters	Topics
Trimester One:		
1	Intro	Review Presentations
2	17	European Renaissance and Reform
3	18	The Muslim World Expands
4	19	Unit One Part A Test; Age of Exploration and Isolation
5	20	The Atlantic World
6	21	Unit One Part B Test; Absolute Monarchs
7	21	Absolute Monarchs in Europe
8	22	Enlightenment and Revolution
9	22	Enlightenment and Revolution (no Unit Two Test, part of Exam)
10	NA	Catch Up
11	NA	Review & Exams

Trimester Two:		
1	23	French Revolution and Napoleon
2		Thanksgiving Break
3	24	Nationalist Revolutions Sweep the West
4	24	Nationalist Revolutions Sweep the West
5	25	Industrial Revolution
6	25	Industrial Rev.; Unit Three Test; Winter Break
7	26	Age of Democracy and Progress
8	26	Age of Democracy and Progress
9	27	Age of Imperialism
10	27	Age of Imperialism
11	28	Unit Four Part A Test; Transformations around the Globe
12	NA	Catch Up
13	NA	Review & Student Created Trimester Review Study Guides 10th Graders will take a full practice SAT II.

Trimester Three:		
1	29	The Great War
2	30	Revolution and Nationalism
3	31	Years of Crisis
4		Spring Break
5	32	Unit Five Test; World War Two
6	32	World War Two
7	33	Restructuring the Postwar World
8	34	Unit Six Part A Test; Colonies Become New Nations
9	35	Struggles for Democracy
10	NA	Catch Up & Research; SAT II Review for 10 th Graders
11	NA	Catch Up & Research; SAT II Review for 10 th Graders
12	NA	Year Long Research Presentations
13	NA	Review & Exams; Last Week of School

Honors 9/10 World History Course Outline (for the full two-year course)

** Unit and Chapter Titles come from or are paraphrased from the textbook.

- I. Unit One: Early Civilizations (Chapters 1 – 4)
 - A. Chapter One- African Migration
 - 1. Human Origins in Africa
 - 2. Humans Try to Control Nature
 - 3. Civilization
 - B. Chapter Two- Early River Valley Civilizations
 - 1. City-States in Mesopotamia
 - 2. Pyramids on the Nile
 - 3. Planned Cities on the Indus
 - 4. River Dynasties in China
 - C. Chapter Three- Indo-Europeans, Indian Religions, Sea Trade, Chosen People
 - 1. The Indo-Europeans
 - 2. Hinduism and Buddhism Develop
 - 3. Seafaring Traders
 - 4. The Origins of Judaism
 - D. Chapter Four- Egypt and Nubia, Assyria, Persia, Unified China
 - 1. The Egyptian and Nubian Empires
 - 2. The Assyrian Empire
 - 3. The Persian Empire
 - 4. The Unification of China
 - E. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester One Exam
 - 4. Trimester Three Exam

- II. Unit Two: Greece and Rome (Chapters 5 & 6)
 - A. Chapter Five- Greece
 - 1. Cultures of the Mountains and the Sea
 - 2. Warring City-States
 - 3. Democracy and Greece's Golden Age
 - 4. Alexander's Empire
 - 5. The Spread of Hellenistic Culture
 - B. Chapter Six - Rome
 - 1. The Roman Republic
 - 2. The Roman Empire
 - 3. The Rise of Christianity
 - 4. The Fall of the Roman Empire
 - 5. Rome and the Roots of Western Civilization
 - C. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test
 - a. Multiple Choice

- b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
- 3. Trimester One Exam
 - 4. Trimester Three Exam

III. Unit Three: Asian, African, and American Societies (Chapters 7 -9)

- A. Chapter Seven- Indian and Chinese Empires
 - 1. India's First Empires
 - 2. Trade Spreads Indian Religions and Culture
 - 3. Han Emperors in China
- B. Chapter Eight- Africa
 - 1. Diverse Societies in Africa
 - 2. Migration
 - 3. The Kingdom of Aksum
- C. Chapter Nine- The Americas
 - 1. The Earliest Americans
 - 2. Early Mesoamerican Civilizations
 - 3. Early Civilizations of the Andes
- D. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester Three Exam

IV. Unit Four: Empires of Religion and Ethnicity (Chapters 10 – 12)

- A. Chapter Ten- The Muslim World
 - 1. The Rise of Islam
 - 2. Islam Expands
 - 3. Muslim Culture
- B. Chapter Eleven- Byzantium, Russia, and the Turkish Empires
 - 1. The Byzantine Empire
 - 2. The Russian Empire
 - 3. Turkish Empires Rise in Anatolia
- C. Chapter Twelve- East Asia
 - 1. Tang and Song China
 - 2. The Mongol Conquests
 - 3. The Mongol Empire
 - 4. Feudal Powers in Japan
 - 5. Kingdoms of Southeast Asia and Korea
- D. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test
 - a. Multiple Choice
 - b. Map Completion

- c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester Three Exam

- V. Unit Five: Europe in the Middle Ages, Rise of the European Nation State (Chapters 13 & 14)
 - A. Chapter Thirteen- Europe in the Middle Ages
 - 1. Charlemagne Unites Germanic Kingdoms
 - 2. Feudalism in Europe
 - 3. The Age of Chivalry
 - 4. The Power of the Church
 - B. Chapter Fourteen- Formation of Western Europe
 - 1. Church Reform and the Crusades
 - 2. Changes in Medieval Society
 - 3. England and France Develop
 - 4. The Hundred Years' War and the Plague
 - C. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester Three Exam

- VI. Unit Six: Non-European Societies and Empires- Africa and the Americas (Chapters 15 & 16)
 - A. Chapter Fifteen- Africa
 - 1. North and Central African Societies
 - 2. West African Civilizations
 - 3. Eastern City-States and Southern Empires
 - B. Chapter Sixteen- The Americas
 - 1. North American Societies
 - 2. Maya Kings and Cities
 - 3. The Aztecs Control Central Mexico
 - 4. The Inca Create a Mountain Empire
 - C. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester Three Exam

- VII. Unit Seven: Renaissance, Reformation, Expansion, and Exploration in Europe, the Muslim World, and the Americas (Chapters 17 – 20) ** This Unit is either the last one of the first year or the first one of the second year; it will be taught both years either as sum up or as review.

- A. Chapter Seventeen- European Renaissance and Reformation
 - 1. Italy: Birthplace of the Renaissance
 - 2. The Northern Renaissance
 - 3. Luther Leads the Reformation
 - 4. The Reformation Continues
- B. Chapter Eighteen- The Muslim World
 - 1. The Ottomans Build a Vast Empire
 - 2. Cultural Blending
 - 3. The Mughal Empire in India
- C. Chapter Nineteen- The Age of Exploration
 - 1. Europeans Explore the East
 - 2. China Limits European Contacts
 - 3. Japan Returns to Isolation
- D. Chapter Twenty- The Atlantic World
 - 1. Spain Builds an American Empire
 - 2. European Nations Settle North America
 - 3. The Atlantic Slave Trade
 - 4. The Columbian Exchange and Global Trade
- E. Assessments if Part of the First Year of the Two Year Cycle
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test Part A (European Renaissance, Reformation, The Muslim World)
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester Three Exam
- F. Assessments if Part of the Second Year of the Two Year Cycle
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test Part A (European Renaissance, Reformation, The Muslim World)
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Unit Test Part B (The Ages of Exploration and Isolation, The Atlantic World)
 - 4. Trimester One Exam
 - 5. Trimester Three Exam

VIII. Unit Eight: Absolute Monarchs, Enlightenment, and America (Chapters 21 & 22)

- A. Chapter Twenty-One- Absolute Monarchs in Europe
 - 1. Spain's Empire and European Absolutism
 - 2. The Reign of Louis XIV
 - 3. Central European Monarchs Clash
 - 4. Absolute Rulers of Russia
 - 5. Parliament Limits the English Monarchy
- B. Chapter Twenty-Two- Enlightenment and Revolution
 - 1. The Scientific Revolution
 - 2. The Enlightenment in Europe
 - 3. The Enlightenment Spreads

- 4. The American Revolution
- C. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester One Exam
 - 4. Trimester Three Exam
- IX. Unit Nine: European Revolutions: France, Nationalism, Industrialization (Chapters 23 – 25)
 - A. Chapter Twenty-Three- The French Revolution
 - 1. The French Revolution Begins
 - 2. Revolution Brings Reform and Terror
 - 3. Napoleon Forges and Empire
 - 4. Napoleon’s Empire Collapses
 - 5. The Congress of Vienna
 - B. Chapter Twenty Four- Nationalism in Europe and Latin America
 - 1. Latin American Peoples Win Independence
 - 2. Europe Faces Revolutions
 - 3. Nationalism
 - 4. Revolutions in the Arts
 - C. Chapter Twenty-Five-The Industrial Revolution
 - 1. The Beginnings of Industrialization
 - 2. Industrialization
 - 3. Industrialization Spreads
 - 4. Reforming the Industrial World
 - D. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester Three Exam
- X. Unit Ten: Democracy and Imperialism (Chapters 26 - 28)
 - A. Chapter Twenty-Six- The Age of Democracy and Progress
 - 1. Democratic Reform and Activism
 - 2. Self-Rule for British Colonies
 - 3. War and Expansion in the United States
 - 4. Nineteenth-Century Progress
 - B. Chapter Twenty-Seven- The Age of Imperialism
 - 1. The Scramble for Africa
 - 2. Imperialism
 - 3. Europeans Claim Muslim Lands
 - 4. British Imperialism in China

- 5. Imperialism in Southeast Asia
 - C. Chapter Twenty-Eight- Global Transformations
 - 1. China Resists Outside Influence
 - 2. Modernization in Japan
 - 3. U.S. Economic Imperialism
 - 4. Turmoil and Change in Mexico
 - D. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test Part A (Ages of Democracy and Imperialism)
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester Three Exam
- XI. Unit Eleven: World War One and the Inter-War Years (Chapters 29 – 31)
- A. Chapter Twenty-Nine- World War One
 - 1. Marching Toward War
 - 2. Europe Plunges into War
 - 3. A Global Conflict
 - 4. A Flawed Peace
 - B. Chapter Thirty- Revolution and New Nationalism
 - 1. Revolutions in Russia
 - 2. Totalitarianism
 - 3. Imperial China Collapses
 - 4. Nationalism in India and Southwest Asia
 - C. Chapter Thirty-One- The Inter-War Years
 - 1. Postwar Uncertainty
 - 2. A Worldwide Depression
 - 3. Fascism Rises in Europe
 - 4. Aggressors Invade Nations
 - D. Assessments
 - 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 - 2. Unit Test
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 - 3. Trimester Three Exam
- XII. Unit Twelve: World War Two to the Present (Chapters 32 – 36)
- A. Chapter Thirty-Two- World War Two
 - 1. Hitler's Lightning War
 - 2. Japan's Pacific Campaign
 - 3. The Holocaust
 - 4. The Allied Victory
 - 5. Europe and Japan in Ruins
 - B. Chapter Thirty-Three- Building a Post War World

1. Cold War: Superpowers Face Off
2. Communists Take Power in China
3. Wars in Korea and Vietnam
4. The Cold War Divides the World
5. The Cold War Thaws
- C. Chapter Thirty Four- Colonies to Nations
 1. The Indian Subcontinent Achieves Freedom
 2. Southeast Asian Nations Gain Independence
 3. New Nations in Africa
 4. Conflicts in the Middle East
 5. Central Asia Struggles
- D. Chapter Thirty-Five- Struggles for Democracy
 1. Democracy
 2. The Challenge of Democracy in Africa
 3. The Collapse of the Soviet Union
 4. Changes in Central and Eastern Europe
 5. China: Reform and Reaction
- E. Thirty-Six- Global Interdependence
 1. The Impact of Science and Technology
 2. Global Economic Development
 3. Global Security Issues
 4. Terrorism
 5. Cultures Blend in a Global Age
- F. Assessments
 1. Chapter Jeopardy Quizzes (roughly every Friday)
 - a. Multiple Choice
 - b. Fill in the Blank
 2. Unit Test Part A (World War Two and Building the Post War World)
 - a. Multiple Choice
 - b. Map Completion
 - c. Short Answer (Relationship Identifications)
 - d. Essay (from two options given in class)
 - e. Outline
 - f. Extra Credit
 3. Trimester Three Exam

XIII. Research Projects

- A. Starting Review Presentations
 1. completed during the first week of class
 2. students break into groups of two or three
 3. students prepare five minute presentations with Handout on topics covered last year
 4. topic choices depend on what was covered last year
- B. Directed
 1. completed within each trimester
 2. students select topics and present on the weeks when the topics are covered
 3. topic choices:
 - a. pivotal leader
 - b. pivotal conflict
 - c. pivotal philosophical movement
- C. Year Long
 1. completed by the end of the third trimester
 2. students present on the last week of the third trimester
 3. students complete Annotated Works Consulted, Formal Outline, Handout, and Large Visual for final product
 4. topic choices:

- a. most significant leader, conflict, or philosophical movement of all time
- b. evolution of leadership, conflict, or philosophical movement over a century
- c. most significant century of all time
- d. art project

XIV. Group Work

A. Simulated Debates

1. work is completed independently and in class
2. students complete Formal Outline with Works Cited and Handout
3. topics: (please note, time constraints dictate if we complete these)
 - a. Constitutions (Unit Four, students debate strengths and weaknesses of Constitution of Medina, Justinian Code, Shogunate Code)
 - b. Feudalism (Unit Five, students debate whether to join in an emerging kingdom, groups represent different European proto-nations)
 - c. Crusades (Unit Five, students debate the value of the crusades as a whole)
 - d. Exploration and Conquest (Unit Seven, students debate the merits of expanding into a new world, groups represent different European nations) ** Please note, this will not be done in the start of the year if the class is in the second year of the two year cycle.
 - e. Absolutes and Constitutions (Unit Eight, students debate the strengths of various national constitutions, groups represent England, France, Spain and Russia)
 - f. Imperialism and Isolationism (Unit Ten, students debate the merits of acquiring territories or remaining isolated, groups represent England, France, Japan, and Belgium)
 - g. Treaty of Versailles (Unit Eleven, students debate the merits of the treaty that ended WWI)

B. Simulated Events

1. work is completed independently and in class
2. students complete Formal Outline with Works Cited and Large Visual
3. topics: (please note, time constraints dictate if we complete these)
 - a. Aereopagus, (Unit Two, students must rouse their classmates to accept reform)
 - b. Bodhisattvas' Paths (Unit Three, students define paths, rituals, readings to peace)
 - c. African and Early American Art (Unit Six, students create and decipher art objects)
 - d. Revolt! (Unit Nine, students must rouse their classmates to revolt by either attack or by presenting utopian alternatives to issues of poverty, job loss, land loss, oppressive taxation, and denial of rights)
 - e. Propagandize Me (Unit Twelve, students create posters to promote Cold War issues)