

World History and Geography

Instructor: George Hunt – Room 1106

Phone: 931-381-2222 ext. 1020

Email: ghunt@mauryk12.org

Course Description: Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students 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. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention 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 examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world.

Units:

Unit 1: **Age of Revolution (1750-1850)**

Unit 2: **The Industrial Revolution (1750s-1900s)**

Unit 3: **Nationalism and Imperialism (1850-1914)**

Unit 4: **WWI through the Great Depression (1910s-1930s)**

Unit 5: **Rise of Totalitarianism and WWII (1930s-1945)**

Unit 6: **Cold War (1945-1991)**

Unit 7: **Creation of New States and Decolonization (1940s-1980s)**

Unit 8: **Understanding the Contemporary World (1980-present)**

Social Studies Practices:

Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

SSP.01: Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork)
- Field observations/landscape analysis
- Artifacts
- Media and technology sources

SSP.02: Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas

- Discern differences between evidence and assertion
- Draw inferences and conclusions
- Recognize the author's purpose, point of view, and potential bias
- Assess the strengths and limitations of arguments

SSP.03: Synthesize data from a variety of sources in order to:

- Establish accuracy and validity by comparing sources to each other
- Recognize disparities among multiple accounts
- Frame appropriate questions for further investigation

SSP.04: Construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
- Illustrate cause and effect
- Predict likely outcomes
- Devise new outcomes or solutions

SSP.05: Develop historical awareness by:

- Recognizing how and why historical accounts change over time
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction
- Identifying patterns of continuity and change over time, making connections to the present

SSP.06: Develop geographic awareness by:

- Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)
- Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity
- Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena
- Examining how geographers use regions and how perceptions of regions are fluid across time and space
- Analyzing interaction between humans and the physical environment

Classroom Policies:

Grading Scale:

Unit Tests and Projects: 30%

Participation: 20%

Classwork: 20%

Quizzes: 15%

Midterm/Final: 15%

Assessments: Each unit will have at least one unit test depending on the size of the unit. Some units are larger than others. There will also be one to two quizzes per unit to help prepare students for the unit test. I will let you know at least one week in advance for quizzes and at least two weeks in advance for tests. There will be a midterm in December and a Final in May.

Participation: Participation is key to showing me you understand what we are learning in class. Every day you will get a bell ringer for you to start engaging in the class. How you interact in class will also go into your participation grade (do you work with others in your table group, do you participate in full class discussion, are you actively engaged with the task at hand).

Classwork: All work will be completed in class during class time. If students do not complete work during class, in the time allotted, it will be assigned as homework, due at the beginning of the class period the next day so students can adhere to the determined deadlines.

Late Assignments: Students will lose 5% every day until turned in or completed work will be a 50%. Late assignment grades are up to the teacher's discretion.

Absence: Students have up to how many days they were absent to turn in any homework that is due. So, if a student was absent for two days, they have two days to turn in any assignments that were assigned during their absence. **If a student misses a quiz or test, we will discuss how to make those up but must be made up AS SOON AS POSSIBLE!** If a student is caught skipping class on a quiz/test day, they will be given an alternative assignment at the teacher's discretion.

Electronics: *I should not see any phones, AirPods, or other electronics UNLESS I have granted permission. The school provides a laptop for students, so there is no reason to have cell phones and other electronics out during class.*

First offense: A warning.

Second offense: Student will put their phone in "Phone Jail" until the end of class.

Third offense: The phone will be turned into the office and parents will have to pick up the device from the office.

Come to class prepared, this means having your laptop charged before walking in the room and having your charger on hand if needed.

You may not take pictures or videos of myself or anyone else in my classroom without explicit consent.

Bathroom and Vending Machine: Students need to use the bathroom and go to the vending machine **BEFORE** the bell rings. If students are not in the classroom by the time the bell rings, they are late.

Classroom Materials:

Textbook (Provided by CHS)

Workbook (Provided by CHS)
Laptop and charger (Provided by CHS)
3 Ring Binder
Spiral Bound Notebook
Pens and/or pencils. I will provide as much as I can.

**Parents/Guardians and Students must sign below to
acknowledge you have received and read this syllabus.**

X _____

Parent/Guardian Name (Print) and Date

X _____

Parent/Guardian Signature

X _____

Student Name (Print) and Date

X _____

Student Signature