

**WORLD HISTORY  
KENNEDY HIGH SCHOOL  
COURSE SYLLABUS AND STANDARDS  
Mr. Boelke**

How to connect with me:

E- mail is the best way to connect. [mboelke@isd271.org](mailto:mboelke@isd271.org)

Phone: 612-888-2089

Room C316

This course examines the study of humankind from prehistory to the 20th century. The focus will be on the development of various early civilizations and their development across time and space.

**ESSENTIAL STANDARDS**

The student will:

- 1. Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings. (9.4.1.2.1)
- 2. Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations. (9.4.1.2.2)

**Course Information**

Students will examine patterns in history across time and cultures from the Paleolithic era to the modern world. Students will analyze primary and secondary sources and use historical evidence to answer questions about topics in history. Students will also analyze cause and effect relationships, communicate different interpretations of history, and recognize the nature of change and continuity as forces in our society. This study will lead them to a greater understanding and appreciation of the world in which they live.

**REQUIRED MATERIALS**

Chromebook

Google Classroom

FlipGrid

## COURSE OUTLINE

Topics	Essential Questions
<b>Trimester One</b>	
<b>Unit 1: Understanding History</b> Getting to know you, introduction to history, primary and secondary sources, perspective and bias	What is history? Why do we study it?
<b>Unit 2: Prehistory</b> Understanding prehistoric man (cavemen) and the neolithic revolution	How do we know what we know about the past? How did we get here? How do we measure time?
<b>Unit 3: Western River Valley Civilizations</b> Mesopotamia(Sumer),Egypt, Hebrews and Judaism	How “civilized” were ancient civilizations? How do we figure that out? How did monotheism influence the world?
<b>Unit 4: Eastern River Valley Civilizations</b> Huang He River Valley, Indus River Valley, Taoism, Confucianism, Hinduism, Buddhism	How did religions shape society in East and South Asia?
<b>Unit 5: Ancient Greece</b>	How did ancient Greece influence our modern government?
<b>Unit 6: Christianity and the Roman Empire</b>	Why did Rome last so long? What do Christians believe and why did it spread?
<b>Trimester Two</b>	
<b>Unit 7: Islam and the Middle Ages in Europe</b>	How are Judaism, Christianity, and Islam related to one another?What is the history of Christian and Muslim interactions?
<b>Unit 8: The Americas and Columbian Exchange</b> Mayan, Aztec Empire, Incas	What makes a society “rise” or “fall?” How are products and ideas shared?
<b>Unit 9: Renaissance and Protestant Reformation</b>	What happens to people who challenge the status quo?
<b>Unit 10: Political Revolutions</b> French and Haitian Revolutions, Enlightenment	How did political revolutions lead to change?

<b>Unit 11: Industrial Revolution</b> Changes in technology and lifestyle in Europe	Did the Industrial Revolution make the world a better place? What is progress? For who?
<b>Trimester three</b>	
<b>Unit 12: Imperialism and Colonization</b> Africa and India	How did imperialism happen? How is it still happening?
<b>Unit 13: World War 1</b>	At what point should one nation intervene in the affairs of another?
<b>Unit 14: Rise of Fascism and World War 2</b> Holocaust	What was the attraction of Fascism and Totalitarianism? What is genocide and how do we stop it?
<b>Unit 15: Cold War Hot Spots</b> Soviet Union, Germany, China, Guatemala, Congo, Cuba, Afghanistan	How do superpower rivalries impact the rest of the world? Why do some people want communism? Why do some people fear it?
<b>Unit 16: Modern World</b>	What are the roots of Modern Problems in the Middle East?

**GOOGLE CLASSROOM:** Please sign up for google classroom with your school email.

Period 4 password code: **wf5asrw**

Period 5 password code: **v26wnem**

**ATTENDANCE** You need to log into the HUB everyday. You must also attend our synchronous sessions at the assigned times.

Period 4 meets: **Tuesdays and Fridays at 12:00 PM**

Period 5 meets: **Mondays and Thursdays at 12:30 PM**

**GRADING:** Grades will be weighed based on Formative work and Summative Work.

- Formative Work (20%)
- Summative Work (80%)
- Missing formative or summative will receive a zero.

**GRADING SCALE:** Percentages will not be rounded up or down to the next grade.

A	93% and above	C	73-77%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% and below

**Please: DO NOT ASK TO “ROUND UP”**

### **POLICIES: RETAKES AND LATE WORK**

**RETAKES:** Students will be allowed TWO RETAKES per trimester.

- There will be no retakes on the Final Exam.
- Students must take the RETAKE within TWO WEEKS of the original test date.
- Once the two week window has passed, no retakes will be allowed. There are no exceptions to this deadline.
- Students should arrange to retake tests with the teacher.

### **LATE WORK:**

- Formative work will be taken up to the date of the unit assessment without penalty.
- Missing work will be marked M in the gradebook. This is just like receiving a 0.
- I will remove the M after the work has been completed.

### **CLASSROOM EXPECTATIONS**

1. Be on time.
2. Be kind, courteous, and respectful to all. This includes being friendly and helpful during partner or group activities.
3. Racist, sexist, homophobic or other offensive language will not be tolerated. Please report to the teacher if someone makes you uncomfortable and action will be taken. Treat everyone with respect.
4. Maintain academic honesty. All work is to be done *individually* unless otherwise told. Students are expected to properly cite when they use outside sources.
5. Stay on task in class