

World History – Part 1 Ninth Grade
Mr. Johnson
rjohnson@northlandprep.org
(928) 214-8776

Textbook: World History, Patterns of Interaction

Unit/Schedule: We will cover Chapters 1-18

Unit 1: The Origins of Civilizations

Early Africa, River Valley Civilizations, Spreading Ideas, Early Empires

Unit 2: New Directions in Government and Society

Greeks, Romans, India, China, Africa, Early Americas

Unit 3: World Religions and Empires

Muslim World, Asian Empires, the Middle Ages, and African Society

Unit 4: The Americas, Rise of Europe, Spread of Islam and Christianity

Mayans, Aztecs, Incas, Life in Europe (1300-1700)

* All units, readings and topics are subject to change during the school year *

Expectations:

All students are expected to come prepared to class with all necessary materials and on time. Homework and reading should be completed before class and ready to discuss or submit. Every student is expected to respect one another and actively participate in class discussions and class activities. After school review sessions will be available once a week.

Classroom Rules:

All school wide rules will be enforced. No gum chewing. Ipods are allowed during work time and after exams. No food or drink will be allowed until further notice. Tardiness will not be tolerated. We will follow the NPA grading scale. Zero tolerance for academic dishonesty and bullying.

Homework:

All homework will be collected at the beginning of class. Late homework may be accepted for **half** credit. If you are absent, it is your responsibility to catch up on the assignments you missed! You will have the number of days missed to complete the assignment for full credit. Homework will be posted on the website. Please put your name on your work or it will NOT be accepted.

Exams/Quizzes/Writing:

I will periodically give exams, quizzes and other writing assignments before, during and after our units of study. This work load in this class will be rigorous and demand well planned and organized writing. The work will be graded on a point basis. If you are absent for a quiz or exam, it is YOUR responsibility to schedule a make up and come talk to me. Beware of the reading quiz!

Current Events:

I want to remain flexible, but we will discuss current world events at least once a week. In order to be an active citizen of the world, an understanding of current events across the world is essential. We will discuss, debate, and connect current world issues with those from the past. Current events will be highly integrated into our classroom. More details to come of exactly what is expected. This will be constant the entire year.

Research Projects:

Over the course of the year we will complete a few large, cumulative projects. These projects may be in the form of a research paper or a world civilization project. I will have more details to follow, but expect one small research paper this year.

Student and Parent/Guardian:

I ask both parties to sign this syllabus as evidence that you have discussed my expectations and classroom policies. Thank you and please do not hesitate to contact me with any questions. I look forward to a great year!

Student signature:_____

Parental signature:_____

Historical Thinking Skills -Rubric

	Excellent	Good	Fair	Poor
Thesis/Thesis Paragraph	Has a clearly defined, well-crafted thesis that directly answers the prompt or question. Complex argument clearly presented and thesis serves to organize the entire paper. All aspects of the paper support the thesis.	Thesis adequately answers the prompt or question. Argument presented well and thesis serves to support most of the paper. Most aspects of the paper support the thesis.	Thesis is present but weak, too broad, or confusing. Argument is presented weakly and thesis does not help organize most of the paper. Some aspects of the paper support the thesis.	No thesis. Paper is predominantly narrative rather than argument. No historical question answered.
Evidence	Collects and presents specific, relevant, and accurate evidence supportive of the thesis. When possible, uses primary documents. Evidence is interpreted accurately.	Adequately collects and presents specific, relevant and accurate evidence. When possible, uses primary documents. Evidence is interpreted mostly accurately.	Collects and presents evidence that is not always specific, relevant or accurate. Little use of major outside documents.	Collects and presents minimal evidence that is not always relevant or accurate. Little evidence presented.
Organization/Writing Conventions	Organized so that all the parts support the whole. Makes elegant and effective transitions. Clear, compelling introduction; the conclusion effectively synthesizes strands of the main argument. Confident writing style; student voice is evident; writes with lively, engaging language. Grammar and punctuation are nearly flawless. All proper nouns capitalized.	Organized so that most parts support the whole. Makes effective transitions. Clear introduction and well-constructed conclusion. Writing is clear and focused; style is straightforward. Some grammar and punctuation errors, but does not impair understanding of content. All proper nouns capitalized.	Organized so that some parts support the whole. Makes some transitions. Introduction and conclusion exist, but fail to set up argument. Writing somewhat hampers understanding of content. Numerous grammar and punctuation errors that interfere somewhat with understanding of content. Most proper nouns are capitalized.	Rarely or never makes connections of the parts to the whole. Rarely or never makes transitions. Lacking discernible introduction or conclusion. Writing is unclear with no particular style, individuality, or student voice. Grammar and punctuation errors interfere with understanding of content. Proper nouns are mostly left uncapitalized.
Knowledge	Demonstrates the acquisition of in-depth knowledge about the topic. Makes connections and demonstrates insights about the historical context of the specific topic examined. If applicable, includes analysis of historiographical debate.	Demonstrates that author has gained in-depth knowledge about the topic. Demonstrates some understanding of the broader historical context. If applicable, includes some analysis of historiographical debate.	Demonstrates some new knowledge about the topic and the significance of events. Makes at least one larger connection. Does not include a deep discussion of historiographical debate.	Demonstrates minimal knowledge about the topic and the significance of events. Larger connections not made. Does not include any mention of historiographical debate.
Historical Fluency	Historical terms, names, and places are deployed accurately. Historical terms, names, and places are spelled correctly and used correctly. Includes applicable historical thinking skills such as: historical significance, use of evidence, attention to continuity and change, attention to cause and consequence, attention to historical perspective, or attention to the moral dimensions of historical interpretation.	Historical terms, names, and places are deployed with a great deal of accuracy. Historical terms, names, and places are spelled and used mostly correctly. Includes applicable historical thinking skills such as: historical significance, use of evidence, attention to continuity and change, attention to cause and consequence, attention to historical perspective, or attention to the moral dimensions of historical interpretation.	Historical terms, names, and places are occasionally deployed inaccurately. Historical terms, names, and places are occasionally spelled incorrectly and used incorrectly. Attempts to include applicable historical thinking skills such as: historical significance, use of evidence, attention to continuity and change, attention to cause and consequence, attention to historical perspective, or attention to the moral dimensions of historical interpretation.	Historical terms, names, and places are mostly deployed inaccurately. Historical terms, names, and places are spelled incorrectly and used incorrectly. Does include applicable historical thinking skills such as: historical significance, use of evidence, attention to continuity and change, attention to cause and consequence, attention to historical perspective, or attention to the moral dimensions of historical interpretation.