

# World History 250E Sheltered for English Language Learners

## **Instructor Contact Information:**

Instructor: **Mr. Thomas Johnston**  
Room: 315N

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## **Course Framework:**

Welcome to *World History 250E*! This class is a survey course in which you will study the major historical developments of World History from ancient to modern times. This survey course is designed to make the content of World History more comprehensible for English Language Learners and to help you to develop academic skills. Students will examine selected topics and themes in greater depth periodically throughout the course.

In this class, you will practice the skills of historical thinking and historical geography needed to understand world history. Finally, World History will complement your studies in Communication Arts, Literature and Composition, by developing skills in reading, research, speaking and writing.

## **Learning Objectives:**

1. to survey World History - To survey history means to take a wide look at many events. We will study many events, people and developments in World History.
2. to examine world cultures and governments - When we examine culture and government, we will take a closer look at different aspects of World societies and the ways they are governed.
3. to develop skills in research - To develop skills in research, we will read primary and secondary sources and write about World History. We will use tools of Social Science inquiry such as timelines, maps, statistics, and other documents. You will also gain practice in producing oral and visual presentations.
4. to expand and develop academic language - As we study history, we will also expand our academic language which means we will learn vocabulary and reading strategies that will help in learning history. Special emphasis will be placed on writing and speaking.
5. to prepare for college or other further studies - By engaging in these goals and skills, we will also prepare for college or other further studies.

## **Course Outline:**

### **Topics for First Semester:**

- |   |   |
|---|---|
| 1. The Rise of Civilization, Prehistory – 200 B.C. <ul style="list-style-type: none"><li>• Characteristics of Civilization</li><li>• Mesopotamia</li></ul>                            | 4. Ancient Greece, 1600 B.C. – 133 B.C. <ul style="list-style-type: none"><li>• Early Greeks and mythology</li><li>• Classical Greece</li><li>• Alexander the Great</li></ul> |
| 2. The Spread of Civilization, 3100 B.C. – 200 B.C. <ul style="list-style-type: none"><li>• Rise of Egypt</li><li>• The Israelites</li><li>• Indus Valley Civilization</li></ul>      | 5. India's First Empires, 1000 B.C. – A.D. 500 <ul style="list-style-type: none"><li>• Origins of Hinduism</li><li>• Buddhism</li><li>• India's early empires</li></ul>       |
| 3. Early Empires in the Near East, 2300 B.C. – 300 B.C. <ul style="list-style-type: none"><li>• Akkad and Babylon</li><li>• Assyria and Persia</li><li>• History of Judaism</li></ul> | 6. The First Chinese Empires, 300 B.C. – A.D. 300 <ul style="list-style-type: none"><li>• Confucius and schools of thought</li><li>• Qin and Han Dynasties</li></ul>          |

7. The Romans, 600 B.C. – A.D. 500
  - Founding of Early Rome
  - Roman Republic
  - The Roman Empire
8. The Byzantine Empire, A.D. 50 - 800
  - The First Christians
  - Decline and Fall of Rome
  - The Early Christian Church
  - The Age of Charlemagne
  - The Byzantine Empire
9. Islam and the Arab Empire, 600-1400
  - The First Muslims
  - The Arab Empire and the Caliphates
  - Islamic Civilization
10. Medieval Kingdoms in Europe, 800-1300
  - Feudalism
  - Peasants, Trade, and Cities

11. Civilizations of East Asia, 220-1500
  - China
  - Japan and Korea
  - India and Southeast Asia
12. Crusades and Culture in the Middle Ages, 1000-1500
  - Medieval Christianity
  - The Crusades
  - Culture of the Middle Ages
  - the Late Middle Ages
13. Kingdoms and States of Medieval Africa, 500-1500
  - African Society and Culture
  - Kingdoms and States of Africa
14. Pre-Columbian America, 300-1550
  - The Peoples of North America and Mesoamerica
  - Early South American Civilization

#### RESEARCH PROJECTS

#### **Topics for Second Semester:**

15. The Renaissance in Europe, 1350-1600
  - The Italian States
  - Ideas and Art of the Renaissance
16. The Reformation in Europe, 1517-1600
  - Martin Luther and The Protestant Reformation
  - Spread of Protestantism
17. The Age of Exploration, 1500-1800
  - European Exploration and Expansion
  - The First Global Economic Systems
  - Colonial Latin America
18. Conflict and Absolutism in Europe, 1550-1715
  - War and Revolution in England
  - Absolutism in Europe
  - European Culture after the Renaissance
19. The Muslim Empires, 1450-1800
  - Rise and Expansion of the Ottoman Empire
  - The Ottomans and the Safavids
  - The Mogul Empire
20. The East Asian World, 1400-1800
  - The Ming and Qing Dynasties
  - The Reunification of Japan
  - The Kingdoms of Korea and Southeast Asia
21. The Enlightenment and Revolutions, 1550-1800
  - Scientific Revolution
  - Ideas of the Enlightenment
  - The American Revolution
22. The French Revolution and Napoleon, 1789-1815
  - The French Revolution
  - Rise of Napoleon and Napoleonic Wars
  - The Fall of Napoleon
23. Industrialization and Nationalism, 1800-1870
  - The Industrial Revolution
  - Nationalism
  - Romanticism and Realism
24. Mass Society and Democracy, 1870-1914
  - The Growth of Industrial Prosperity
  - Emergence of Mass Society
  - Modern Ideas and Uncertainty
25. The Reach of Imperialism, 1800-1914
  - Colonial Rule in Asia
  - Empire Building in Africa
  - British Rule in India
  - Imperialism in Latin America
26. Transition in East Asia, 1800-1914
  - The Decline of the Qing Dynasty
  - Revolution in China
  - Rise of Modern Japan

- 27. World War I and the Russian Revolution, 1914-1919
  - World War I
  - Russian Revolution
  - End of World War I
- 28. The West Between the Wars, 1919-1939
  - Instability after World War I
  - Rise of Dictators
  - Hitler and Nazi Germany
- 29. Nationalism Around the World, 1919-1939
  - Nationalism in the Middle East
  - Nationalism in Africa and Asia
  - Revolutionary Chaos in China
  - Nationalism in Latin America
- 30. World War II and the Holocaust, 1939-1945
  - World War II Begins
  - Franklin Roosevelt and World War II
  - The Holocaust
- 31. The Cold War, 1945-1989
  - The Cold War Begins
  - China After World War II
  - Cold War Conflicts
- 32. Independence and Nationalism in the Developing World, 1945-1993
  - South and Southeast Asia
  - The Middle East
  - Africa
  - Latin America
- 33. Life During the Cold War, 1945-1989
  - Western Europe and North America
  - Eastern Europe and the Soviet Union
  - The Asian Rim
- 34. A New Era Begins, 1989-Present
  - End of the Cold War
  - Western Europe and North America
  - Asia and the Pacific
  - Latin America
  - The Middle East and Africa
- 35. Contemporary Global Issues, 1989-Present
  - Political Challenges in the Modern World
  - Social Challenges in the Modern World
  - Global Economics
  - Science, Technology, and the Environment

#### RESEARCH PROJECTS

### **Required Materials:**

Please come to class ready to work! You will need to bring your school laptop, pencil or pen and a notebook or folder to keep class notes and hand-outs organized.

Textbook: McGraw Hill World History and other resources online

Laptop – You should bring your school laptop computer to class daily. Most of our assignments, lessons, and readings will be posted online through the class Teams.

### **Class Expectations/Policies:**

#### **Gateway High School Expectations:**

1. Be in your assigned seat/area, ready to work when the bell finishes ringing.
2. Have paper, pencils/pens, books and all needed supplies every day.
3. Keep hands, feet, books, and objects to yourself.
4. No profanity, rude gestures, teasing, or put downs.
5. Follow directions of the Student Discipline Handbook and all school adults unless the request is illegal, immoral, or unsafe.

#### **Classroom Expectations:**

1. Be curious!
2. Be polite!
3. Follow all school rules and Gateway expectations.
4. Actively participate in class.
5. Submit homework and assignments on time.
6. Cell phones – NOT to be used without permission.
7. Put your FIRST and LAST name on all assignments unless directed otherwise.

You should check the class Team daily and use a planner or calendar to keep track of your assignments and lesson. You should also check your SLPS school email daily. Email is also a great way to contact your teachers. You are responsible for all assigned work.

You should attend class daily and fully participate in all class activities. When you miss class, please send me an email.

Sometimes, you may be expected to revise and resubmit assignments in order to demonstrate mastery of the lesson objective(s).

### **Grading/Proficiency Scale:**

**There are two categories of assignments – formative and summative.** Daily DO NOWs, quizzes, homework, etc. are formative. Tests, major projects, performances, or other major assignments are summative. You will be encouraged to revise assignments and all summative assignments may be repeated to demonstrate mastery of the material and for a higher grade. **Formative assessments are 40% of your total grade. Summative assessments are 60% of your grade.**

#### **Grading Scale:**

90 – 100 = A

80 – 89 = B

70 – 79 = C

60-69 = D

0 – 50 = F

Grades will be calculated using the standard grading scale of SLPS.

Assignments will vary but will include daily DO NOW activities, worksheets, vocabulary work and other class activities, homework assignments, quizzes, projects, and tests. You will be expected to use technology to record and submit a variety of

assignments, including recording your voice. Point values for lesson activities will vary according to the assignments.

Late assignments will be accepted but may receive reduced credit. Students may retake any test. Retests must be scheduled in advance.

A comprehensive final exam will be given at the end of each semester.

## **Policy Statement about Academic Integrity/Plagiarism:**

### **PLAGIARISM AND ACADEMIC DISHONESTY.**

Obtaining credit for work that is not your own, is considered academic dishonesty. The action may include, but not be limited to, the following:

- Submitting another student's work as your own work.
- Obtaining or accepting a copy of tests or scoring devices.
- Giving or obtaining test questions or answers from a member of another class.
- Copying from another student's test or computer file or allowing another student to copy during a test or computer program.
- Using materials that are not permitted during a test.
- Plagiarism (when someone uses another person's words, ideas, or work and presents them as their own).
- Copying, or having someone other than the student, prepare the student's homework, paper, project, or assignment for which credit is given.
- Copying from the internet or using artificial intelligence tools from the internet.
- Permitting another student to copy from your work or writing another student's homework, project, assignment, paper, or computer file.

**• Plagiarized work will NOT be accepted and will receive a grade of ZERO.**

### **Instructional Methods:**

The Instructional methods will vary but will include:

1. methods and strategies of the *Sheltered Instruction Observational Protocol (SIOP)*
2. methods and strategies of the *Modern Classrooms Project*
3. lecture and note-taking
4. a variety of assignments involving reading, writing, speaking, and listening
5. individual work and group work
6. research projects and oral presentations
7. analysis of primary source documents and images
8. viewing video documentaries and listening to digital audio

### **Technology:**

We will use technology and media in a variety of ways. The teacher will use a blend of media and technology tools to deliver lessons. You will also use technology and multimedia when making presentations and completing assignments. You will be expected to make audio and/or video recordings of yourself speaking.

### **Final Thoughts:**

**To Succeed in Class:** Strive for excellence, practice perseverance, and be curious.

To strive for excellence, do your best on assignments and in class activities. To practice perseverance, you should always complete assignments. If you miss class, make sure to make up any missing work. If you get a low score on a quiz or test, you should retake it. You may also complete extra credit assignments when they are assigned. To be curious or inquisitive means that you should ask lots of questions and actively work to understand all concepts and assignments. If you do not understand something about the class, be sure to ask for clarification.

**Make Mistakes!** Don't be afraid to make mistakes! This shows that you are learning. Think of mistakes as just a first attempt. One of the best ways to learn is by making mistakes. So, please don't be afraid to try new things, especially new vocabulary. It is okay to make mistakes. It is NOT okay to not try! It is okay to make mistakes, but it is not okay to give up!

**If you have questions:** I encourage students and parents to contact me and to frequently ask questions!

Students or parents may contact Mr. Johnston directly by email. You may also leave text messages or voice mails. See the contact information on the first page of this syllabus. Parents may also feel free to contact one of our translators through the ESOL office at (314) 231-3720.

### **Syllabus Acknowledgement Form:**

**Complete and sign the syllabus acknowledgement form on the next page.**



2020-2021

World History 250E Sheltered for English Language Learners

# Syllabus Acknowledgement Form

Please read the attached syllabus from Mr. Johnston.

Please complete and sign below. Return this form to Mr. Johnston.

STUDENT

Student Name (printed) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Students:** Is there anything that you would like me to know about to help you be successful in my class? If yes, please describe here:

PARENT/GUARDIAN

Parent/Guardian Name (print): \_\_\_\_\_

email address: \_\_\_\_\_

cell phone: \_\_\_\_\_

Do you prefer a translator? \_\_\_Yes / \_\_\_No What language? \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian:** Is there anything that you would like me to know about your child to help him/her to be successful in my class? If yes, please describe here: