



## MISSION STATEMENT

*Bermuda Institute is committed to encouraging its students to develop a personal relationship with God, challenging them to academic, physical and social excellence, thus equipping them for Heaven, service to God and their fellow men.*

# SYLLABUS

**COURSE TITLE:** World History

**GRADE** 12

**CREDITS:** 1 credit

**COURSE DURATION:** 200 minutes/week

**ACADEMIC YEAR:** 2014-2015

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## COURSE DESCRIPTION

This course will focus on the historical development of humankind, places, and patterns of life from the creation of the world, ancient and medieval times to the present. Students will use skills in historical inquiry and geographical analysis to explore the early history of our world. An introduction of the course will focus on views of human origin and how cultures developed over time and space. Concepts such as the Renaissance, expansion and interaction amongst civilizations and our present historical context will be explored in this course.

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## OBJECTIVES

- 1) To develop skills in historical inquiry and geographical analysis.
- 2) To read, research, analyze, write, and present using primary, secondary, and technological sources.
- 3) To understand the flow of time and events, including God's involvement and biblical prophecy.
- 4) To utilize various literacy skills for interpreting historical data.
- 5) To recognize the significant roles and contributions of the world's diverse cultures.
- 6) To assess and integrate the impact of historical events into practical and spiritual applications.

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## LEARNING OUTCOMES

- 1) Accept creation as the foundation of human origin
- 2) Demonstrate an ability to analyze cause/effect relationships in history.
- 3) Summarize key ideas in history, including major world philosophies, religions, culture and world civilizations;
- 4) Exhibit an ability to compare and contrast historical experiences across cultures and time
- 5) Describe major historical events, places, people, and other items of historical importance
- 6) Assess the historical foundations of current events
- 7) Analyze global processes from prehistory to the present (e.g. Creation, human migration, ecological change, spread of world religions, and creation of empires, Renaissance, war and turmoil, technological innovation and integration).

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**REQUIRED TEXTBOOKS:**

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**Required Books:** Beck, Roger B., Linda Black, Larry S. Krieger, Phillip C. Naylor, and Dahia I. Shabaka. *World History: Patterns of Interaction [full Survey]*. Orlando, FL.: Houghton Mifflin Harcourt Pub., 2012. Print.  
ISBN: 978-0547-49126-4

**Supplemental Reading:** Reinhard, W. (2011). *A Short History of Colonialism*. New York: Manchester University Press  
ISBN: 978-0-7190-8327-3

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: **Modern** Language Association of America, 2009. Print.

Bible (KJV,NKJV, RSV)

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**BERMUDA INSTITUTE GRADING:**

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A =90-100%  
B =80-89%  
C = 70-79%  
D =60-69%  
F =0-59%

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**TEACHER CONTACT INFORMATION:**

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<b>PROFESSOR:</b>	Mr. Linton Miller
<b>TUTORIAL TIME:</b>	Monday's: 3:30 – 4:30 & Thursday's: 4: 00– 5:30 pm
<b>PHONE:</b>	(441) 238-1566 (Office) (441) 703-4609 (Home)
<b>E-MAIL:</b>	<a href="mailto:lmiller@bermudainstitute.bm">lmiller@bermudainstitute.bm</a> or <a href="mailto:social.studies.bi@gmail.com">social.studies.bi@gmail.com</a>
<b>WEBSITE:</b>	<a href="http://www.bermudainsgeo.weebly.com">www.bermudainsgeo.weebly.com</a>
<b>E-BOOK:</b>	<a href="http://www.my.hrw.com">www.my.hrw.com</a>

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**ATTENDANCE POLICY:**

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Bermuda Institute takes the position that daily attendance is an integral part of the educational process. Every student is expected to be present and on time for every class. Within any quarter, a student who accumulates five unexcused tardies or three unexcused absences will be referred to administration for disciplinary action. A more detailed attendance policy is found in the student agenda.

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**BERMUDA INSTITUTE STATEMENT OF FAITH AND LEARNING:**

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We believe in the process of integrating faith and learning. Faith and learning really cannot be truly separated; hence, this integration will be brought into our class procedures. It involves a seeking after God in whatever our discipline, aligning our thoughts and actions in relation to the ideas we have about God. As evidenced by the life of Jesus, respect and compassion for people of all backgrounds is at the heart of Christianity. Unfortunately, among humans, prejudice,

ignorance, and intolerance has all too often been the rule. Hopefully, within this academic setting, the knowledge gained will foster greater appreciation of other cultures and their values.

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### **BERMUDA INSTITUTE ACADEMIC INTEGRITY POLICY:**

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Consistent with the Biblical injunction found in Philippians 4:8, all students are expected to demonstrate a high level of integrity in all academic matters: “. . . *whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.*”

Therefore, Bermuda Institute takes cheating and plagiarism very seriously. Academic dishonesty may range from an incident, which appears minor (e.g. copying a one-point answer on a quiz) to a major act of plagiarism (e.g. downloading a research paper from the Internet). Consequences, detailed in the student handbook, can range from a failing grade for the semester to dismissal from Bermuda Institute.

**Plagiarism** – the use of another writer’s work without giving credit to the source. Examples: the use of another writer’s words without quotation marks; the use of another’s words or ideas without giving credit for the material by citing the source; allowing another student to copy homework or answers on quizzes or exams or sharing information or answers to another student who will take the same test. **Plagiarized work is automatically awarded an F.**

**Cheating** – submitting answers gained from another source when individual, original answers are required. Examples: taking answers on a test, homework, or quiz from another student or other source, with or without his/her knowledge; collaboration on assignments such as taking or sharing answers without teacher permission; obtaining test answers and/or questions from other students in advance of an exam; stealing test materials from a teacher’s belongings; falsifying grade reports or changing a grade book; deception, theft, talking, signs, gestures, copying, use of unpermitted study aids such as cheat sheets or electronic devices.

**General Consequences for Cheating - The consequence for cheating on the final exam is an F for the semester.** Other disciplinary measures for plagiarism or cheating are initially at the discretion of the classroom teacher. They include, but are not limited to, the following:

- ♦ No credit for the assignment or test in which plagiarism or cheating occurred;
- ♦ Possible removal from leadership positions or membership in or consideration for membership in honorary organizations such as National Honor Society;
- ♦ Suspension;
- ♦ Completion of alternative assignment with partial or no credit;

### **Why do we care about plagiarism and cheating at Bermuda Institute?**

School is one of many places where students should learn to lead an ethical life. Because words and ideas are the “product” created in schools, plagiarism and cheating are the greatest academic crimes a student can commit. Therefore, it is the intention of the Bermuda Institute staff to respect and value the work of students by (1) creating a climate in which plagiarism and cheating is never acceptable and (2) teaching students how to properly cite sources to avoid plagiarism. As a staff we feel that the course grade and diploma granted by Bermuda Institute should represent ethical conduct as well as academic achievement.

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### **DISABILITY**

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At B.I. we respect and value the diversity of all learners and focus our efforts on promoting the academic success of each student. This includes providing reasonable accommodations to students who have documented disabilities. If you need adaptations or accommodations, please let notify the teacher so that appropriate accommodations can be made.

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## LEARNING MODES

This course uses but is not limited to teacher and student centered strategies, online collaboration, blogging, cooperative learning groups, problem based learning, discussions, power point presentations, visual and audio media, quizzes, tests, exams (both paper based and online), book reviews, and research papers. Portfolio and journal documentation are critical components of our class. Modalities will vary according to the lesson content.

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## COMMUNICATION

At B.I. we are committed to keeping in regular contact with our students and our parents. Posted below are times and days that I am available for after-school tutoring or assistance. Be sure to log in to [RenWeb](#) regularly for updates, assignments, and special announcements. Outside of this, I can be reached at [lmiller@bermudainstitute.bm](mailto:lmiller@bermudainstitute.bm) or [social.studies.bi@gmail.com](mailto:social.studies.bi@gmail.com) and you can expect a response within two school days. You can submit a query from the class web page [www.bermudainsgeo.weebly.com](http://www.bermudainsgeo.weebly.com) or leave a tweet via twitter: <http://twitter.com/@SocialStudiesBI>

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## SPECIFIC COURSE GUIDELINES

### NORTH AMERICAN DIVISION SOCIAL STUDIES- WORLD HISTORY STANDARDS

#### Course Focus

- WHS.1** *Identify SDA Christian principles and values in correlation with social studies.*
- WHS.1.1 Recognize God's purpose in the dynamics of human history.
- WHS.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.
- WHS.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- WHS.1.4 Equip students with a Christian approach toward social issues.

#### Course Abilities

- WHS.2** *Develop abilities in Social Studies.*
- WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).
- WHS.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).
- WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).

**WHS.3** *Be able to apply social studies knowledge and skills.*

- WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.
- WHS.3.2 Identify key concepts and themes.
- WHS.3.3 Demonstrate an appreciation of life through diverse perspectives.
- WHS.3.4 Correlate relevant concepts from past to present.

**Course Content : Historical Inquiry and Analysis, Flow of Time and Events, Historical Literacy, Diversity of Culture, Impact of Historical Themes [Understand, explore, analyze, apply]**

**WHS.4** *Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.*

- WHS.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.
- WHS.4.2 Investigate the origin and formation of civilizations.
- WHS.4.3 Identify key people and events.
- WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.).
- WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.

**WHS.5** *Be able to understand the flow of time and events, including God's involvement and biblical prophecy.*

WHS.5.1 Trace the logical progression of historical events.

WHS.5.2 Form valid generalizations about various eras in time.

WHS.5.3 Relate key influences and themes to past, present, and possible future events.

WHS.5.4 Recognize that while change occurs over time, there is continuity to the basic structure of societies.

**WHS.6** *Be able to utilize various literacy skills for interpreting historical data.*

WHS.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.

WHS.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.

WHS.6.3 Identify bias in written, oral, or visual material.

WHS.6.4 Communicate information logically using basic language arts skills.

**WHS.7** *Be able to recognize the significant roles and contributions of the world's diverse cultures.*

WHS.7.1 Develop an appreciation for diversity through an exposure to various cultures.

WHS.7.2 Differentiate between myths and facts related to prejudicial notions.

WHS.7.3 Understand the influence of geography in cultural development.

WHS.7.4 Recognize an individual role in fostering the strength of cultural diversity.

WHS.7.5 Analyze examples of how the arts and architecture reflect the history of diverse cultures.

**WHS.8** *Be able to assess and integrate the impact of historical events into practical and spiritual applications.*

WHS.8.1 Identify global trends and evaluate their influence on world cultures.

WHS.8.2 Connect developments in science and technology with the growth of industrial economies.

WHS.8.3 Reevaluate information in light of new insights and discoveries.

WHS.8.4 Apply lessons of historical patterns through practical applications.

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## GENERAL POLICIES

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- ▶ Your textbook is required everyday unless otherwise specified.
- ▶ Prompt and daily attendance is expected.
- ▶ A safe learning environment is critical in the learning process; therefore, students are required to respect each other and the teacher at all times to maintain a healthy classroom climate where respect is mutual.
- ▶ Students are expected to actively participate in our community of learning
- ▶ Both students and parents are to regularly check RenWeb for grades and other school related activities.
- ▶ Students and Parents are to visit the course website frequently. I will do my very best in updating the website daily to contain homework assignments, class assignments, upcoming quizzes and tests, make up credit, general course information, and anything else relating to the course that might be helpful.
- ▶ All students must accept responsibility for their actions.
- ▶ All assignments given are to be submitted on the date due. Late work will attract a 10% deduction each day that it is late. Only reasonable excuses supported by proof will be considered.
- ▶ **Important note:** Secondary sources used for all assignments should be cited properly as outlined in the student handbook
- ▶ Students are responsible for completing coursework within a week of being absent from school. Students/Parents should check for their child's assignments once they have been absent for two or more consecutive class periods.

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## COURSE REQUIREMENTS

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- ▶ A positive attitude and a willingness to exceed expectations

- ▶ All assignments, research papers, book reports, projects, and or essays must be typed, using double spacing and an appropriate margin of (1”) and font size (12). This is the general format; however, you can still be creative in the presentation of your work. Ensure that you include a cover page. Your cover page must include your name, the name of the course, your teacher’s name, the date and **title** for your work.
- ▶ In-class assessments may include, but not limited to, periodic quizzes on the reading material, the lecture presentations, or the class discussions; in-class activities. Class participation, tests, participation within groups, research papers, oral presentations, a book report, and a final portfolio and overall discipline will contribute to your final grade.
- ▶ A Reflection of Learning Experiences (**ROLEX**) is due at the end of each week. Your journal entries for each week should follow the guidelines listed below.
  - Thoughtful reactions to the weeks activities and lessons
  - Should be written in self created journal (be creative)
  - Must comply with the following journal questions listed below. Vary your responses weekly and throughout the semester.
    - What went well this week? Is there anything that displeased you? What could (should) be improved? In what way was my learning challenged this week?
    - Do you have any questions or comments? How can I relate what I have learned to my personal life? Is there any connection? What will I do differently next week?
- ▶ This course contains 10 major Eras which will be covered by the six (6) Units outlined in the text. Each unit has essential learning’s that will guide each era.

### Sequence

#### Eras

1. In the Beginning (to 3000 B.C.)	6. Global Expansion and Transformation (1450-1770)
2. Early Civilization (3000 B.C.-1000 B.C.)	7. Age of Revolutions and Change (1750-1914)
3. Early Regional Development and Classical Civilizations (1000 B.C.-500 A.D.)	8. Modern World in Crisis (1900-1945)
4. Regional Civilizations (500-1300)	9. Post-War Polarization and Independence (1945-1989)
5. Increasing Regional Interaction (1200-1600)	10. Challenges of the Present World (1989-Present)

## GRADE WEIGHTING TEMPLATE

Category	Abbreviations	Percent of Final Grade
Map and Chart and Graph Skills	MCSK	12%
Critical Thinking	CT	15%
Content Knowledge	CK	10%
Research – Take away projects	RP	15%
Spiritual Application	SA	5%
Home Work	HW	3%
Mid Year Exam	Mid Term	10%
Final Exam	Fin Exam	30%
<b>TOTAL</b>		<b>100%</b>

## COURSE SCHEDULE: (MTTHF)

The following session dates include a schedule of instructional periods with accompanying major assignments. Other activities and assignments may be required as the course proceeds and adjustments to the schedule may occur as scheduling needs dictate.

Date	Standards	Content	Assessment
Aug 25-29		Introduction: Orientation and Issuing of text.	
Sep 2-5	<p>WHS.1.1 Recognize God's purpose in the dynamics of human history.</p> <p>WHS.1.4 Equip students with a Christian approach toward social issues.</p> <p>WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).</p> <p>WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.</p> <p>WHS.4 Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.</p> <p>WHS.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.</p> <p>WHS.4.2 Investigate the origin and formation of civilizations.</p> <p>WHS.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.</p> <p>WHS.7 Be able to recognize the significant roles and contributions of the world's diverse cultures.</p>	<p><b>Era 1</b></p> <p>Beginnings of Civilization</p> <p>Secular and creationist views on human origins</p> <p>Characteristics of antediluvian and post-deluvian cultural developments</p>	<p>Students will debate views of human origin</p> <p>Students will write an analytical essay that describes the innovations that gave rise to developed agriculture and permanent settlements. They will analyze the impact of these changes.</p> <p><b>Research Paper #1 Assigned:</b> Human Evolution vs Creation</p>

Date	Standards	Content	Assessment
Sep.1	<b>Labor Day Holiday – No School</b>		
Sep 8-12	WHS.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.	<b>Era 2</b>	In groups, students will host a forum where they will define the term civilization and discuss the ways in which agriculture and rivers affected humans then, and today.
Sep 15-19	WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).	Major characteristics of early river civilizations and their contributions to later civilizations	
Sept 22-26	WHS.4.2 Investigate the origin and formation of civilizations.	Influence of geography on early river civilizations	Students will create a poster to illustrate the tools used by early civilizations and compare them to those used by humans in 2013.
	WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.).	Importance of political, social, commercial and religious interaction between Egyptian, Mesopotamian, Nubian, and Indus River Valley civilizations	
	WHS.5.2 Form valid generalizations about various eras in time.	Similarities and differences between early Chinese civilizations and other river valley civilizations	
	WHS.6 Be able to utilize various literacy skills for interpreting historical data.	Development and impact of Hebrew culture upon other civilizations	
	WHS.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.	Political, social, and cultural consequences of population movements and militarization	
	WHS.7.4 Recognize an individual role in fostering the strength of cultural diversity.		
Sept 23-27	WHS.1.1 Recognize God's purpose in the dynamics of human history.	<b>Era 3</b>	Students will construct a coffee table book on ancient civilizations: They will choose one of the civilizations we cover in class and must cover government, economy, religion, achievements, and people. They must also come up with a "Big Idea" that will form the basis of their study. Students will use blank sheets of paper to tell the story of their civilization. When done, books will be presented to the class.
	WHS.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).	God's hand in history, as revealed in Daniel	
	WHS.7.1 Develop an appreciation for diversity through an exposure to various cultures.	Assyrian, Babylonian, and Persian Empire	
	WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.	Emergence of Aegean civilizations, Greek city-states, their cultural achievements and the Hellenistic legacy	
	WHS.7.2 Differentiate between myths and facts related to prejudicial notions.	Political, cultural and socioeconomic effects and consequences of Roman unification of the Mediterranean basin	
	WHS.6.4 Communicate information logically using basic language arts skills.	Jesus, the Apostles, and the spread of Christianity in the Roman world	
Sept 29-Oct 2	WHS.4.2 Investigate the origin and formation of civilizations.		
	WHS.3.4 Correlate relevant concepts from past to present.		
	WHS.7 Be able to recognize the significant roles and contributions of the world's diverse cultures.		
Oct 5-15	<b>SENIOR COLLEGE DAYS</b>		



Date	Standards	Content	Assessment
Oct 17-20	<p>WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).</p> <p>WHS.3.2 Identify key concepts and themes.</p> <p>WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.).</p> <p>WHS.4.2 Investigate the origin and formation of civilizations.</p> <p>WHS.5.2 Form valid generalizations about various eras in time.</p> <p>WHS.7 Be able to recognize the significant roles and contributions of the world's diverse cultures.</p> <p>WHS.7.3 Understand the influence of geography in cultural development.</p>	<p>Imperial dynasties of China and the empires of India</p> <p>Characteristics of early African kingdoms and American civilizations</p>	<p>Students will locate various civilizations of the era in India, and China using various maps and describe their structures and interactions.</p> <p>Students will create a Prezi or iMovie that outlines the characteristics of early African kingdoms or American Civilizations.</p>
Oct 22-24	<b>1<sup>st</sup> Quarter Internal Exams – Coffee Table Book Due (Oct 24)</b>		
Oct 27-31	<b>Mid Term Break</b>		
Nov 3-7	<p>WHS.1 Identify SDA Christian principles and values in correlation with social studies.</p> <p>WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).</p> <p>WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.</p> <p>WHS.4.2 Investigate the origin and formation of civilizations.</p> <p>WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.</p> <p>WHS.5.4 Recognize that while change occurs over time, there is continuity to the basic structure of societies.</p> <p>WHS.6.4 Communicate information logically using basic language arts skills.</p> <p>WHS.8.4 Apply lessons of historical patterns through practical applications.</p>	<p style="text-align: center;"><b>Era 4</b></p> <p>Reasons for and results of the collapse of the Roman Empire</p> <p>Spread of Christianity, Buddhism, and Hinduism</p> <p>Causes, course, and consequences of the ascendancy of Islam</p> <p>Characteristics and influence of Byzantine civilization</p>	<p>In groups, students will create posters that cover a part of the Roman Empire from its' rise to its eventual collapse.</p> <p>Blog Discussion: Students will describe the spread and influence of Christianity throughout Europe and analyze its impact.</p>
Nov 3-7	<b>Fall Week of Prayer</b>		
Nov 10-14	<p>WHS.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.</p> <p>WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).</p> <p>WHS.4.3 Identify key people and events.</p> <p>WHS.5.4 Recognize that while change occurs over time, there is continuity to the basic structure of societies.</p>	<p>Characteristics of feudalism in Europe, Japan, and China</p> <p>Political, social, and cultural changes in Medieval Europe</p>	<p>In small groups, create posters that summarize the political, social, and cultural changes that took place in medieval Europe. Discuss the changes that are happening in modern day Europe.</p> <p><b>Research Paper# 2:</b> "Why did feudalism develop and/or why did it decline?"</p>
Nov 17	<b>Parent – Teachers Conferences (No Regular School)</b>		

Date	Standards	Content	Assessment
Nov 18-21	<p>WHS.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.</p> <p>WHS.3.3 Demonstrate an appreciation of life through diverse perspectives.</p> <p>WHS.3.4 Correlate relevant concepts from past to present.</p> <p>WHS.5.2 Form valid generalizations about various eras in time.</p> <p>WHS.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.</p> <p>WHS.7.3 Understand the influence of geography in cultural development.</p>	<p>Development of kingdoms in Sub-Saharan Africa</p> <p>Rise of civilizations in the Americas</p>	<p>In class note taking discussion and textbook activities.</p> <p>In small groups students will research images that capture the essence of civilizations in the America's and report to the rest of the class their posters.</p>
Nov 24-28	<p>WHS.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.</p> <p>WHS.3.4 Correlate relevant concepts from past to present.</p> <p>WHS.5.2 Form valid generalizations about various eras in time.</p> <p>WHS.7.3 Understand the influence of geography in cultural development.</p>	Major developments in India, East Asia, and Southeast Asia	Blog Discussion: Examine the major historical developments in India, East Asia, and South Asia and compare them to today. How has the region changed and what are the challenges they face. How might these challenges be effectively addressed?
Dec 1-5	<p>WHS.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.</p> <p>WHS.1.4 Equip students with a Christian approach toward social issues.</p> <p>WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.).</p> <p>WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.</p> <p>WHS.5.3 Relate key influences and themes to past, present, and possible future events.</p>	Analysis of Christian doctrine and practice in Medieval Europe	In class discussion and reading reports.
Dec 8-9	<b>(Revision - Research Paper # 1 due)</b>		
Dec 10-16	<b>1<sup>st</sup> Semester Final Exams</b>		
Dec 20-Jan5	<b>Christmas break (No School)</b>		
Jan 5-9	<p>WHS.1.1 Recognize God's purpose in the dynamics of human history.</p> <p>WHS.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.</p> <p>WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).</p> <p>WHS.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).</p>	<p style="text-align: center;"><b>Era 5</b></p> <p>The Crusades, rise of the middle class, creation of national monarchies, and other reasons for the decline of feudalism</p> <p>Impact of Islam on political, social, and cultural developments in Asia and Africa</p> <p>Origins and rise of Russian civilization</p>	Students/groups will choose a topic in <b>Era 5</b> and will research information on it and develop a PowerPoint presentation which they will use to teach the content to the rest of the class. You will align your presentations with the essential questions that will be provided for this era. A rubric and instructional outline will be assigned to students that will guide their presentations.
Jan 12-16	<p>WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.</p> <p>WHS.4.2 Investigate the origin and formation</p>	The Renaissance and the cultural and economic transformation of Europe	

Date	Standards	Content	Assessment
Jan 19-23	of civilizations. WHS.4.3 Identify key people and events. WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.). WHS.5.3 Relate key influences and themes to past, present, and possible future events. WHS.5.4 Recognize that while change occurs over time, there is continuity to the basic structure of societies. WHS.6.3 Identify bias in written, oral, or visual material. WHS.8.4 Apply lessons of historical patterns through practical applications.	Decline of papal power and the achievements of the early reformers  Luther, Calvin, and the Protestant Reformation  Counter Reformation and religious wars, religious dissent and God's hidden church from apostolic times to the Reformation (see The Great Controversy)	Re-Enactment: Reformation  Scoring guide and outline will be provided.
Jan 26-30	WHS.1.4 Equip students with a Christian approach toward social issues. WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.). WHS.3.3 Demonstrate an appreciation of life through diverse perspectives. WHS.3.4 Correlate relevant concepts from past to present. WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects. WHS.5.2 Form valid generalizations about various eras in time. WHS.5.3 Relate key influences and themes to past, present, and possible future events. WHS.6 Be able to utilize various literacy skills for interpreting historical data. WHS.8.2 Connect developments in science and technology with the growth of industrial economies.	<b>Era 6</b> Interlinking of major world regions through exploration  Global domination by European empires  Conflict and diversity in the development of colonial empires  Political, economic, and cultural interrelationships among peoples of Africa, the Americas, and Europe	Class Debates: Be it resolved that the Europeans were justified in their colonization of less powerful countries across the world  Students will research information to propose or oppose the topic and debate their viewpoints in class.
Feb 2-6			
Feb 9	WHS.3.4 Correlate relevant concepts from past to present. WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.). WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects. WHS.5.2 Form valid generalizations about various eras in time. WHS.8.1 Identify global trends and evaluate their influence on world cultures. WHS.8.2 Connect developments in science and technology with the growth of industrial economies.	Influence of the Scientific Revolution on Europe  The role of religious issues in the development of European colonies	Students will create a newspaper article describing the Scientific Revolution, the major players, and examine its effects.  Group discussion: What was the role of religion in the development of European colonies? Appraise the impact of European religions on indigenous groups and describe the influence of European religions in these former colonies today.
<b>(Feb 11-15) MID TERM BREAK FOR STUDENTS AND TEACHERS</b>			
Feb 16-20	WHS.1.1 Recognize God's purpose in the dynamics of human history.	<b>Era 7</b> Causes, sequence, and results of the political revolutions in Europe and the	Group discussion topic: Liberalism and Nationalism; what role did they play then and what role do they play
Feb 23-27	WHS.1.2 Explore God's role in the political, social, economic, and spiritual areas of		



Date	Standards	Content	Assessment
Apr 1	<p>WHS.5.1 Trace the logical progression of historical events.</p> <p>WHS.5.2 Form valid generalizations about various eras in time.</p> <p>WHS.5.3 Relate key influences and themes to past, present, and possible future events.</p> <p>WHS.6.4 Communicate information logically using basic language arts skills.</p> <p>WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.</p> <p>WHS.4.3 Identify key people and events.</p> <p>WHS.1.1 Recognize God's purpose in the dynamics of human history.</p>	<p>Causes and effects of the world-wide economic depression</p>	<p>Write an analytical essay (1000 words) examining the causes and effects of the world-wide economic depression the early 19<sup>th</sup> century and compare/contrast it with the causes and effects of the world wide economic recession that we have experienced in recent times.</p>
Apr 13-17	<p>WHS.1.4 Equip students with a Christian approach toward social issues.</p> <p>WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.).</p> <p>WHS.8.4 Apply lessons of historical patterns through practical applications.</p> <p>WHS.3.4 Correlate relevant concepts from past to present.</p> <p>WHS.5.3 Relate key influences and themes to past, present, and possible future events.</p>	<p style="text-align: center;"><b>Era 9</b></p> <p>Post-war recovery and major political, social, and economic changes</p>	<p>In class discussion and sharing: Students will explain how Western Europe and Japan recovered after World War II.</p>
Apr 20-24	<p>WHS.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.</p> <p>WHS.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).</p> <p>WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).</p> <p>WHS.6.4 Communicate information logically using basic language arts skills.</p> <p>WHS.5.3 Relate key influences and themes to past, present, and possible future events.</p> <p>WHS.7.4 Recognize an individual role in fostering the strength of cultural diversity.</p>	<p>Emergence of the superpowers and the Cold War</p> <p>United Nations and other efforts of global cooperation</p> <p>End of the colonial rule in Africa, Asia, and the Caribbean</p>	<p>In class discussions and sharing</p>
Apr 27-May 1	<p>WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).</p> <p>WHS.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).</p> <p>WHS.4 Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.</p> <p>WHS.8.2 Connect developments in science and technology with the growth of industrial economies.</p> <p>WHS.8.3 Reevaluate information in light of new insights and discoveries.</p> <p>WHS.8.4 Apply lessons of historical patterns through practical applications.</p>	<p>Positive and negative effects of economic interdependence</p> <p>Impact of revolutionary, scientific, and technological advances</p> <p>Consequences of the rise of fundamentalism within world religions</p>	<p>In class discussions and sharing: Students will develop charts that show the revolutionary changes in science and technology that has taken place in our world since the turn of the 20<sup>th</sup> century.</p>
May 4-8	<p>WHS.8.2 Connect developments in science and technology with the growth of industrial economies.</p> <p>WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.</p> <p>WHS.1 Identify SDA Christian principles and</p>	<p style="text-align: center;"><b>Era 10</b></p> <p>Causes and consequences of the break-up of the Soviet Empire</p> <p>Problems facing new democracies</p>	<p>In groups, students will choose a topic in <b>Era 10</b> and will conduct an in-depth historical research on the essential learning chosen. You will create a PowerPoint presentation/ audio-visual documentary/web</p>

Date	Standards	Content	Assessment
May 11-15	values in correlation with social studies. WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation). WHS.3.4 Correlate relevant concepts from past to present. WHS.5.3 Relate key influences and themes to past, present, and possible future events. WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.	Global environmental issues  Technological advances and related issues  Challenges of the world economy  Opportunities for Adventism in the post-Communist world	site/coffee table book of your research. You will align your presentations with the essential questions that will be provided for this era. A rubric and instructional outline will be assigned to students that will guide their presentations.
May 19-22	<b>Revision and Presentations</b>		
May 27-Jun 2	<b>2<sup>nd</sup> Semester Final Exams</b>		