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***PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI, GREECE***

**NAME OF COURSE:**

**Social Studies 9 / World History**

**GRADE LEVEL: 9**

**SCHOOL YEAR: 2011-2012**

**COURSE DESCRIPTION**

The course content is the study of human existence from the Middle Ages up to and including Nineteenth Europe. Because of the large amount of history involved, this course is designed to provide a general background in world history up to and including nineteenth century Europe and the growth of Nationalism and Democracy.

As this is a course that surveys the history of Feudalism the Renaissance and the French Revolution a strong emphasis is placed on the Medievalists, the Nationalists, Humanists, Rationalists, Romantics, Revolutionists, and Autocrats.

Class work will concentrate on analysis and interpretation of readings, analysis of primary source materials, biographies, research reports, synthesizing information and collaborate learning. *Map skills will be stressed throughout the course.*

**LEARNING OBJECTIVES**

By the end of the year the students will:

- Have a full understanding of the philosophy and definitions of history.
- Have a clear picture as to the reasons for studying history and the relationship between past and present.
- Understand the meaning of time and chronology.
- Understand the reasons for both continuity and change and the concept for cause and effect.
- Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history.
- Understand the full worth of the individual by examining the great contributions made by all men and women in all general fields of endeavor.
- Recall /analyze historical periods/ and the relationships among them.
- Analyze examples of ongoing change/rise of nation-states, social, economic, political and intellectual revolutions.
- Gather evidence/ analyze issues/ develop arguments/debate and form reasoned

By the end of the year the students will:

- Have a full understanding of the philosophy and definitions of history.

## SCOPE AND SEQUENCE \*

### QUARTER I

- **Philosophy and Definitions of History**
- **The Renaissance and Reformation (1300-1650)**
  1. The Renaissance begins in Italy
  2. The Renaissance focuses on the individual
  3. Italians create masterpieces
  4. The Renaissance moves to other countries
  5. Reformation/Catholic Church loses power
  6. The Reformation divides Europe
  7. Religious differences mixed with political power
  8. The Catholic Church forced to make changes: Religious and value systems challenged
  9. Scientific Revolution/New technology change European lives and culture.

### QUARTER II

- **A. First Global Age: Europe and Asia (1415-1796)**
  1. Europeans found new lands.(Search for spices begins)
  2. Europeans built overseas empires
  3. Spain leads in controlling a large empire.
  4. Europeans (Spain,Portugal) conquered and colonized the Americas
  5. Europeans (Spain,Portugal,Dutch) built empires in the East/Southeast Asia and India
  6. Foreign contact: Trade begins with China, Korea and Japan
- **B. First Global Age : Europe, The Americas, and Africa (1492-1750)**
  1. Conquest and colonization of the Americas
  2. Spanish and Portuguese Colonies in the Americas
  3. English /French colonization in the Americas brings conflict.
  5. Turbulent times in Africa-slave trade begins/ Rise of African states
  6. The commercial revolution begins: growth of mercantilism and capitalism

### QUARTER III

- **The Age of Absolutism (1707-1800)**
  1. The Rise of autocratic powers in Europe
  2. Autocratic rulers clash in international wars
  3. Absolute power reaches its peak in France; Louis XIV
  4. Triumph of Parliamentary England
  5. Absolute monarchy in Russia
- **The Enlightenment and the American Revolution ( 1707-1800)**
  1. Revolutionary struggles in Europe-Philosophy in the **Age of Reason.**
  2. Progress and reason, natural law challenges established tradition
  3. Mid-century Britain-global power, constitutional government.

4. England wins an empire and loses the American colonies.
5. Democracy grows by evolution and revolution in England.
6. Birth of the American Republic- 13 colonies declare independence.
7. Colonial rebellion against England is successful; A new constitution is born but limited in freedom.

## **QUARTER IV**

### ➤ **Revolution and Reactionary Rule in Europe (1789-1815)**

1. Revolutionary struggles in Europe
2. Democracy grows by revolution and evolution in England
3. England wins an empire and loses her American colonies
4. Birth of an American Republic
5. Latin American Revolutions
6. French Revolution shakes Europe's foundation
7. Napoleon dominates France and Europe
8. Revolutions challenge reactionary rule
9. The Congress of Vienna rearranges the map of Europe
10. The Metternich system
11. Revolutionary fires spread throughout Europe
12. Industrialization begins.

*\*Note that the order in scope and sequence is subject to change during the school*

### **HOMEWORK POLICY**

- Homework assigned two to three times a week
- Reading assignments with questionnaires (checked daily)
- Essays on Supplemental Readings
- Research projects
- Oral presentations

### **80% of the quarter grade:**

- All tests and special reports, research papers, analytical essays, and oral presentations.

### **20% of the quarter grade:**

- Class participation, class discussion, behavior and attitude-----10% of the quarter grade.
- Homework, in-class writing assignments, quizzes, interest and effort constitute another 10% of the quarter grade.

### **ASSESSMENT**

- Unit exams will be given to test students understanding of concepts and facts learned in each unit.
- Essays assigned frequently to measure comprehension of the major concepts and

- various historiographical interpretations.
- In-class writing assessment related to essay writing.
  - In class assessment of document analysis skills.
  - In-class assessment in analyzing graphs, charts, cartoons, related to period of study.
  - Reading content assessment related to period of study.
  - Two research papers (one each semester) to test their ability in gathering data, evaluating evidence comparing and synthesizing information and writing conclusions in an organized precise manner.
  - Oral presentation of the research project.
  - Teacher –made tests and quizzes

## **RESOURCES**

- **Basic text : World History : Connections to Today , Prentice Hall, 2005**

**Supplementary texts: 1. Sources of Western Civilization, Houghton Mifflin, 1990**

**2. The Human Adventure- Readings in World History Volume I and II, Harcourt Brace, 1994**

**3. The Shaping of Western Society: An Inquiry Approach, Holt, Rinehart and Winston, 1998**

- Library
- Overhead projector
- Primary source materials: journals, periodicals and newspapers
- Selected readings from a variety of periodicals, journals, newspapers, and books
- An array of audio visual aids both to clarify and enrich course content
- Internet sites

## **ACADEMIC HONESTY**

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offenses. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible or removed from the National Honor Society.