

Kailua High School  
World History and Culture  
ACCN: CHW1100  
Syllabus 2017-2018

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### **Philosophy of Learning:**

Teachers help students recover and use their consciousness.

All humans seek both understanding and to be understood. Teachers ask questions and remind students of what they already know.

**Prerequisites:** Successful completion of U.S. History and Government or Modern History of Hawaii / Participation in Democracy  
Admission to Grade 11 or Grade 12

### **Text Book and Resources:**

Principal Texts: Elisabeth Graynor Ellis And Anthony Esler. World History (Boston: Pearson/Prentice Hall, 2007).

Philip F. Riley. et al. THE GLOBAL EXPERIENCE, VOLUME ONE: READINGS IN WORLD HISTORY TO 1550 (Upper Saddle River, Pearson/Prentice Hall, 2006).

\_\_\_\_\_ THE GLOBAL EXPERIENCE, VOLUME TWO: READINGS IN WORLD HISTORY SINCE 1550 (Upper Saddle River, Pearson/Prentice Hall, 2006).

### Supplementary Readings, Video and Web Sites:

#### **Books:**

*The Planets*

*Genesis*

*Seedfolks*\*

*The Blood Red Horse*\*

*Longitude*

*The Ages of Man*

*Things Fall Apart*

*Number the Stars*\*

*Habibi*\*

*Shabanu*\*

*So Yesterday*\*

*For the Win*

**Articles:**

“Yarrow Mamout: Freedman”  
 “A Brief History of Education”  
 “The Other One-Third of the World”  
 “Is Google Making Us Stupid?”  
 “Digital Alarmists are Wrong”  
 “China worries about losing its character(s)”  
 “The Next Empire”  
 “Planet of Slums”

**Web Sites:**

The British Museum.  
<http://www.britishmuseum.org>

William Irwin Thompson Web Site. “William Irwin Thompson World Wide Website.”  
<http://www.williamirwinthompson.org/>  
<http://www.wildriverreview.com>

**Videos:**

Where is Matt?  
 Su Flamenco I, II (Joaquin Cortes)  
 Stupid Girls (Pink)  
 Wicked Game (Chris Isaak)  
 Higher Love (music, Steve Windwood; images, Mr. Wilson)  
 Judas (Lady Gaga)

**Movies:**

2001: A Space Odyssey (1968)  
 Quest for Fire (1981)  
 Clash of the Titans (2010)  
 Whale Rider (2002)  
 The Story of India (2009)  
 Lucy (2014)  
 Eyes in the Sky (2016)

**Course Description:**

World History will begin with the history of the world and the history of humans who serve as our ancestors. Learners will have the opportunity to explore creation stories from both ancient and modern writers. The range of stories will allow learners to differentiate among primary and modern interpretations of the world and to distinguish between inclusive and exclusive creation stories.

Providing the ground upon which societies are founded, the course will provide learners the opportunity to understand the “quantum jumps” in human history that have shaped our society of interdependent global forces. To help learners sort out the range of events that comprise a history of the world, the course will use the following stages in order to structure world history into forms of communication, politics, and

cohesive association: (adapted from William Irwin Thompson and Marshall McLuhan)

Stages of Development:	Stages in Human History			Human History
	Communication	Polity	Cohesion	
Culture: 200,000-10,000 B.C.E.	Oral	Band	Dominance	The Beginning (from Culture)
Society: 10,000-3,500 B.C.E.	Script	Tribe	Authority	(to)
Civilization: 3,500 B.C.E.-1500 C.E.	Alphabetic	City-State to Empire	Justice	
Industrialization 1500-1945	Print	Nation-State	Representation	
Planetization 1945- present	Electronic	Noetic	Participation	The Present (Planetization)

Complementing the above Stages in Human History, students will also learn recurring themes in World History and their accompanying Habits of Mind<sup>1</sup>:

#### *FIVE THEMES IN WORLD HISTORY*

##### 1. Interaction between humans and the environment

- ❑ Demography and disease
- ❑ Migration
- ❑ Patterns of settlement
- ❑ Technology

##### 2. Development and interaction of cultures

- ❑ Religions
- ❑ Belief systems, philosophies, and ideologies
- ❑ Science and technology
- ❑ The arts and architecture

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<sup>1</sup> The 5 themes and 4 habits of mind are adopted from CollegeBoard. *AP World History Course and Exam description*. Fall 2016.

3. State-building, expansion, and conflict
  - ❑ Political structures and forms of governance
  - ❑ Empires
  - ❑ Nations and nationalism
  - ❑ Revolts and revolutions
  - ❑ Regional, trans-regional, and global structures and organizations
  
4. Creation, expansion and interaction of economic systems
  - ❑ Agricultural and pastoral production
  - ❑ Trade and commerce
  - ❑ Labor systems
  - ❑ Industrialization
  - ❑ Capitalism and socialism
  
5. Development and transformation of social structures
  - ❑ Gender roles and relations
  - ❑ Family and kinship
  - ❑ Racial and ethnic constructions
  - ❑ Social and economic classes

*Habits of Mind*

The World History course addresses habits of mind addressed by any rigorous history course.

**Four habits of mind:**

- Crafting historical arguments from historical evidence
- Chronological reasoning
- Comparison and contextualization
- Historical interpretation and synthesis

In addition to providing a framework for learners to achieve a range of benchmarks that define standards, World History will challenge students to develop national and regional understanding. Opportunities will also be provided to perform public speaking during class presentations of movie analyses, to engage in collaborative work in creating timelines and charts, and to individually write assignments and complete maps that demand rigor. Students will be assigned weekly current events which require completion of study guides, oral and written reflections, vocabulary building, and comprehension of historical themes. In addition to weekly current events, there will also be long term projects such as movie analysis, national

(or regional) histories, and a guided research paper. Supplementary text exercises will include reading and comprehension that focus on chapter summaries, biographical sketches, and historical event analysis.

**General Learner Outcomes:**

Self-Directed Learner (The ability to be responsible for one’s own learning.)

Community Contributor (The understanding that it is essential for human beings to work together.)

Complex Thinker (The ability to demonstrate critical thinking and problem solving.)

Quality Producer (The ability to recognize and produce quality performances and quality products.)

Effective Communicator (The ability to communicate effectively)

Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically.)

**The Standards:** World History includes standards from Social Studies, Educational Technology, Science, and Skills for Life and Work. However, the predominate focus for the course is from the standards of history. **Benefits:** Students begin to see integration of the human sciences with the natural sciences (multidiscipline).

STANDARD	BENCHMARKS & PERFORMANCE INDICATORS: Abbreviated
<p><b>Content Area:</b> History <b>Content Standard:</b> Change, Continuity, Causality 1. Students employ chronology to understand change, continuity, and causality.</p>	<p><b>Essential foundations:</b> Cultural creation stories which serve as the foundation for cultural traditions in philosophy, religion, and science. <b>Students</b> will symbolize forces of creation and create personal cosmologies. <b>11.3.1 Pre-modern Times, Pre 1500 C.E.</b> Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world; <b>Students</b> will compare and contrast cultural traditions in writing or visual displays <b>11.3.4 Origins of global Interdependence in early modern times, 1500 C.E. to 1800 C.E.</b> .Explain the effects of global exchanges in the Americas, Europe, Asia, and Africa, including the spread of food crops and diseases, the exchange of trade goods, and migrations of peoples (forced and voluntary). <b>Students</b> will illustrate the “Columbian Exchange” through group construction of visual displays. <b>11.7.2 World in Spatial Terms</b> Use tools and methods of geographers to understand changing views of world regions. <b>Students</b> will complete map exercises which invert first and third world countries.</p>
<p><b>Content Area:</b> History <b>Content Standard:</b> Historical Inquiry: 3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</p>	<p><b>11.3.5 Origins of Global Interdependence in early modern times, 1500 C.E. to Present</b> Examine political structure and major developments that comprise global interdependence and emerging planetization. <b>Students</b> will write a research paper answering a self developed topic.</p>

<p><b>Content Area:</b> Educational Technology  <b>Content Standard:</b> Social, Ethical and Human Issues</p>	<p>Students demonstrate understanding of ethical, cultural and societal issues related to technology by practicing responsible use of technology, information and software.</p> <p>Students write about technology as an issue in global society and as the middle term between material and spiritual existence</p>
<p><b>Content Area:</b> Educational Technology  <b>Content Standard:</b> Technology as a tool for productivity</p>	<p>Students use technology to enhance learning and promote creativity</p> <p>Students develop websites relevant to course material; students create videos relevant to course material</p>
<p><b>Content Area:</b> Educational Technology  <b>Content Standard:</b> Technology as a tool for communication</p>	<p>Students use technology to communicate, to collaborate, publish, and interact with peers and experts</p> <p>Students open accounts with New York Times and write to contributors</p>
<p><b>Content Area:</b> Science  <b>Domain II:</b> What We Know Today About the World Around Us  <b>Strand 1:</b> Historical Perspectives  <b>Content Standard: 2.</b> Interdependence of Science, Technology and Society</p>	<p>Students analyze and evaluate the interdependence of science, technology, and society.</p>
<p><b>Domain II</b>  <b>Strand 4:</b> The Physical Environment  <b>Content Standard: 13.</b> The Nature of Matter. Students examine the scientific view of the nature of matter and how that view evolved.</p>	<p>Students will identify the core concepts of the Copernican Revolution and the current issue of dark energy in the Universe.</p>
<p><b>Skills for Life and Work:</b> Students develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.</p>	<p>Thinking and Reasoning</p> <ul style="list-style-type: none"> <li>➤ Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.</li> <li>➤ Analyze and evaluate various perspectives, interpretation, and theories for clarity, accuracy, logic and significance</li> <li>➤ Use efficient learning techniques to acquire and apply new knowledge and skills</li> </ul> <p>Managing Resources</p>

	<ul style="list-style-type: none"> <li>➤ Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>➤ Participate effectively in varied roles as a member of a team</li> </ul>
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## Common Core Standards:

### Reading

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Writing

#### Text Types and Purposes

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Student Grading Policy based on Evidence of Student Learning:

1. General Policy
  - a. Individual achievement of stated learning objectives shall be the primary basis for grades.
  - b. Effort, participation, attitude contribute to all learning.
  - c. Completion of all assignments are required to earn an A.

#### Scoring Percentages:

#### Scoring Categories and Percentages

100 to 90	A	Lecture Notes (LN)	05%
89 to 80	B	Current Events (CE)	05%
79 to 70	C	Articles (A)	05%
69 to 60	D	Maps (M)	05%
59 to 0	F	Essays (E)	10%
		Movie Analysis (MA)	
		or	
		Art History Project (AHP)	20%
		Research Project (RP)	20%
		Exams (E)	25%
		CRC/SWAWP	5%

### School Discipline Policy:

School administered discipline through Chapter 19, student discipline and dress code will be adhered to by all students. Violation of A and B sections of Chapter 19 must be reported to administration who will determine further action.

### Classroom Rules:

As a student in this class, you will follow the Board of Education *Student Code of Conduct*, obey all Kailua High School rules, follow the attendance policy, and abide by the following class rules:

#### *Class Rules*

1. Respect the privilege of public education.
2. Do not distract others from the privilege of education.
3. Respect yourself and the property of others.
4. Be responsible for your own learning.
5. Discipline yourself to be respectful.
6. Be prepared to learn.

**Safety:**

All class safety and or emergency procedures for the school's evacuation plan shall be taught to and followed by all students.

**Parent Communication:**

Education is a partnership among the student, teacher and parent that thrives only when good communication exists.

The teacher will contact the parent for any attendance, discipline or class work assignment praise or problem. A parent teacher conference will be scheduled as needed with the grade level counselor and/or administrator. The parent, teacher, counselor, or administrator may make a student referral for further discipline or student support services.

**Modification of Instructional Strategies:**

Reasonable modifications will be made to ensure that the qualified student with a disability or *learning need* receives an education which is comparable to that received by a student without disability within a regular education program. Please inform the teacher about any modifications that will help you to achieve success in this class.

**Class Participation:**

Education needs to be experienced in order for learning to be fully appreciated. Participation will be expected as it is vital to your learning and understanding of this course.

**Homework:**

Homework is a policy of the Board of Education. The purpose of homework is to strengthen and reinforce learning. Homework assignments will include one or more of the following:

Long-term assignments to conduct independent research projects (nation studies, art history, book review, or movie analysis).

Weekly current events from which students will identify historical themes as well as practice reading comprehension.

Study assignments for tests.

**Consequences for failure to turn in homework:**

Students will be required to attend study hall after school (Tuesday/Thursday) to make up work.

## Materials Needed:

<ol style="list-style-type: none"> <li>1. Blue or black ball point pens</li> <li>2. 1 <u>Three</u>-inch Binder with following tabs: <b>tests, lecture notes, charts, maps, video notes, quizzes, current events, projects, and miscellaneous</b></li> <li>3. 1 ream of notebook paper, college ruled</li> <li>4. Metric or standard ruler, 30 centimeters or 12 inches</li> </ol>	<ol style="list-style-type: none"> <li>5. Crayola colored pencils</li> <li>6. Number 2 pencils with erasure</li> <li>7. Computer word processing and the Internet</li> <li>8. USB Flash Drive</li> </ol>
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