



World History Grand Haven High School



Course Number: C30A, C30B

Grade Level: Freshman

Credits: 1

Prerequisite Courses: None

Course Description

World History encourages students to work with and across different scales of time and space to: investigate global patterns and developments over time while connecting more local patterns to larger interregional and global patterns; employ different analytical schemes, including global, regional, national and local, to understand developments over time; make comparisons within and among regions and societies, and across time; and develop an understanding of the historical and geographic context of human commonalities and differences, particularly in considering claims of universal standards or of cultural diversity. In their studies, students will focus on five large historical and geographic patterns: the causes, consequences, and patterns of changes in human governance systems and changes over time; the causes, consequences, and patterns of interactions among societies and regions, including trade, war, diplomacy, and international institutions; the impact of demographic, technological, environmental, and economic changes on people, their cultures, and their environments; the causes, consequences, and patterns of cultural, intellectual, religious and social changes; and the relationship between the environment and developments in population, settlement, economy, and politics.

Course Objectives

Students will develop critical analysis skills that allow them to identify reliable sources, recognize the author's viewpoint and biases, understand the intended message and audience, and use inferences and prior knowledge to relate readings to other situations. Students will be able to identify significant patterns in the content area, as well as compare and contrast concepts for deeper understanding. Students will develop writing skills and be able to develop cohesive arguments through the use of a clear thesis, supporting arguments with the use of evidence, and recognizing and addressing valid counter-arguments. Students will develop verbal skills such as asking thoughtful questions, answering questions with specific evidence, and persuading others in a variety of group settings.

Building Behavioral Expectations

TEAM GH ... One Team, One Family, One Grand Haven. Be Kind. Always.

It is our expectation that ALL GHHS students, staff and parents will ... always give their best **EFFORT** in everything that they do, work hard to be **INCLUSIVE** of each other, show **RESPONSIBILITY** in class, the hallways, cafeteria and at events, and **WORK TOGETHER** at all times!

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Student Expectations

The student is self-motivated and self-directed (*independent worker*), the student is a positive leader by his/her actions and words (*leadership*), the student utilizes higher-level thinking skills such as analyzing, inferring, applying, and creating (*thinking skills*), the student has a good work ethic, stays on task, and remains focused and diligent (*work ethic*), the student listens actively, answers questions, is engaged in class discussion, does his/her part in group activities and uses class time productively (*participation*), the student goes “above and beyond” the minimum requirements for an “A” thus producing quality work (*motivation*), the student’s writing reflects insight, creativity, and thoroughness in addition to following the appropriate format (*writing ability*), the student listens and is respectful of others’ opinions, follows classroom procedures, and is cooperative and congenial (*behavior*)

Communication

The student will be provided with specific contact information such as course website, phone number, and email address. Students and parents may view course progress in the ParentVue.

Grading Policy

80% of the course grade is summative assessment and 20% of the course grade is formative assessment. The final exam will be comprehensive and will count for 20% of the semester grade.

Scope and Sequence

Expanding and Intensified Hemispheric Interactions, 300 - 1500 C.E.
The Emergence of the First Global Age, 15th - 18th Centuries
An Age of Global Revolutions, 18th Century - 1914
Global Crisis and Achievement, 1900 - Present
Contemporary Global Issues

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