



# Tohoku International School

## Secondary School Course Syllabus

<b>Course Title:</b> World History	<b>Teacher:</b> Mr. C. Vassbotn <b>Email:</b> cvassbotn@tisweb.net						
<b>Level:</b> Grade 7-8	<b>Time Frame:</b> 37 weeks						
<b>Course Description:</b> <p>The Grade 7-8 World History course is a year-long exploratory course of early world history. Students will be expected to think about how history, perspective, events, places, and people are all related in complex ways. They will read and use a variety of sources to understand the importance of history as it relates to current events in today's world. Students will demonstrate their knowledge of historical concepts through debates, research essays, in-class assessments, projects, and assignments.</p> <p>The students will begin with an introductory unit that teaches them how to think historically and how to judge the relevance of a variety of sources. By the middle of the first semester, they will be studying early peoples and some indigenous cultures, as well as how history has been influenced by ideas like absolutism and democracy, particularly in Japan. The students will also get a glimpse at events in World War II, and in the spring they will be looking into how today's global world and its current events are linked to events, people, and places in the past.</p>							
<b>Course Philosophy:</b> <p>History is the study of how humans of the past have shaped the world we live in today. History stretches from before written records (prehistory) to the events of moments ago. As today's news and social media are sometimes inaccurate or biased, it is critical for students to understand how to judge the relevance and trustworthiness of sources. This means that students will not rely on a single textbook as the source of their historical knowledge as every author, every person has their own perspectives and biases that impact their view of history.</p> <p>As this is a Grade 7-8 level introductory course to history, it is assumed that students have little prior knowledge of historical events or historical research skills. Students must be given opportunities to explore topics of personal interest to applied research; for example essays and reports using proper citations and sources. The avoidance of plagiarism in historical writing will be a key focus. Not all students are passionate about history, but it is the aim of this course to help them understand history's relevance. The students will experience history through as many vectors as possible, such as primary source documents, visiting historical sites and museums, videos, and historical fiction.</p>							
<b>Units of Study:</b> <table border="1"><tr><td>Introduction To Historical Thinking</td></tr><tr><td>Early Peoples and Indigenous Cultures</td></tr><tr><td>Japan: Case Studies In Absolutism and Democracy</td></tr><tr><td>World War II—The European Front</td></tr><tr><td>A Global World—Multiple Perspectives</td></tr><tr><td>The World Today—A Current Events Exposition</td></tr></table>		Introduction To Historical Thinking	Early Peoples and Indigenous Cultures	Japan: Case Studies In Absolutism and Democracy	World War II—The European Front	A Global World—Multiple Perspectives	The World Today—A Current Events Exposition
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## Grade 7-8 World History (cont'd)

### Assessments

Assessments will be formative (weekly assignments, presentations, notes, and quizzes) as well as summative (end of unit projects, essays, presentations, and tests).

The Unit Tests are very important. There will not be a final exam in Gr. 7-8 World History.

The Google Classroom is the main platform of exposition, as well as the feedback and grading of the students' ongoing work.

Regular attendance and students being proactive are both keys to success.

In accordance with the school's homework policy, late assignments will receive a deduction of 20% of the total mark. Assignments that are more than a week late will not be accepted. Students are expected to take responsibility and email or inform Mr. Vassbotn if they need to turn in an assignment after the due date.

### Course Weightings

#### Participation & Learning Skills – 10%

Students will be asked questions at the beginning of class to check for student engagement.

Students are also encouraged to ask questions and participate in class discussions. Students are also expected to show up prepared with materials and all assignments complete.

#### Formative Assessments – 40%

These assignments help students to gain an understanding of the knowledge and/or skills required for the larger assignments in the unit. Students tend to call this 'homework', but 'home learning' is a better word. This can include things like taking notes from readings or homework, answering questions about vocabulary, and doing outlines for written research reports or brief essays. These assignments are largely graded on the students' ability to complete them and comprehend the key concepts of the unit.

#### Summative Assessments – 50%

These assignments are larger pieces of work that students use their knowledge from formative assessments to complete. This includes assignments like essays, unit tests, group presentations, debates, creative mural posters, or short videos. If students complete formative assessments and keep up with their work on a weekly basis, the culminating projects at the end of each Unit will be more rewarding, even fun. Students have different learning styles and strengths, so the Unit Projects will be weighted roughly the same as the end of Unit tests.

#### **Resources:**

As a basic resource, we will use the World Book Online Encyclopedia, as well as the *World History* textbook.

There are also books in the library as well as a multitude of sources and resources online.

Youtube videos and primary source accounts carefully selected by the teacher will also be used.