Course Description
The second half of World History uses a Biblical worldview to survey African, American, Asian, and European cultures from the Fall of Rome to modern times. A Biblical approach to World History will demonstrate that man, though made in the image of God, is innately sinful and has limitations and is in need of redemption. The course uses the Bible as a historical source to complement historical research and study to reveal God as the prime architect in human history and Jesus Christ as central to that history.

Rationale
World History II provides the student with an understanding of the importance of development of world history and culture since the Fall of the Roman Empire. Knowledge of the development and interaction of world nations and empires will provide students with a deeper view of how past events have contributed to the world in which we live today. Special attention will be paid to the development of the Christian church since the Middle Ages.

Prerequisite
None

Biblical Integration Outcomes
A. The student will be able to:
B. Describe the biblical rationale for the actions of man in a historical context
C. Evaluate the changing role of the Christian faith as it relates to world events and the truth of the Bible

Measurable Learning Outcomes
A. The student will:
B. Identify major people, influences, and events concerned with the development of world culture since the Fall of the Roman Empire
C. Describe the political, economic, religious, and intellectual characteristics of various world cultures
D. Evaluate and analyze primary and secondary source documents from world history
E. Identify and evaluate the development of the world economy from the Middle Ages to the present
F. Identify and evaluate changing relationships between people groups from the Middle Ages to the present

**Enhanced Courses**

LUOA Enhanced Courses provide additional student support through increased interaction and communication with the course instructor. Interaction takes place through:

- Weekly live teaching sessions
- Q&A conference with teacher before each test
- Discussion boards

**Participation Grade**

Students are given a participation grade based on attendance during the teacher live sessions and participation in discussion boards. For full year courses, there are 20 teacher live sessions and four discussion boards. Semester courses have 10 live sessions and two discussion boards. Participation grades are given at the end of each semester and count as a Tier 3 assignment.

**Semester Grade Participation:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Attended 8-10 teacher live sessions, participated in two discussion boards</td>
</tr>
<tr>
<td>B</td>
<td>Attended 6-7 teacher live sessions, participated in two discussion boards</td>
</tr>
<tr>
<td>C</td>
<td>Attended 5 teacher live sessions, participated in two discussion boards</td>
</tr>
<tr>
<td>D</td>
<td>Attended 3-4 teacher live sessions, participated in one discussion board</td>
</tr>
<tr>
<td>F</td>
<td>Attended 0-3 live teacher sessions, participated in zero discussion boards</td>
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**Semester and Final Exams Proctored**

The proctoring of the semester and/or final exam by a parent/guardian or other adult is required for Enhanced Courses. A form is provided in the course that the proctor will sign and complete. The student will then upload the form into an assignment before being able to begin the exam.

**Course Materials**

See LUOA's [Systems Requirements](#) for computer specifications necessary to operate LUOA curriculum. Also view [Digital Literacy Requirements](#) for LUOA’s expectation of users’ digital literacy.

Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit education institution, LUOA is able to use YouTube video content under the YouTube Terms of Service and the provisions of the TEACH Act of 2001. For additional information on copyright, please contact the [Jerry Falwell Library](#).
Course Grading Policies

The students’ grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
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</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
<td></td>
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</table>

Course Policies

Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.3 Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages to follow for further details).

- **Lesson**: Any item on the Modules page designated as a “Lesson”
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.
- **Assignment**: Any item on the Modules page designated as an “Assignment”
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do their best work on the first time.
- **Quiz**: Any item on the Modules page designated as a “Quiz”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.
- **Test**: Any item on the Modules page designated as a “Test”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.
Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson**: Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

- **Assignment**: Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

- **Quiz**: Students may NOT resubmit for an increased grade.

- **Test**: Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as computer malfunctioning, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

Consequences for Violations to the Honor Code

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offences, are outlined below:

- **Warning**: This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
  - **Lessons**: A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment**: The student must redo their work. However, they may retain their original grade.

- **1st Offense**:
  - **Lesson, Quiz, or Test**: The student will receive a zero on the entire assessment.
  - **Assignment**: The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a max grade of 80%

- **2nd Offense**: The student will receive a zero and be placed on Academic Probation.

- **3rd Offense**: The student will receive a zero and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
Scope and Sequence
World History II

Module 1: The Middle Ages
Section 1: The Growth of Monarchies and Kingdoms in the Middle Ages
Section 2: Medieval Culture
Section 3: The Crusades

Module 2: The Renaissance and Reformation
Section 1: The Renaissance
Section 2: The Protestant Reformation

Module 3: The Age of Discovery
Section 1: Voyages of Exploration
Section 2: Native Civilizations of Central and South America
Section 3: Conquests and New Colonies
Section 4: Wealth, Trade, and Slavery During the Age of Discovery

Module 4: Eastern Empires
Section 1: The Mongol Empire and the Rise of Russia
Section 2: India and China
Section 3: Japan and Korea
Section 4: The Ottoman Empire

Module 5: The Age of Revolution
Section 1: The Scientific Revolution
Section 2: The Enlightenment
Section 3: The American War for Independence
Section 4: The French Revolution

Module 6: The Age of Industry, Nationalism, and Imperialism
Section 1: The Industrial Revolution
Section 2: Revolution and Nationalism in Latin American and Europe
Section 3: Imperialism

Module 7: World War I
Section 1: Introduction and Causes of the Great War
Section 2: The Great War Begins
Section 3: The Great War Ends
Section 4: The Russian Revolution

Module 8: The Great Depression and World War II
Section 1: Road to War
Section 2: World War II Begins
Section 3: World War II Ends
Section 4: World War II and the Holocaust

Module 9: The Cold War Era
Section 1: The Cold War Begins
Section 2: Communism in China and Latin America
Section 3: Conflict in the Middle East, Vietnam, and Space
Section 4: The Cold War Ends

Module 10: The Modern World
Section 1: The United States
Section 2: Europe
Section 3: Africa, Latin America, and Canada
Section 4: Asia and the Middle East