



Course Title: World History, Culture, and Geography: The Modern World

Instructor: Ms. Beth Lloyd, M.Ed

Instructor Availability: Office hours/tutoring times-3:15-4:30 Tuesday- Friday

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(Classroom) (619)263-2171 EXT: 2077 Room 77

Course Description:

The purpose of this World History course is to introduce students to the major turning points that helped shape the society that we live in today. By studying these turning points, students make connections to how past events currently influence their lives today. The outcomes of this course is to educate students about the complex history of our world, have them develop an understanding of current world issues, teach them the tools needed to problem solve by analyzing major historical events, and then having them use these tools effectively once they become an integral part of our multifaceted society.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Prerequisites: (Probably only needed for AP courses)

Course Materials: Readings, books, computer, access to internet, etc



Course Structure: This course will use a variety of texts, including multiple primary sources and secondary sources. While there will not be an assigned textbook, we may occasionally use the following text in class: Modern World History-Patterns of Interaction. McDougal Littell 2006. Students may also participate in class book studies of historical fiction and/or alternate reality historical fiction so that we can continue to grow our reading and writing skills while also considering various perspectives of historical events and time periods. Students will “think like a historian” by answering essential questions and doing research on a variety of historical themes. Students will increase their writing skills through writing essays and other quick writes (short paragraphs) that show their knowledge of a subject.

Course of Study: World History, Culture, and Geography: The Modern World

Think Like an Historian (*Length of unit - 2 WEEKS - 5 LESSONS*)

Content Standards	Learning Objectives	Key Assignments/Exams
Historical Interpretation 10.1-Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	Students will learn how to “Think Like an Historian”. They will learn a variety of techniques that will help them become History Detectives which will serve them throughout the year.	Snapshot Autobiography Timelines

Revolutions (*Length of unit-5 Weeks-12 Lessons*)

Content Standards	Learning Objectives	Key Assignments/Exams
10.1-Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual. 10.2.1-Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar,	What are the roots of democracy? What was the divine right of kings? Why did civic reformers argue for representative governments? How were enlightened ideas a break from the past?	Roots of Democracy Facebook Page Venn Diagram Rise of Democracy Quiz Divine Monarch Essay/DDQ



Thomas Jefferson, James Madison. 10.2.2- List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791). 10.2.3- Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	How did tyranny and the rule of law influence revolutionaries? What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America? How do the French and American, and Haitian Revolutions compare to one another?	Graphic Organizer Enlightenment Project Compare and contrast graphic organizer Class Debate Poster Project
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Industrialization (*Length of unit-3 Weeks- 8 Lessons*)

Content Standards	Learning Objectives	Key Assignments/Exams
10.3-Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States 10.3.2- Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison). 10.3.3-Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. 10.3.6- Analyze the emergence of capitalism as a dominant economic pattern and the	Should this era be called the Industrial Revolution? What were the results of Industrialization? How did industrial revolution affect governments, countries, and national identity in similar and different ways? How did Industrialization Affect ordinary people, families, and work? Why did socialist ideologies emerge and what were their key tenets?	Inventions Urbanization project Read excerpts of Dickens, Dreisler, Sinclair and do presentations "Isms" activity Graphic organizer Acrostic Poems



responses to it, including Utopianism, Social Democracy, Socialism, and Communism.		
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Imperialism *(Length of unit- 5 Weeks- 10 Lessons)*

Content Standards	Learning Objectives	Key Assignments/Exams
<p>10.4- Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p> <p>10.4.1- Describe the rise of industrial economies and their link to imperialism and colonialism</p> <p>10.4.2-Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p> <p>10.4.3- Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> <p>10.4.4- Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p>	<p>Why did industrialized nations embark on imperial ventures?</p> <p>How was imperialism connected with race and religion?</p> <p>How did governments in industrialized nations view overseas expansion as a means to strengthen their own global strategic position?</p> <p>What were the causes and effects of the Mexican Revolution?</p> <p>How did native people respond to colonizations?</p>	<p>Scramble for Africa</p> <p>Analyze The White Man's Burden</p> <p>Create multimedia documentaries to present to the class</p> <p>Perspective Paragraphs</p>

World War 1 *(Length of unit-6 Weeks-12 Lessons)*



Content Standards	Learning Objectives	Key Assignments/Exams
<p>10.5 Students analyze the causes and course of the First World War.</p> <p>10.5.1-Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."</p> <p>10.5.2 Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p> <p>10.5.3- Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p> <p>10.5.4- Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</p> <p>10.5.5 Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.</p>	<p>Why did The Great War become a World War?</p> <p>How was World War I a total war?</p> <p>What were the consequences of World War 1 to nations and people?</p> <p>Why did the Russian Revolution develop and how did it become popular?</p> <p>How did World War I end? What were the consequences of the postwar agreement?</p>	<p>Graphic Organizer</p> <p>Propaganda Project</p> <p>Research and Powerpoint Presentation</p> <p>Graphic Organizer</p> <p>Treaty of Versailles Simulation and Press Conference</p>

Effects of World War 1 (*Length of unit-7 Weeks-10 Lessons*)

Content Standards	Learning Objectives	Key Assignments/Exams
10.6 Students analyze the effects of the First World War.	How did the agreements dating from WWI and post-war periods	Create Map and graphic organizer



<p>10.6.1- Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.</p> <p>10.6.2-Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> <p>10.6.3- Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> <p>10.6.4- Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).</p> <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p> <p>10.7.1- Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).</p> <p>10.7.2- Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).</p>	<p>impact the map of the Middle East?</p> <p>Why does the term "lost generation" refer to those that lived through or came of age during these years?</p> <p>How did the post-World War I world order contribute to the world-wide economy?</p> <p>Why did communism and fascism appeal to Europeans in the 1930's?</p> <p>What were the key ideas of communism and how were these ideas translated on the ground?</p> <p>Students will read and analyze George Orwell's Animal Farm to acquire deeper insights to this period.</p>	<p>Debate</p> <p>Research project and presentation</p> <p>Graphic organizer</p> <p>Venn Diagram</p> <p>Read primary documents and do a DBQ</p> <p>Animal Farm Puppets Animal Farm Essay</p>
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10.7.3-Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits		
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World War II (*Length of unit-4 Weeks-7 Lessons*)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>10.8 Students analyze the causes and consequences of World War II.</p> <p>10.8.1-Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</p> <p>10.8.2-Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p> <p>10.8.3-Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</p> <p>10.8.4- Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</p>	<p>Why was the death toll so high during World War II?</p> <p>What were the key goals of Axis and Allied power?</p> <p>How did technology affect World War II?</p> <p>How was the Holocaust carried out?</p> <p>How was the war mobilized on different fronts?</p>	<p>Graphic Organizer comparing and contrasting German, Italian and Japanese attempts to expand their empire</p> <p>Use primary sources and secondary sources to back up claims and give evidence</p> <p>Research paper and presentation</p> <p>Battles Graphic Organizer</p> <p>Graphic Organizer - Powerpoint presentation</p>



<p>10.8.5- Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p> <p>10.8.6.- Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p>		<p>Holocaust Simulation</p> <p>Variety of Review Games</p> <p>Holocaust Reflection Essay</p>
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Cold War *(Length of unit-2 Weeks- 8 Lessons)*

Content Standards	Learning Objectives	Key Assignments/Exams
<p>10.9 Students analyze the international developments in the post-World War II world.</p> <p>10.9.1-Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p> <p>10.9.2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p> <p>10.9.3-Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of</p>	<p>How did the Cold War Develop?</p> <p>How was the Cold War waged all over the world?</p> <p>How did former colonies respond to the Cold War and liberation?</p> <p>How and why did the Cold War end?</p>	<p>Graphic Organizer comparing and contrasting capitalistic-democratic United States and the communist-authoritarian Soviet Union</p> <p>Student led Yalta Press Conference Simulation</p> <p>Graphic Organizer comparing and contrasting the Marshall Plan, the Truman Doctrine and the Warsaw Pact</p> <p>Research project in which students study in depth one "hot spot" in the Cold War</p> <p>Cold War Blueprint assignment</p>



<p>Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p> <p>10.9.7- Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p>		
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Globalization (*Length of unit-2 Weeks- 4 Lessons*)

Content Standards	Learning Objectives	Key Assignments/Exams
10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.	<p>How has globalization affected people, nations, and capital?</p> <p>How has the post-Cold War world and globalization facilitated extremist and terrorist organizations?</p>	Graphic Organizer Map

Course Specific Student Expectations:

What do you expect of your students?

- Attendance Expectations/Missing Work-Students have a rigorous year ahead of them. It is of utmost importance that students communicate with the teacher when there is an absence. All missing work will be available for students the day following the absence, and will need to be made up during tutoring hours or for homework. Unexcused tardies will result in detention. Parents will be notified in the event that detention is assigned.
- Tardy Policy- All students are expected to be on time for class. Students will be given a detention for the time they miss due to being tardy. Parents will be called when a detention is being assigned. All detentions will be served after school.
- Late work policy- All students are expected to turn in homework and projects on time. Penalties will be assessed for each day late.



Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)



Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
 - Student name: "Sammy Gompers"
 - Teacher name: Ms. Teacher
 - Course name, period: English I, Period 3
 - Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th



- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

