

a-g World History

TRANSCRIPT TITLE/ COURSE CODE

a-g World History A 3E1003

a-g World History B 3E9005

COURSE DESCRIPTION

In this course students will study major turning points that shaped the modern world. Students will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students will extrapolate from their American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Student will consider multiple accounts of events in order to understand international relations from a variety of perspectives. Students' capacity to think analytically and critically will be challenged through examination of civic values as they expressed through national identity, heritage, and citizenship. (Source: based on California History - Social Science Content Standards).

PREREQUISITES: None.

REQUIRED TEXTBOOK: WORLD HISTORY: MODERN TIMES; CALIFORNIA EDITION, 2006; Glencoe McGraw Hill

SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

A minimum of 4 primary documents

A minimum of 2 preapproved biographies/autobiographies related to the historical periods being covered.

COURSE PURPOSE

Students will:

- master the California History - Social Science content standards addressed in this course.
- connect national issues to their study of world history.
- interpret and apply data from original documents.
- develop an understanding of the impact past events have on the world today.
- develop their critical thinking skills and effectively use analytical skills of evaluation, cause and effect, compare and contrast
- effectively use and develop their writing and research skills.
- become more informed citizens of the world.

COURSE OUTLINE

THE WORLD BEFORE: Modern Times (3000 B.C. - 1800)

CA History - Social Science standards: WH10.1, WH10.2

- The Legacy of the Ancient World (3000 B.C. - 1600) - The first civilization, the civilization of the Greeks, Rome and the rise of Christianity, new patterns of civilization, world religions.

- Revolution and Enlightenment (1600 - 1800) - The Glorious Revolution, The Enlightenment, the American Revolution, World Languages
- The French Revolution and Napoleon (1789-1815) - The French Revolution begins, radical revolution and reaction, the Age of Napoleon

AN ERA OF EUROPEAN IMPERIALISM (1800 - 1914)

CA History - Social Science standards: WH10.2, WH10.3, WH10.4, WH10.5

- Industrialization and Nationalism (1800 - 1870) - The Industrial Revolution, reaction and revolution, national unification and the national state, culture: romanticism and realism
- Mass Society and Democracy (1870 - 1914) - The growth of industrial prosperity, the emergence of mass society, the national state and democracy, toward the modern consciousness
- The Height of Imperialism (1800 - 1914) - Colonial rule in Southeast Asia, empire building in Africa, British Rule in India, nation building in Latin America
- East Asia Under Challenge (1800 - 1914) - The decline of the Qing Dynasty, revolution in China, rise of Modern Japan

THE TWENTIETH CENTURY

CA History- Social Science standards: WH10.5, WH10.6, WH10.7, WH10.8, WH10.9)

- War and Revolution (1914 - 1919) - The road to World War I, the war, the Russian Revolution, end of the war
- The West Between the Wars (1919 - 1939) - The futile search for stability, the rise of dictatorial regimes, Hitler and Nazi Germany, cultural and intellectual trends
- Nationalism Around the World (1919 - 1939)- Nationalism in the Middle East, nationalism in Africa and Asia, revolutionary chaos in China, nationalism in Latin America
- World War II (1939 - 1945) - Paths to war, the course of World War II, the New Order and the holocaust, the home front and the aftermath of the war

TOWARD A MORE GLOBAL CIVILIZATION

CA History - Social Science standards: WH10.9, WH10.0, WH10.11)

- Cold War and Postwar Challenges (1845-1970) - Development of the Cold War, the Soviet Union and Eastern Europe, Western Europe and North America
- The Contemporary Western World (1970 - present) - Decline of the Soviet Union, Eastern Europe, Europe and the United States, western society and culture
- Latin America (1945 - Present) - General trends in Latin America; Mexico, Cuba, and Central America; the nations of South America
- Africa and the Middle East (1945-Present) - Independence in Africa, conflict in the Middle East, the challenge of terrorism
- Asia and the Pacific (1945 - Present) - Communist China, independent states in South and Southeast Asia, Japan and the Pacific
- Challenges and Hopes for the Future - the challenges of our world, global visions

WRITING ASSIGNMENTS -

Students will complete a minimum of one Writing Support, one Critical Thinking, Writing about History, and/or one Reading Strategy writing assignment for each section of the required textbook.

Examples from Unit One follow:

- Writing Support: (Expository Writing) Write a one-page essay agreeing or disagreeing with the ideas advanced by the Physiocrats and Adam Smith on laissez-faire economics.
- Critical Thinking writing assignment: (Comparing and Contrasting) Write a paragraph comparing and contrasting the beliefs of the Roman state religion with the beliefs of Christianity.
- Writing about History: (Persuasive Writing) Compose a letter to Oliver Cromwell. Using examples from history, attempt to convince him that winning the support of the people is important and give him specific suggestions of how to do it.
- Reading Strategy writing assignment: Use the library &/or internet sources to research the economic policies of the major political parties in the United States. Write a paragraph explaining with which party you think Adam Smith would have been most comfortable?

Students will read, examine, and write an analysis of a minimum of 2 primary documents each semester. Students will demonstrate an understanding of how the primary documents were important to the period of history that is being studied and their impact on our world today.

Students will read a minimum of 2 biographies/autobiographies (1 per semester) about people who lived in the period of history covered. Students will write book reports/reviews on each selection. Students will demonstrate their ability to think critically as historians. The choice of selections will be preapproved by an Education Specialist (ES) &/or Subject Matter Expert (SME).

Students will complete writing assignments at the end of each section and chapter. Examples from chapter 1 follow:

- You are a Roman patrician who wants to become a senator. Write a campaign speech explaining how you are qualified and what duties you know you must perform.
- Propaganda is the spreading of information to help or hurt a cause. How does the decree of universal mobilization quoted on page 223 fit the definition of propaganda? Support your argument in an essay.
- Was Napoleon an enlightened ruler or a tyrant? Write a paper supporting your view. Be sure to include pertinent information about Napoleon's Civil Code.

Topical Reports: Students will complete 2 topical reports (1 per semester). A topical report examines a topic/ issue related to one of the major periods of world history being address in the course. This project will consist of a 3-5 page narrative, a bibliography including 2 primary source documents and at least two online resources. A map showing the geographic area and/or a timeline may be included if appropriate. Students will select and define their topic/ thesis, defend their hypothesis with solid evidence. A rubric will be designed by the student. The topic and rubric will be preapproved by an Education Specialist (ES) &/or Subject Matter Expert (SME).

KEY ASSIGNMENTS Key assignments include:

- Students will read, examine, and write an analysis of a minimum of 2 primary documents each semester.

Students will demonstrate an understanding of how the primary documents were important to the period of history that is being studied and their impact on our country today

- Students will read a minimum of 2 biographies/autobiographies (1 per semester) about people who lived in the period of history covered. Students will write book reports/reviews on each selection. Students will demonstrate their ability to think critically as historians. The choice of selections will be preapproved by an Education Specialist (ES) &/or Subject Matter Expert (SME)

- Students will complete a topical paper examining an issue related to one of the major periods of American history addressed in the course. (details above)

- Students will complete a minimum of one Critical Thinking, Writing Support, Writing About History, &/or Reading Strategy Activity per section. (details in Writing Assignments above)

- Students will complete text-based end-of-section assessment and end-of-chapter Assessment and Activities.

Examples End-of-Chapter Assessment and Activities follows (Unit 1):

- CHECKING FOR UNDERSTANDING:

VOCABULARY - Define: Philosophe, evidence, affect, deism, separation of powers concept, social contract, laissez-faire, salon

PEOPLE - Identify: Isaac Newton, Voltaire, Montequieu, Rousseau, Adam Smith, Cesare Beccaria, Denis Diderot, Mary Wollstonecraft

PLACES- Locate: Paris, London

- REVIEWING BIG IDEAS - Explain the influence of Isaac Newton and John Locke on Enlightenment thinkers

- CRITICAL THINKING

HISTORICAL ANALYSIS (Connecting Ideas) - What did Rousseau mean when he stated that, if any individual wants to pursue his own self-interest at the expense of the common good, "He will be forced to be free"?

SUMMARIZING INFORMATION - Create a diagram to identify factors that helped spread Enlightenment ideas throughout Europe.

ANALYZING VISUALS - Describe the scene in the painting on page 182, which portrays Thomas Jefferson, Benjamin Franklin, and John Adams drafting the Declaration of Independence. Does the scene suggest the seriousness of what they were doing?

- WRITING ABOUT HISTORY: Persuasive Writing - Mary Wollstonecraft argued that women are entitled to the same rights as men. In an essay, present an argument for today's audience on the same issue, using evidence and logic.

- Students will complete a test &/or project at the end of each unit. (descriptions follow).

Projects: Student projects will demonstrate student knowledge/ understanding and include, but are not limited to: creating a PowerPoint presentation, diorama, travel brochure (designed to entice tourists to visit one of the countries you study); develop a newspaper article reporting on a major events; etc.

Projects must be preapproved by the Education Specialist (ES) &/or Subject Matter Expert (SME).

Unit Test: Unit Tests will be proctored by an Education Specialist (ES).
Unit tests questions will include short answer as well as essay questions.

- Students will take a cumulative final exam at the end of each semester. The final exam will include short answer and essay questions and be proctored by the Education Specialist (ES).

INSTRUCTIONAL METHODS AND/OR STRATEGIES

Instructional methods include, but are not limited to, the following:

Direct Instruction

Teacher demonstration

Guided practice

Multimedia presentations

Discussion

Primary and secondary sources

Maps, tables, and charts

Political cartoons

Related literature selections

Research projects

Student-directed personal study utilizing Text resources and internet research

Student presentations

Regular access to a Subject Matter Expert (SME)

ASSESSMENT METHODS AND/OR TOOLS

Methods by which student progress is assessed will be through a variety and/or combination of methods.

The methods available include, but are not limited to, the following:

- Review of work by Education Specialist (credentialed teacher) and Subject Matter Expert (SME)

- Portfolios

- Observation of student

- Discussions with student

- Student demonstrations

- Student work samples

- Student projects

- Written Examinations

- Regular access to a Subject Material Expert (SME)