

World History and Geography

Instructor: Erin Becker

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Grade: 9th-12th

Course Description: Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world.

Units:

Unit 1: **Age of Revolution (1750-1850)**

Unit 2: **The Industrial Revolution (1750s-1900s)**

Unit 3: **Nationalism and Imperialism (1850-1914)**

Unit 4: **WWI through the Great Depression (1910s-1930s)**

Unit 5: **Rise of Totalitarianism and WWII (1930s-1945)**

Unit 6: **Cold War (1945-1991)**

Unit 7: **Creation of New States and Decolonization (1940s-1980s)**

Unit 8: **Understanding the Contemporary World (1980-present)**

Social Studies Practices:

Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

SSP.01: Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork)
- Field observations/landscape analysis
- Artifacts
- Media and technology sources

SSP.02: Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas

- Discern differences between evidence and assertion
- Draw inferences and conclusions
- Recognize the author's purpose, point of view, and potential bias
- Assess the strengths and limitations of arguments

SSP.03: Synthesize data from a variety of sources in order to:

- Establish accuracy and validity by comparing sources to each other
- Recognize disparities among multiple accounts
- Frame appropriate questions for further investigation

SSP.04: Construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
- Illustrate cause and effect
- Predict likely outcomes
- Devise new outcomes or solutions

SSP.05: Develop historical awareness by:

- Recognizing how and why historical accounts change over time
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction
- Identifying patterns of continuity and change over time, making connections to the present

SSP.06: Develop geographic awareness by:

- Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)
- Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity
- Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena
- Examining how geographers use regions and how perceptions of regions are fluid across time and space
- Analyzing interaction between humans and the physical environment

Classroom Policies and Expectations:

- 1. Follow the 3 R's: Respect Ms. Becker, others, and yourself.**
- 2. Raise your hand for permission.**
- 3. Be an engaged learner.**
- 4. Phones and electronics stay put away.**
- 5. Be on time.**

Grading Scale:

Unit Tests and Projects: 30%

Participation: 20%

Classwork: 20%

Quizzes: 15%

Midterm/Final: 15%

Assessments: Each unit will have at least one unit test depending on the size of the unit. Some units are larger than others. Quizzes will be every couple of weeks. I will let students know at least one week in advance for quizzes and at least two weeks in advance for tests. There will be a midterm in December and a Final in May.

Participation: Participation is key to showing me that students understand what we are learning in class. Every day students will get a bell ringer from the board that they will write on a piece of notebook paper. At the end of the week, students will turn in that bellringer for a participation grade.

Classwork: All work will be completed in class during class time. If students do not complete work during class, in the time allotted, it will be assigned as homework so students can adhere to the determined deadlines.

Late Assignments: Students will have one week to turn in any assignments not completed in class. After one week, students will lose 5% every day until turned in or completed work will be a 60%. Late assignment grades are up to the teacher's discretion.

Absence: Students have up to how many days they were absent to turn in any homework that is due. So, if a student was absent for two days, they have two days to turn in any assignments that were assigned during their absence. **If a student misses a quiz or test, we will discuss how to make those up but must be made up AS SOON AS POSSIBLE!** If a student is caught skipping class on a quiz/test day, they will be given an alternative assignment at the teacher's discretion.

Electronics: **I should not see any phones, AirPods, or other electronics UNLESS I have granted permission. The school provides a laptop for students, so there is no reason to have cell phones and other electronics out during class.**

First offense: A warning.

Second offense: Student will put their phone in "Phone Jail" until the end of class.

Third offense: The phone will be turned into the office and parents will have to pick up the device from the office.

You MAY NOT take any pictures or videos of me without my consent as it is a violation of my privacy.

Bathroom and Vending Machine: Students need to use the bathroom and go to the vending machine **BEFORE** the bell rings. If students are not in the classroom by the time the bell rings, they will be marked late.

Classroom Materials:

Textbook: *World History: The Modern Era*. Pearson, 2016. (Provided by CHS).

Workbook: *Reading and Note Taking Study Guide*. Pearson Savvas. (Provided by CHS).

Laptop and charger (Provided by CHS).

3 Ring Binder.

Spiral Bound Notebook.

Pens and/or pencils. I will provide as much as I can.

Parents/Guardians and Students must sign below to acknowledge you have received and read this syllabus.

X _____

Parent/Guardian Signature

X _____

Student Signature