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|  |  | 2013-2014 |
| The SAE  World History |  | Instructor: Mr. Romero  Twitter: @MrRomeroSAE Tumblr: http://worldhistorysae.tumblr.com/ E-Mail: [jromero@thesae.k12.ca.us](mailto:jromero@thesae.k12.ca.us) **Tutoring Hours: Mon/Thr 3:10 – 4:10** |
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| Overview Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. You 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. You will extrapolate from the 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 current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives Goals During the next nine months, we will become detectives, explorers, and problem-solvers as we travel through the History of the World! We will uncover the mysteries of the past through a series of projects, assignments, Powerpoints and discussions. Looking at history is essential if you are going to understand what is going on in our world today.  During this year, we will explore what incidents lead us to the answer for these questions and much more.  We will discover how individual stories and narratives are combined to create an overall story for this nation.  We will not just learn Who, Why and What; we are going to look at the all the stuff in between. Course Objectives The purpose of this course is to provide an understanding of the modern world history. Students will study the major events in the modern history, analyze their causes and effects on the world, and explore the roots of current world affairs. Upon completing this course the student will be able to:  • Explain large-scale and long-term historical developments of regional, interregional, and global scope  • Explain the major causes of both World Wars  • Identify major events and influential figures, and assess their impact on current international affairs  • Reflect upon choices humans have made in the past and consider how choices made today may affect the future California State Standards **10.1 Origins of Western Political Thought**  A. Influence of Ancient Civilizations  B. Enlightenment Thinkers  **10.2 Effects of the Glorious Revolution of England, American Revolution, and French Revolution on the political expectations for self government and individual liberty.**  A. Glorious Revolution: Principles and Milestones  B. American Revolution: Character and Significance  C. French Revolution: Constitutional Monarchy to Democratic Despotism  D. Napoleon: Empire and Significance  E. Restoration of Conservatism  F. Nationalism and Revolutions of 1848  **10.3 The Effects of the Industrial Revolution in England, France, Germany, Japan and the U. S.**  A. Why England was First to Industrialize  B. Inventions and Change  C. Population Changes and Urban Growth  D. Social Changes and Labor  E. Industrial Revolution and Global Commerce  F. Capitalism and Its Responses  G. Germany & Italy Form Nations  H. Emergence of Romanticism  **10.4 Era of New Imperialism: Patterns of Global Change**  A. Causes of Imperialism  B. Locations of Colonial Rule  C. Views of Imperialism: Colonizers v. Colonized  D. Independence Struggles of Colonized Regions  E. Turn of the Century and Gathering Clouds of World War I  **10.5 Causes and Course of the First World War**  A. Causes of World War I  B. Major Battles, Turning Points and Geographic Factors  C. Nature of War & Human Costs of War  D. Human Rights Violations  **10.6 Effects of the First World War**  A. Aims and Roles of World Leaders: Wilson’s Fourteen Points & Treaty of Versailles  B. Effects of the War and Treaties on Political Borders: Shifts in Power  C. Effects of the War and Treaties on the Population and Economy  D. Disillusionment with Prewar institutions, Authorities and Values  **10.7 Rise of Totalitarian Governments after World War I**  A. Causes and Consequences of the Russian Revolution  B. Rise of Stalin: Effect on Soviet Life  C. Rise of Aggression and Totalitarian Regimes in Germany and Italy  **10.8 Causes and Consequences of World War II**  A. German, Italian and Japanese drives for Empire in the 1930s  B. Role of Appeasement, Isolationism and Domestic Distractions in Europe and the U.S.  C. Major Battles and Turning Points of World War II  D. Major Political, Diplomatic and Military Leaders  E. Nazi Policy of Racial Purity: Holocaust  F. Human Costs of War  **10.9 International Developments in the Post World War II**  A. Power Shifts Caused by World War II  B. Causes of the Cold War  C. Truman Doctrine and Marshall Plan and Resulting Economic and Political Competition in Korea, Cuba, and Vietnam  D. Chinese Civil War and Rise of Mao Tse Tung  E. Soviet Satellites Fight for Freedom: 1950s-1980s  F. Nationalism in the Middle East and the Rise of Israel  G. Collapse of the Soviet Union  H. Establishment of the United Nations and NATO, SEATO, OAS and Warsaw Pact  **10.10 Nation-Building in the Contemporary World**  A. India and Pakistan  B. Africa  C. Latin America  **10.11 Integration of Countries into the World Economy and Information, Technological and Communication Revolutions**  A. The Global Village  B. Forces for Integration and Disintegration on the Post Cold War World  C. Common Themes of Human History  D. Continuation of Democratic Ideas Evaluation Final Course Mark Grade Scale for Mastery Learning Final grades are determined by the percent of standards that are mastered, not by the average grade of assignments completed. Because each assignment is evaluated using 4 points (possibly with .5 increments) the percentage scale for the final course mark then changes to more closely match that students must be proficient in at least some standards in order to be prepared to move to the next level of the course or to be college-ready (in other words, to receive a C). This is why the percentage value for a C or better begins at 55%. In order for a student to get an average of 55% or better across all the standards in the course, they must receive a 2.5 or 3 (Approaching Proficient or Proficient) on some of the standards. A student who is scoring only 2 out of 4 on all standards rubrics in the course is only at a Basic level, which means that they have not yet mastered enough of the skills or knowledge to move on to the next level of course work and/or be successful in college.  Final Course Mark Percentage Bands   |  |  | | --- | --- | | A | 85-100% | | B | 70-84% | | C | 55-69% | | No Credit (Fail) | 0-54% |   The SAE does not allow a D to be used as a final course mark because we are a college preparatory school and a D is not an acceptable grade for college preparatory course work.   A Note on Quarterly Progress Reporting for Mastery Learning Please note that in the Mastery Learning model, a student’s grade shows the level of Mastery they have achieved on specific standards in that content area. It is NOT necessarily an indication of how hard a student is working or how well they behave in class. If a student is failing (below 55%) for the overall course at the quarter, please refer to the individual progress report or grade book entries from that teacher in the online portal to see which standards the student needs more practice or help with during tutoring. (If you have trouble accessing the online portal, please call The SAE main office for assistance.) Because the course is only half over at the quarter progress report, it is entirely appropriate that the student may not yet have a passing grade. Mastering knowledge and skills happens over time with many opportunities for application and practice. Students will have multiple opportunities to retake assessments and therefore show their mastery of skills and knowledge as the semester continues.  We know that this change is a major shift in traditional grading practices. However, this change was made because of research-based studies that show how this model hugely improves student success in high-school and preparation for college. Classroom Policies  * You must be in the classroom when the bell rings or you are late to class. You will have three minutes at the beginning of every class to get necessary materials, including any handouts, pens, paper, and class notebook. If you are late to our class or not in your seat once the prep time is over you will receive a 15-minute after school detention served that day. * Cell Phones and Music Devices are NOT ALLOWED in our classroom unless we are using them for class work such as research or class activity. * Food is NOT ALLOWED. If you have any food while in class, you will be asked to dispose of food and be issued a time to come and clean room. Bottled water is allowed. * Only one student is allowed out of class at a time to use the restroom. I will never deny your right to go to the restroom, however, please do not abuse this. You must take a hall pass. * Respect everyone in the class. Our class will discuss many social science subjects that may be controversial or topics you may not agree with. You have the right to believe what you think is correct. My class follows the “freedom of speech” rule. You have the freedom to speak your mind as long as it does not endanger or offend anyone else in the class.  Introduction My name is Gabe Romero and I am your child’s teacher for World History at the SAE. I graduated from University of California, Davis in 1995 and received my teaching credential from the University of La Verne in 2010. This is my first year at the SAE and I am excited to join this fantastic community of learners! I have taught in the Chaffey Joint Union High School district since 2011. Before I began my career as a teacher, I worked as an Investment Advisor for Washington Mutual and a Flight Attendant for United Airlines.  Over the next 10 months, I hope you will share with me any questions or concerns you may have as we move forward to insure your child’s success.  The student must have a college ruled notebook for this class, which is to be used ONLY for this class.  This will help keep your child organized and prepared. If your child currently does not have a notebook dedicated for my class, please make sure they have one by Thursday 8/19/13. Students will be expected to bring the notebook to class daily.  I will be using Twitter and Tumblr to post assignments weekly. I will be uploading documents, assignments, and worksheets to these sites so if ever your child is absent they can easily get the work they missed.  http://Twitter.com/mrromerosae  http://romerohistory.tumblr.com  Sincerely,  Mr. Romero  ---------------------------------------------------------------------------------------------------------------------------------------------------------------  Please bring this page filled out with you to the next class.  Parent/Guardian Contact Information  Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Phone:  Home\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Best time to reach you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Cell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred phone number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Preferred Language of Communication: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are the main strengths that your child brings to our classroom?  What are some weaknesses that you think I need to be aware of in order to ensure your child’s success in  my class?  The instructor reserves the right to make additions, changes, and deletions to the syllabus during the course of the year.  By signing this form, I acknowledge that I have read and understood everything in this Syllabus and agree to abide by all the rules, expectations and policies outlined in it.  STUDENT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  STUDENT SIGNATURE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  PARENT/GUARDIAN NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  PARENT/GUARDIAN SIGNATURE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  TEACHER NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  TEACHER SIGNATURE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Mandatory Materials The following materials are required:  --Black/Blue Pen  --College Ruled Notebook  --Glue stick (you will glue all your homework, assignments and handouts into your notebook) Important Dates Holidays  Labor Day 9/02. Veteran’s Day 11/11. Thanksgiving Break 11/25-11/29. Student Winter Break 12/19-1/3. MLK Holiday 1/20. President Days 2/17-2/18. Spring Break 3/24-3/28. 5/2. Memorial Day 5/26  Finals  First Semester. 12/17-12/18  Second Semester. 6/4-6/6 |