

**Jefferson County High School
Course Syllabus**

A. World History and Geography

B. Social Studies Department

C. Course Description Students will study the history of humankind with a more concentrated focus from the Age of Revolution to present day. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical content.

D. Grade Term 2016 - 2017

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook World History and Geography: Modern Times

H. Other Required Reading

- a. Animal Farm
- b. Various Primary and Secondary Source Documents

I. Other Resources

- a. Odysseyware
- b. Online Textbook Resources

J. Major Assignments

- a. Group and Individual Research Projects
- b. Writing Assessments
- c. Benchmark Assessments

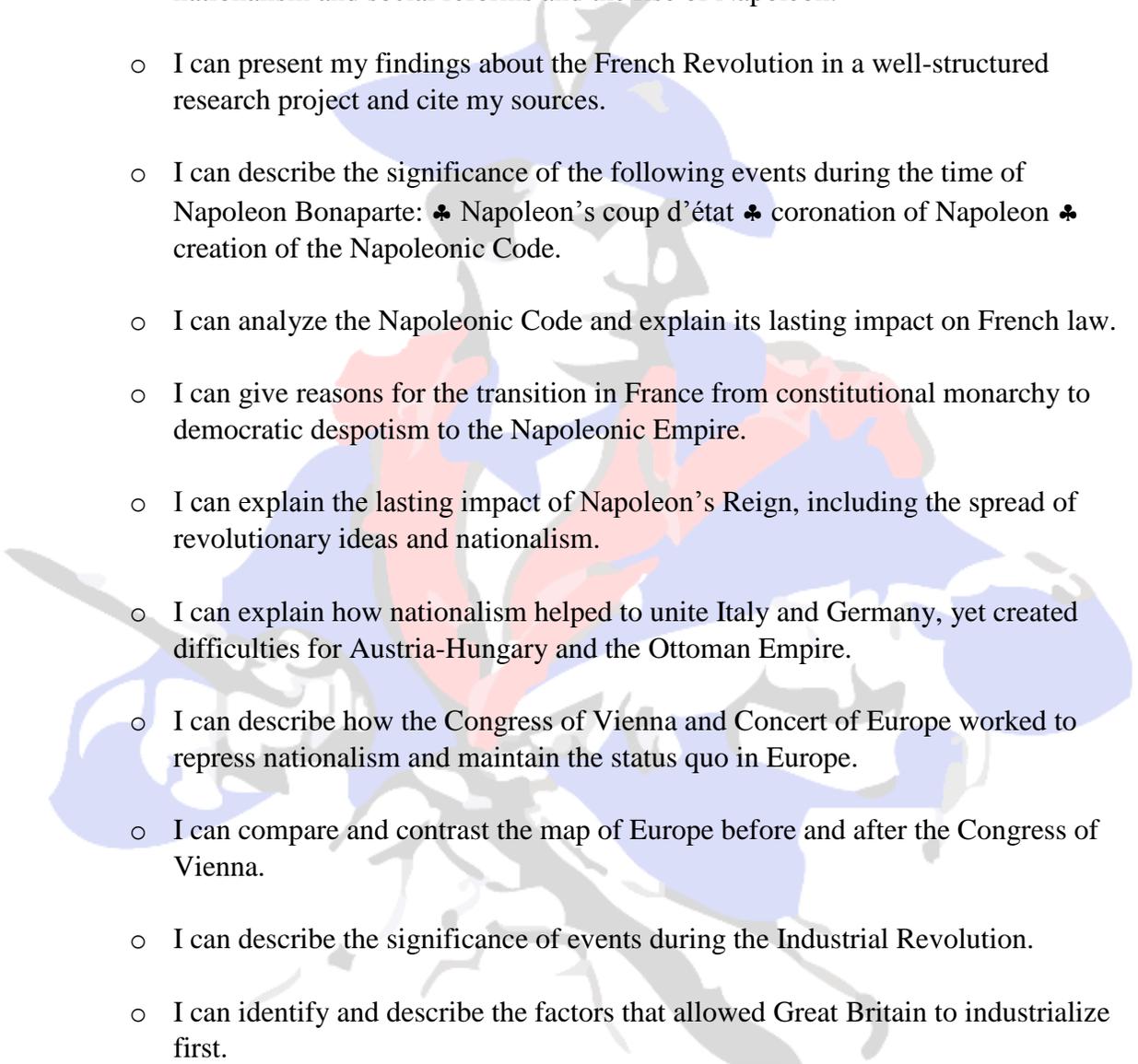
K. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor
- d. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

L. Field Trips Any scheduled field trip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

M. Standards & Objectives (Term 1)

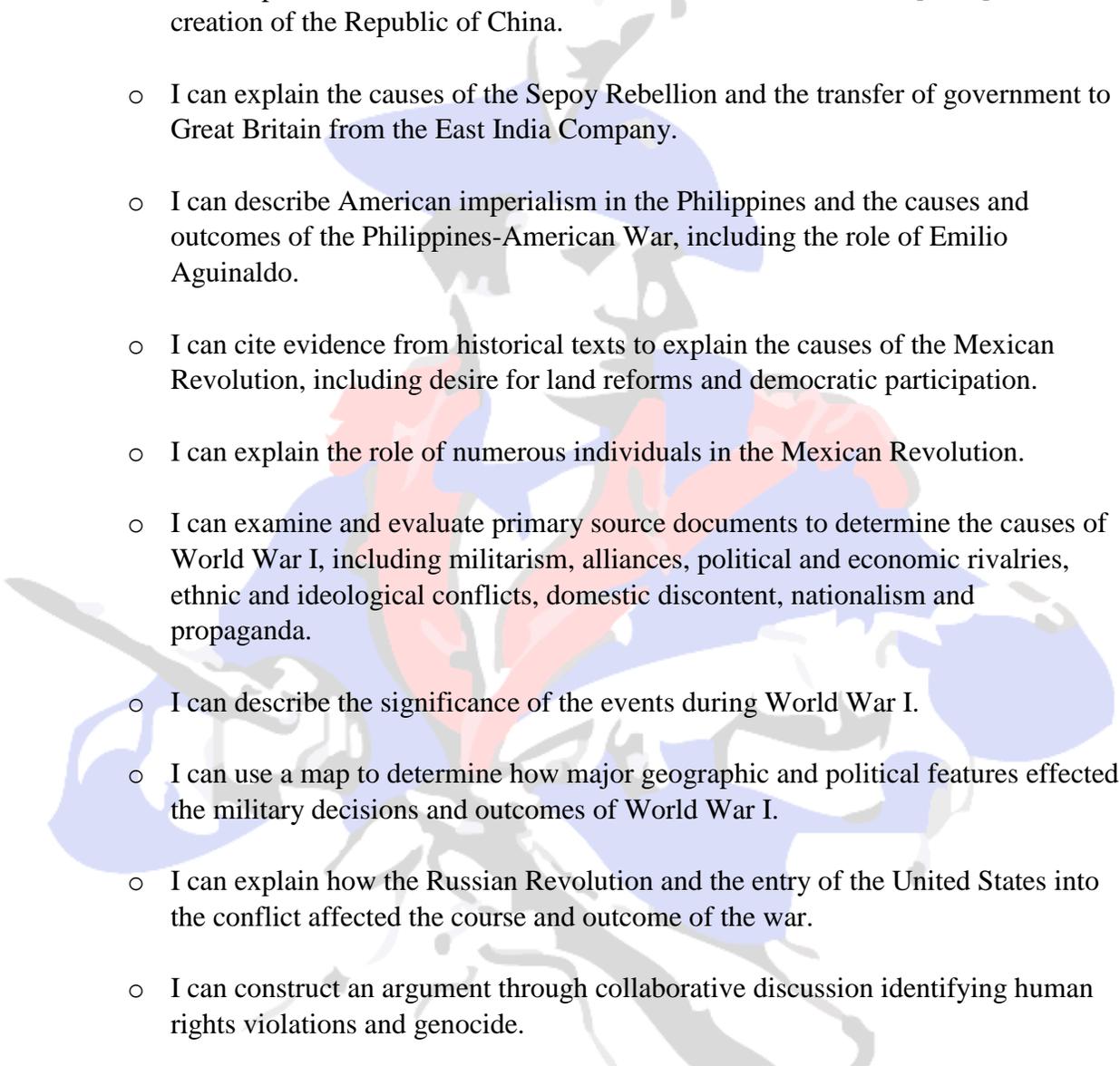
- I can identify the causes of the Enlightenment, including emphasis on human reasoning.
- I can describe the intellectual contributions of the following individuals and cite textual evidence from their writings.
- I can use textual evidence to show how the ideas of the Enlightenment influenced democratic revolutions in England, the United States, France and Latin America.
- I can explain how the ideas of the Magna Carta influenced subsequent government documents.
- I can describe John Locke's Social Contract Theory using examples from the Declaration of Independence.
- Using primary sources, I can determine the causes of the French Revolution, including the influence of Enlightenment ideas, influence of the American Revolution, financial troubles and inequalities of the Three Estates, corrupt government and Estates General.
- I can identify the major contributors to the French Revolution.
- I can discuss the similarities and differences between the Declaration of the Rights of Man and The Declaration of Independence using textual evidence to support my findings.

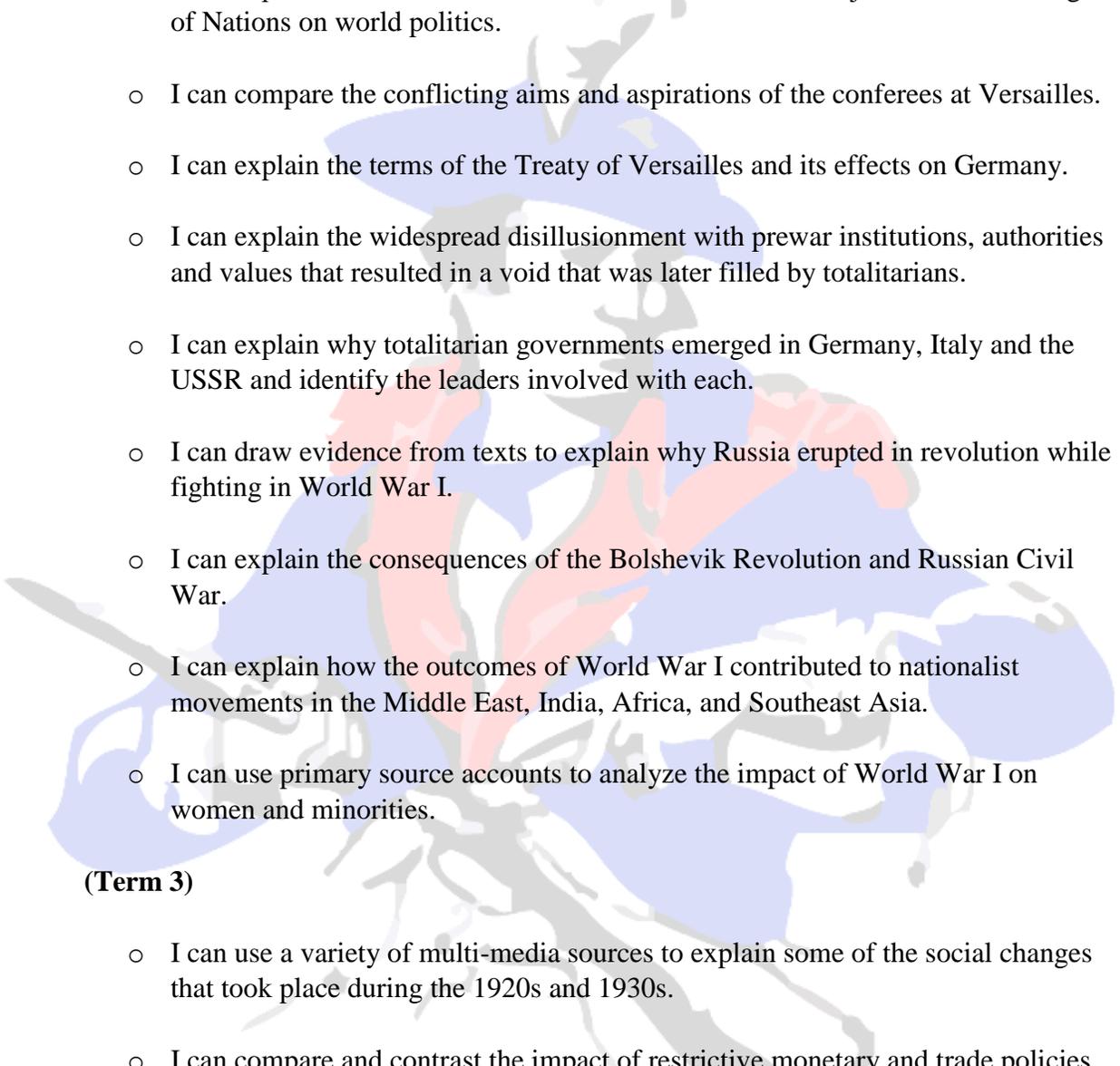
- 
- I can describe the significance of the following events during the French Revolution: ♣ The Tennis Court Oath ♣ Storming of the Bastille ♣ signing of the Declaration of the Rights of Man and of the Citizen ♣ execution of Louis XVI ♣ Reign of Terror ♣ the rise and fall of Napoleon
 - I can use informational texts to determine the effects of the French Revolution, including the end of the absolute monarchy of Louis XVI, the spread of nationalism and social reforms and the rise of Napoleon.
 - I can present my findings about the French Revolution in a well-structured research project and cite my sources.
 - I can describe the significance of the following events during the time of Napoleon Bonaparte: ♣ Napoleon's coup d'état ♣ coronation of Napoleon ♣ creation of the Napoleonic Code.
 - I can analyze the Napoleonic Code and explain its lasting impact on French law.
 - I can give reasons for the transition in France from constitutional monarchy to democratic despotism to the Napoleonic Empire.
 - I can explain the lasting impact of Napoleon's Reign, including the spread of revolutionary ideas and nationalism.
 - I can explain how nationalism helped to unite Italy and Germany, yet created difficulties for Austria-Hungary and the Ottoman Empire.
 - I can describe how the Congress of Vienna and Concert of Europe worked to repress nationalism and maintain the status quo in Europe.
 - I can compare and contrast the map of Europe before and after the Congress of Vienna.
 - I can describe the significance of events during the Industrial Revolution.
 - I can identify and describe the factors that allowed Great Britain to industrialize first.
 - I can use textual evidence to define capitalism as described by Adam Smith in The Wealth of Nations and explain why mercantilism was replaced by capitalism.

- I can write an informative piece analyzing reasons for the emergence of new economic ideas in response to capitalism during the Industrial Revolution, including utopianism, social democracy, socialism and communism.
- I can compare and contrast capitalism, socialism and communism, including the formation, basic ideas and type of supporters of each one.

(Term 2)

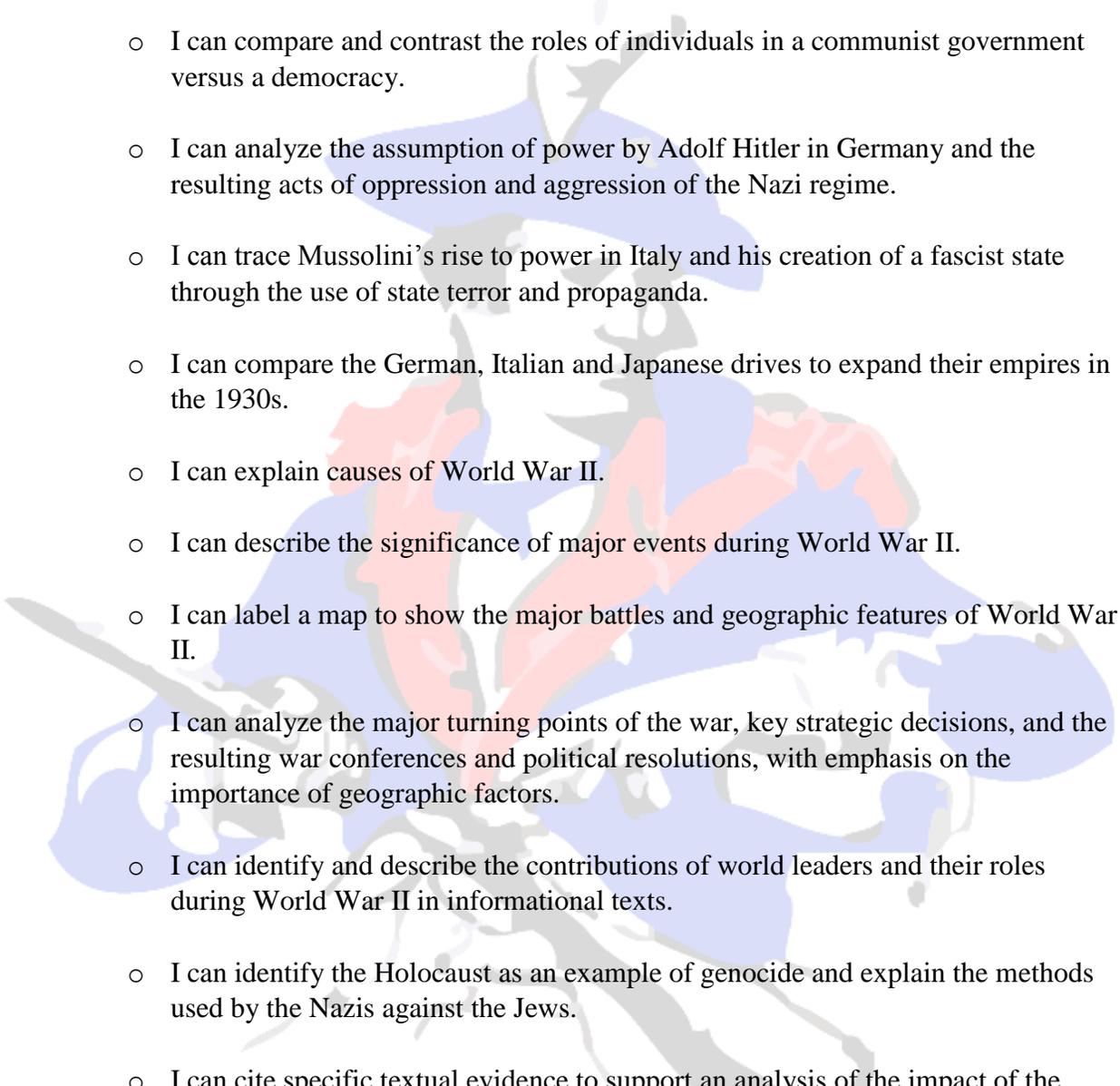
- I can use examples from multiple sources to demonstrate the shift from Classicism to Romanticism in Europe.
- I can evaluate the work of Charles Dickens as a tool for social criticism during the Industrial Revolution.
- I can describe the importance of steam power, electricity, the railroad, interchangeable parts, and the assembly line to the success of an industrialized economy.
- I can list major inventions and their inventors and explain their impact on society.
- I can use primary sources to analyze the evolution of work and labor.
- I can discuss some of the outcomes of the Industrial Revolution.
- I can explain the events that led to the unification of Italy and the role of Italian nationalists.
- I can explain the events that led to the unification of Germany and the actions of Otto van Bismarck, including “blood and iron” and realpolitik.
- I can cite textual evidence to support my conclusions about the causes of imperialism.
- I can explain how Africa was partitioned between the various European nations at the Berlin Conference and the impact colonization had on the indigenous peoples.
- I can analyze the impact of political, social and economic changes occurring in Japan under Meiji.
- I can explain Japan’s growing role in international affairs, including imperial conquest.

- 
- I can use and compare historical maps to describe the progression of imperial claims on the African continent.
 - I can describe the struggles of different colonized regions in Africa to remain independent.
 - I can explain the role of Sun Yat-sen and the Xinhai Revolution [1911] in the creation of the Republic of China.
 - I can explain the causes of the Sepoy Rebellion and the transfer of government to Great Britain from the East India Company.
 - I can describe American imperialism in the Philippines and the causes and outcomes of the Philippines-American War, including the role of Emilio Aguinaldo.
 - I can cite evidence from historical texts to explain the causes of the Mexican Revolution, including desire for land reforms and democratic participation.
 - I can explain the role of numerous individuals in the Mexican Revolution.
 - I can examine and evaluate primary source documents to determine the causes of World War I, including militarism, alliances, political and economic rivalries, ethnic and ideological conflicts, domestic discontent, nationalism and propaganda.
 - I can describe the significance of the events during World War I.
 - I can use a map to determine how major geographic and political features effected the military decisions and outcomes of World War I.
 - I can explain how the Russian Revolution and the entry of the United States into the conflict affected the course and outcome of the war.
 - I can construct an argument through collaborative discussion identifying human rights violations and genocide.
 - I can explain the nature of the war and its human costs [military and civilian] on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare.
 - I can explain the belief that the “Great War” would end all wars, list, and discuss the impact of new weapon technologies that appeared in World War I.

- 
- I can explain outcomes and global effects of World War I.
 - I can use various historical accounts to analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points.
 - I can explain the causes and effects of the United States' rejections of the League of Nations on world politics.
 - I can compare the conflicting aims and aspirations of the conferees at Versailles.
 - I can explain the terms of the Treaty of Versailles and its effects on Germany.
 - I can explain the widespread disillusionment with prewar institutions, authorities and values that resulted in a void that was later filled by totalitarians.
 - I can explain why totalitarian governments emerged in Germany, Italy and the USSR and identify the leaders involved with each.
 - I can draw evidence from texts to explain why Russia erupted in revolution while fighting in World War I.
 - I can explain the consequences of the Bolshevik Revolution and Russian Civil War.
 - I can explain how the outcomes of World War I contributed to nationalist movements in the Middle East, India, Africa, and Southeast Asia.
 - I can use primary source accounts to analyze the impact of World War I on women and minorities.

(Term 3)

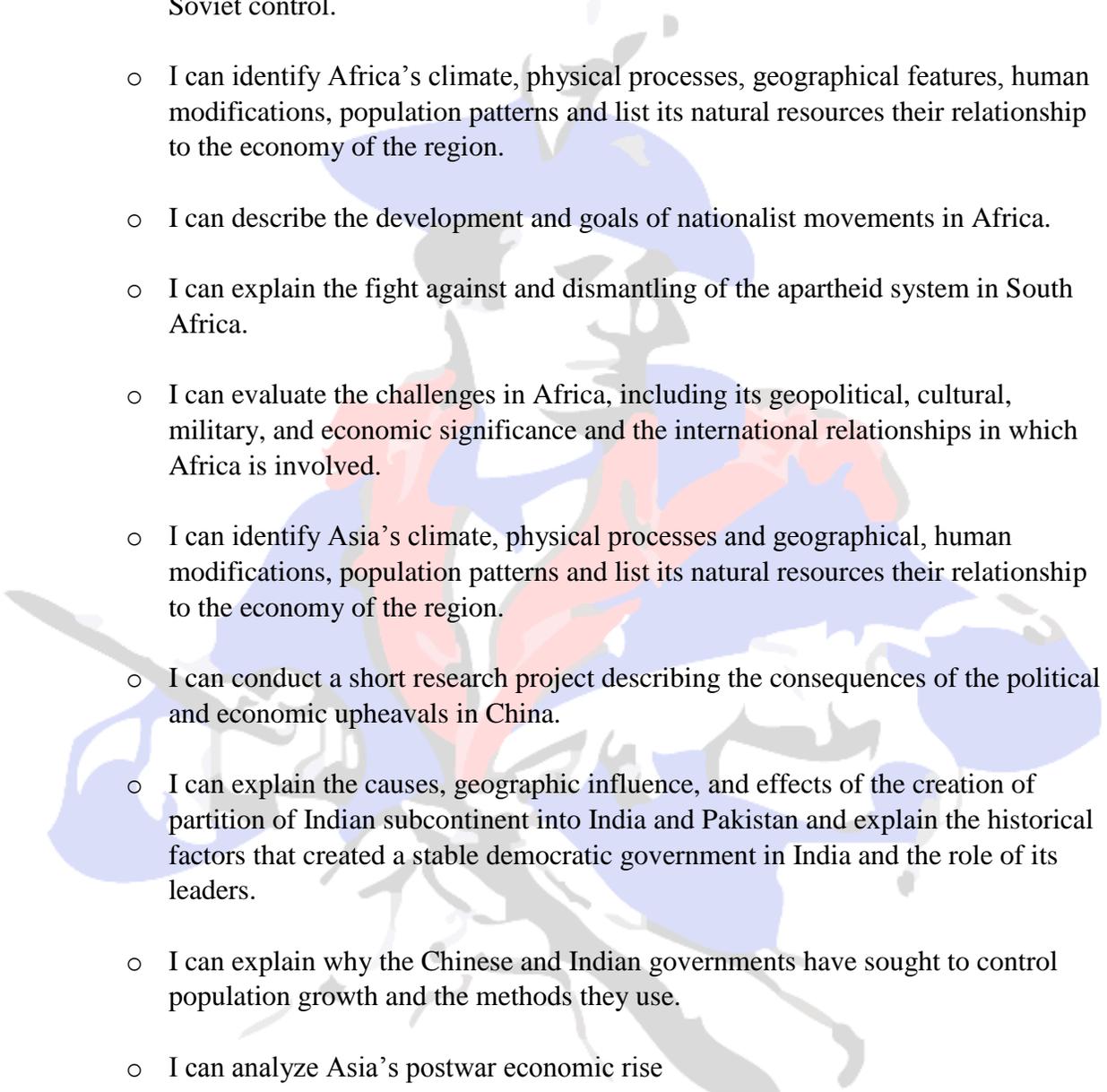
- I can use a variety of multi-media sources to explain some of the social changes that took place during the 1920s and 1930s.
- I can compare and contrast the impact of restrictive monetary and trade policies.
- I can explain why the world experienced depression in the 1930s, including the impact of relationships that had been forged between the United States and European economies after World War I.

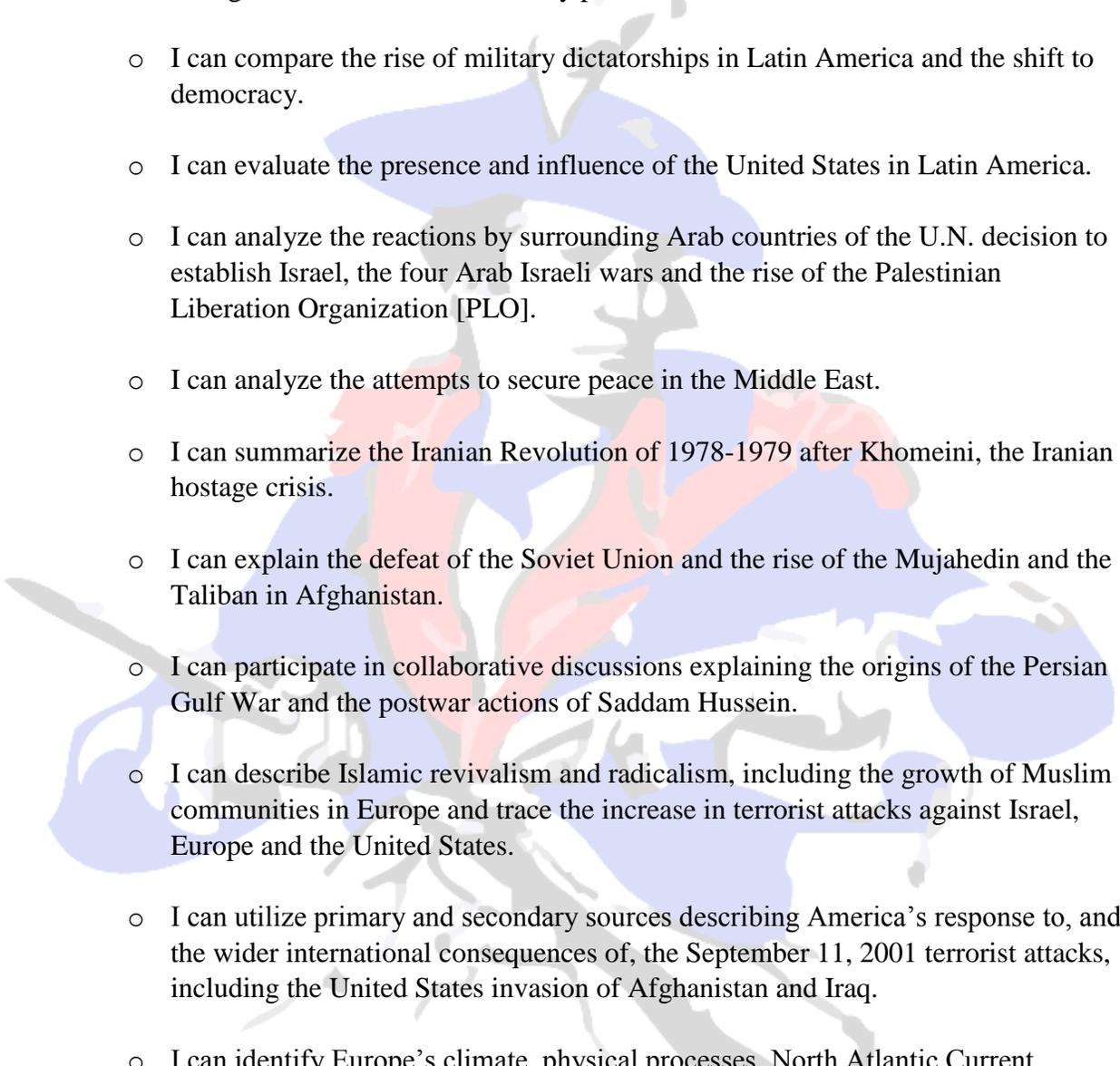
- 
- I can synthesize information from multiple sources describing issues of overproduction, unemployment, and inflation during the Great Depression.
 - I can use technology to produce, publish, and update individual or shared writing projects describing how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes.
 - I can compare and contrast the roles of individuals in a communist government versus a democracy.
 - I can analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime.
 - I can trace Mussolini's rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda.
 - I can compare the German, Italian and Japanese drives to expand their empires in the 1930s.
 - I can explain causes of World War II.
 - I can describe the significance of major events during World War II.
 - I can label a map to show the major battles and geographic features of World War II.
 - I can analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
 - I can identify and describe the contributions of world leaders and their roles during World War II in informational texts.
 - I can identify the Holocaust as an example of genocide and explain the methods used by the Nazis against the Jews.
 - I can cite specific textual evidence to support an analysis of the impact of the Holocaust on the Jewish populations in Europe and Israel.
 - I can analyze the decision to use nuclear weapons to end World War II.

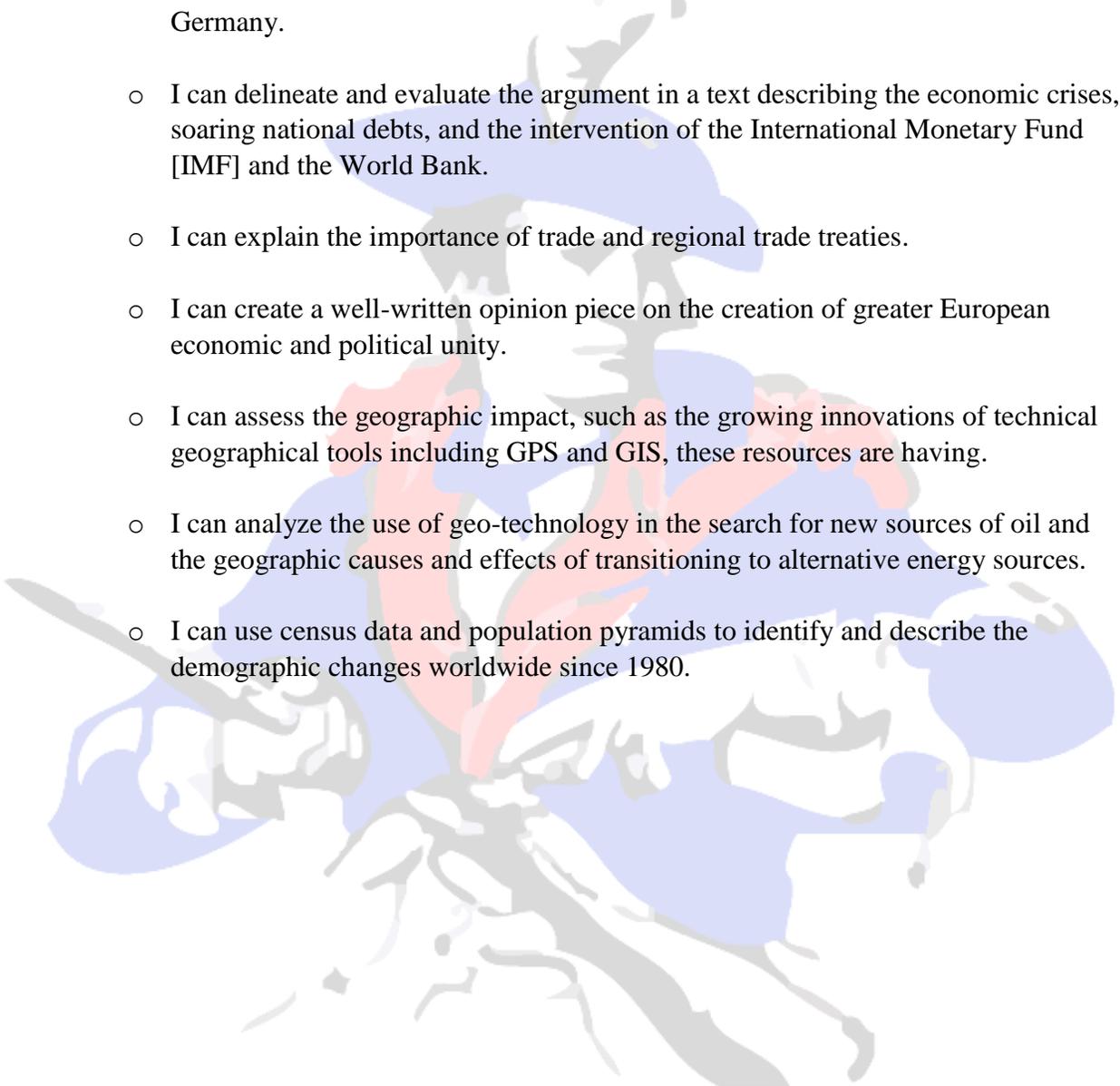
- I can describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China and Japan.
- I can evaluate the goals, leadership, and postwar plans of the principal allied leaders at the Atlantic Conference, Yalta and the Potsdam Conferences citing evidence from texts.

(Term 4)

- I can explain the origin, development, and success of the United Nations' impact on the globalization of diplomacy, resolving conflict and maintaining the balance of power.
- I can determine the central ideas of the Universal Declaration of Human Rights and create an accurate summary of the text.
- I can describe the nature of reconstruction in Europe after 1945.
- I can explain the origins, significance and effect of the establishment of the State of Israel.
- I can compare the economic and military power shifts caused by World War II.
- I can compare and contrast Churchill's "Iron Curtain" speech and Stalin's "Response to Churchill's Iron Curtain" speech.
- I can outline acts of Soviet aggression in Eastern Europe and discuss the major events involved.
- I can define Cold War and explain how each of the following contributed to the rising tensions between the Soviet Union and the United States.
- I can explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge.
- I can analyze multiple perspectives of the Cuban Missile Crisis and determine the impact of its resolution on Cold War tensions.
- I can explain the impact of the defense buildups and the impact of the arms control agreements.

- 
- I can draw evidence from literary and informational texts to support analysis, reflection, and research describing how the work of scientists in the 20th century influenced historical events, changed lives and led to further research.
 - I can describe the uprisings in the former satellite states against the Soviet Union and their resurgence in the 1970s and 1980s as people sought freedom from Soviet control.
 - I can identify Africa's climate, physical processes, geographical features, human modifications, population patterns and list its natural resources their relationship to the economy of the region.
 - I can describe the development and goals of nationalist movements in Africa.
 - I can explain the fight against and dismantling of the apartheid system in South Africa.
 - I can evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the international relationships in which Africa is involved.
 - I can identify Asia's climate, physical processes and geographical, human modifications, population patterns and list its natural resources their relationship to the economy of the region.
 - I can conduct a short research project describing the consequences of the political and economic upheavals in China.
 - I can explain the causes, geographic influence, and effects of the creation of partition of Indian subcontinent into India and Pakistan and explain the historical factors that created a stable democratic government in India and the role of its leaders.
 - I can explain why the Chinese and Indian governments have sought to control population growth and the methods they use.
 - I can analyze Asia's postwar economic rise
 - I can identify Latin America's climate, physical processes, geographical features, human modifications, population patterns, major natural resources and their relationship to the economy of the region.

- 
- I can trace the impact of drug trafficking on the movements of people to the United States, their monetary and affective connections to their homelands and return migration to Latin America.
 - I can explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala and Cuba and armed insurgencies and civil war in many parts of Central America.
 - I can compare the rise of military dictatorships in Latin America and the shift to democracy.
 - I can evaluate the presence and influence of the United States in Latin America.
 - I can analyze the reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab Israeli wars and the rise of the Palestinian Liberation Organization [PLO].
 - I can analyze the attempts to secure peace in the Middle East.
 - I can summarize the Iranian Revolution of 1978-1979 after Khomeini, the Iranian hostage crisis.
 - I can explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan.
 - I can participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein.
 - I can describe Islamic revivalism and radicalism, including the growth of Muslim communities in Europe and trace the increase in terrorist attacks against Israel, Europe and the United States.
 - I can utilize primary and secondary sources describing America's response to, and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq.
 - I can identify Europe's climate, physical processes, North Atlantic Current, geographical features, human modifications, Three Mile Island and Chernobyl nuclear disasters, population patterns, and list its natural resources and their relationship to the economy of the region.
 - I can describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans.

- 
- I can use multi-media resources to compare the role of various leaders who helped lead the collapse of communism and transformation of Eastern Europe.
 - I can evaluate the consequences of the Soviet Union's breakup.
 - I can examine the effects of German reunification on both Western and Eastern Germany.
 - I can delineate and evaluate the argument in a text describing the economic crises, soaring national debts, and the intervention of the International Monetary Fund [IMF] and the World Bank.
 - I can explain the importance of trade and regional trade treaties.
 - I can create a well-written opinion piece on the creation of greater European economic and political unity.
 - I can assess the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having.
 - I can analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources.
 - I can use census data and population pyramids to identify and describe the demographic changes worldwide since 1980.