

Submitted as a new course for approval 6/28/10

FAME Public Charter School A-G Course Template

Course Title: a-g World History

Brief Course Description - Briefly (in a short paragraph) describe the course focusing on content. This should look like something you would see in a course catalog. Type the information in the text box below. All text boxes will expand as needed.

This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Components of this class include: Historical Linkage, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, Totalitarianism, World War II and Nationalism. Students should develop an understanding of the historic as well as the contemporary social, political and economic consequences that occur in each of the various geographic regions of study.

Textbooks

Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts course. Online texts or non-standard text materials should include a link to the online text.

Primary Textbooks

Title: World History The Modern World (California Edition)

ISBN: 0131299778

Edition:

Publication Date: 2007

Publisher: Prentice Hall

Author(s): Elisabeth Gaynor Ellis, Anthony Esler

URL Resource(s): phschool.com

or

Title: World History Modern Times (California Edition)

ISBN: 0078678552

Edition:

Publication Date: 2006

Publisher: Glencoe

Author(s): Jackson J. Spielvogel

URL Resource(s):

Other a-g approved course options:

NUVHS World History A/B

Supplemental Instructional Materials - Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.

Teacher's Edition ISBN for PH World History The Modern World - 0131299786

Teacher's Edition ISBN for Glencoe World History Modern Times – 0078678560

Other resource materials may include:

- Primary Sources
- Maps and Atlases
- Music and Songs
- Newspapers and Magazines

- Artifacts
- Timelines
- Guest Speakers
- Internet News Media for Current Events

Course Objectives/Purpose – what the students will know at the end of the course

1. Students will describe:
 - a) the similarities and differences in the Judeo-Christian, Islamic and Greco-Roman views of law; reason and faith; duties of the individual
 - b) the development of the Western political ideas of the rule of law, democracy and illegitimacy of tyranny.
2. Students will explain:
 - a. the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America
 - b. 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)
 - c. the unique character of the American Revolution, its spread to other parts of the world, its continuing significance to other nations, and the principles of ideology and reality
 - d. how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire
 - e. the differences among moderate, liberal and conservative ideologies
3. Students will identify:
 - a) why England was the first country to industrialize
 - b) how scientific and technological changes and new forms of energy brought about massive social, economic and cultural change
 - c) the growth of population, rural to urban migration and growth of cities associated with the Industrial Revolution
 - d) draw connections between the growth of mercantilism and economies of today
 - e) the connections among natural resources, entrepreneurship, labor, capital and development of classes in an industrial economy
 - f) the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism
 - g) the emergence of the romantic impulse in art and literature and the move away from classicism in Europe
 - h) artistic styles and movements associated with the political and economic revolutions
4. Students will explain:
 - a) the rise of industrial economies and their link to mercantilism, imperialism and colonialism
 - b) the locations of the colonial rule of such nations as England, France, Germany Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States
 - c) imperialism from the perspective of the colonizers and the colonized and the varied immediate and long term responses by the people under colonial rule
 - d) the struggles for independence of the colonized regions of the world
 - e) difference between colonialism and imperialism
5. Students will describe:
 - a. the arguments of entering into war presented by leaders from all sides of the WWI and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent

and disorder, and propaganda and nationalism in mobilizing civilian population in support of “total war”

b. the principal theaters of battle, major turning points and the importance of geographic factors in military decisions and outcomes

c. how the Russian Revolution and the entry of the United States affected the course and outcome of the war

d. the nature of the war, the human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort

6. Students will explain:

a. 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 US rejection of the League of Nations on world politics

b. the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders in Europe and the Middle East

c. connections between these effects and events today

d. the widespread disillusionment with prewar institutions, authorities and values that resulted in a void that was later filled by totalitarians

e. the influence of World War I on literature, art, and intellectual life in the west

f. the development of anti-Semitism, chauvinism and racism

7. Students will identify

a. the causes and consequences of the Russian Revolution

b. 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

c. the rise, aggression, and human costs of totalitarian regimes in Germany, Italy and the Soviet Union; noting their common and dissimilar traits

8. Students will explain:

a. the German, Italian, and Japanese drives for empire in the 1930s, including the 1935 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939

b. the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II

c. the identification and location of the Allied and Axis powers; 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

d. the political, diplomatic and military leadership

e. the Nazi policy of pursuing racial purity, especially against the European Jews, its transformation into the Final Solution and the Holocaust resulting in the murder of six million Jewish civilians

f. the cause and costs of the campaign of Japanese relocation after the bombing of Pearl Harbor

g. the human costs of war with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China and Japan

9. Students will identify:

a. the economic and military power shifts caused by the war, including the rise of Germany and Japan as economic powers, the Yalta Pact, and Soviet control over nations of Eastern Europe

b. 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

- c. the importance of the Truman Doctrine and Marshall Plan which established the pattern for the postwar American policy of supplying economic and military aid to prevent the spread of communism and the resulting economic and political competition in arenas such as Southeast Asia, Cuba, and Africa
 - d. the effects and ideology of the Cold War
 - e. uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and their resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control
 - f. people's movements throughout the postwar world
 - g. how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, the significance and effects of the location and establishment of Israel on world affairs
 - h. 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 autonomous republics
 - i. the establishment and work of the United Nations, the Warsaw Pact, SEATO, and NATO, Organization of American States and their purposes and functions
10. Students will identify:
- a. challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved
 - b. the recent history of the region, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns
 - c. the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy

Course Goals and Major Student Outcomes – what the students will be able to do at the end of the course

Course Goals/Major Outcomes:

Is to teach and hold students accountable for high levels of critical thinking and analysis. Students will work towards mastering the California State History-Social Science Content Standards. Student understanding of the standards will be measured by teachers working collaboratively to consider a multifaceted view of what constitutes a mature understanding of concepts. Students will demonstrate their understanding of the content by being able to:

1. Practice inquiry and make connections between historical events and present day issues on a global level
2. Gain an appreciation and understanding of one's own history while discovering one's place in a world of diverse people and cultures
3. Compare and contrast the patterns of political, social, economic, cultural and intellectual development from the 18th century.
4. Use technology effectively to become competent in gathering and organizing data for class discussions and projects.
5. View history as an exciting and interesting story, which includes romance, struggle, victory, defeat and personal triumph of men and women who lived during different historical periods.
6. Continue to increase reading and writing skills as well as content knowledge in the social sciences while using primary and secondary sources.

Course Outline by Units of Study – the content you will cover arranged in units

Unit 1: The Development of Western Political Thought
Unit 2: Rise of Democratic Ideals
Unit 3: Industrial Revolution
Unit 4: Imperialism and Colonialism
Unit 5: The Causes and Course of World War I
Unit 6: Totalitarianism and Post World War I
Unit 7: Causes, Course and Consequences of World War II
Unit 8: Post World War II
Unit 9: The Contemporary World

Key Assignments

In addition to chapter readings, assignments, quizzes, and tests, students will complete the following major assignments.

1. Students will complete a research project each semester on a topic of choice related to the thematic units. The project may take variety of formats according to the interests of the student. Some examples are: prepare a formal written report, prepare a series of book reports on one topic, create and deliver a PowerPoint lecture, prepare a series of fictional letters between world leaders that are historically accurate, etc. The teacher must approve the topic and format of the project. Each project must demonstrate the use of at least three resources and include an outline and reference page. At least one of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software).
2. Identify and study one of the major social problems or domestic policy issues in contemporary society such as homelessness, poverty, health care, education, terrorism, depletion of natural resources, nuclear proliferation, or global warming. Prepare a written report of 700 to 1,000 words that describes the historical context surrounding the issue and the responsibility of individuals and governments to work for problem solving in one of these areas. This assignment must be done once each semester.
3. Students research and prepare an oral presentation of at least 10 minutes, along with a written outline of the presentation, which explains what life is like in the trenches of WWI. The presentation should include the typical daily problems faced by those in the trenches in addition to the brutality of combat. Students may choose any nationality which fought in the trenches and they may choose to be of any rank or specialty (eg: a machine gunner, sniper, miner, and messenger.) Students should have visual aids to help explain the various parts of the trench and the equipment that they use.
4. Students will complete a cultural research project that focuses on a country that was colonized at some point in its history. Students may choose any colonized country with the ethnic peoples of that country as the focal point of study. Examples include but are not limited to: Mexico under Spanish rule, Tibetan Buddhists under Chinese rule, East Indians under British rule. The project must include information about how the culture was influenced by the colonizing country, the positive aspects of colonization if there were any and the negative

aspects of colonization. The project must also include information about the historical context and the events that led to the colonization. The project may include other topical issues such as linguistic changes, cultural identity, religious influence, integration of cultural traditions or other topics specific to the culture chosen. All project topics must first be approved by the student's teacher and will include the following upon completion:

1. 5-7 page essay in MLA format.
2. Visual representation of the project.
3. Oral presentation of the essay and visual requirement.

Writing Assignments:

- The writing assignments for this course are embedded in the key assignments. All research projects and essays are to be 5-7 pages in length and will be presented in MLA format. Instruction in MLA format will be explicitly taught throughout the course.
- The final paper/project, together with all drafts, will be submitted and the final product will be graded using a rubric. The history teacher or an English teacher colleague will complete the assessment. The evaluator will consider spelling, grammar, vocabulary, depth of understanding, insight, and other qualities of good writing and whether or not the project meets the scope of the assignment.

Instructional Methods and Strategies

Instructional methods may include lecture, group work, readings, lab work, project-based learning, service-learning, library research, internet research, interviewing, videos, audiotapes, CD ROM, etc. The primary instructional methods are listed below:

- Lecture and/or discussion
- Readings: text, primary and secondary sources
- Project based learning through Key Assignments
- Library and internet research
- Interviewing: designing questions, analyzing material
- Video instruction: demonstration of key concepts through film and documentary

Assessment Methods and Strategies

Student achievement is measured using multiple and on-going assessment tools that are aligned with the content standards and curriculum objectives. Throughout the course students will be supplied with rubrics and other tools for a clear understanding of the expectations as they relate to course grades. The teacher may use any combination of the following to grade and assess student learning:

- Tests and quizzes
- Writing products including journals and essays shall be graded and assessed using standard rubrics
- Visual products as part of presentations
- Oral presentations of projects, plays, readers theater, and interviews
- Individual and/or group projects
- Use of technology such as PowerPoint, slide shows, videos, and audio tapes
- Teacher observations

