



**Modern World History Syllabus
CHS Social Studies Department**

Contact Information: Parents may contact me by phone, email, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Modern World History - 205

State Course #: 150890

Prerequisite: Successful completion of United States History and United States Government

Elective Course

Grade: 11-12

Graded Conventionally

Credit: ½

Course Description:

Modern World History focuses on the Modern World. It explores the basis for being an historian, looking at how historians research and verify their findings, as well as analytical writing about historically important events, people, or practices; a few geography skills to better enable the student to locate places and regions on a world map; how Ohio and its citizens influence and interact with the world; revolutions as a political, economic, and social ideal; impact of the revolutions; causes and effects of global conflict; and the world in the 21st Century. Prerequisite: students must have successfully completed USH prior to enrollment in WH. This course meets the ODE requirement for a ½ credit of World History.

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas.

This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3rd Quarter**

- **Unit I: Revolutionary Changes**

- Big Idea #1: I can explain how the Scientific Revolution and the Enlightenment challenged social, political, and economic thought.
 - *Essential Question #1: What factors led to the Scientific Revolution, and how did it change our view of the universe?*
 - *Essential Question #2: How did the Enlightenment challenge religious authority, absolute rule, and economic structures in the 1600s?*
- Big Idea #2: I can I can explain the causes and outcomes of the political revolutions.
 - *Essential Question #1: What were the causes and results of the American Revolution?*
 - *Essential Question #2: What were the causes and results of the French Revolution?*
 - *Essential Question #3: What were the causes and results of the Haitian Revolution?*
 - *Essential Question #4: What were the causes and results of the Latin American wars for independence?*
- Big Idea #3: I can explain the impact that Napoleon had on Europe.
 - *Essential Question #1: How did Napoleon acquire power in France?*
 - *Essential Question #2: How did Europe change as a result of Napoleon's conquests and how was he defeated?*
 - *Essential Question #3: How did the Congress of Vienna seek to restore stability to Europe?*

- **Unit II Title: Modernization: Industrialization, Nationalism, and Imperialism**

- Big Idea #1: I can explain how the Industrial Revolution was a turning point in world history.
 - *Essential Question #1: Where (specifically) did the Industrial Revolution begin and what factors led to industrialization in this part of the world?*
 - *Essential Question #2: What specific inventions were developed during the industrial revolution and how did these inventions change society?*
 - *Essential Question #3: What were the positive and negative impacts of the Industrial Revolution on the economy and society of the West?*
- Big Idea #2: I can explain the rise of Nationalism and its impact on the world.
 - *Essential Question #1: What is Nationalism and what factors led to the growth of nationalism in the nineteenth century?*

- *Essential Question #2: How was the unification of the German and Italian states influenced by nationalism?*
- *Essential Question #3: How was Japan able to modernize their economy to rival the European Powers?*
- Big Idea #3: I can describe the impact of imperialism on pre-industrial nations.
 - *Essential Question #1: What were the political, social, and economic motivations for imperialization and how was imperialism possible?*
 - *Essential Question #2: What factors enabled European nations to colonize Africa and India?*
 - *Essential Question #3: How was China impacted by imperialism during the late nineteenth and early twentieth centuries?*
- **Unit III: World War I and the Great Depression**
 - Big Idea #1: I can analyze the causes and consequences of World War I.
 - *Essential Question #1: What were the causes of World War I and how did it develop into a worldwide conflict?*
 - *Essential Question #2: How did warfare change in the early 20th Century?*
 - *Essential Question #3: Which treaty formally ended World War I and what problems did it create and leave unsolved?*
 - Big Idea #2: I can sequence how the world between wars led to World War II.
 - *Essential Question #1: How did World War I contribute to the formation of the Soviet Union?*
 - *Essential Question #2: What were the causes of the global economic depression following World War I?*

2nd or 4th Quarter

- **Unit IV: World War II and the Holocaust**
 - Big Idea #1: I can identify and examine the causes of World War II.
 - *Essential Question #1: What factors caused dictators to rise to power during the interwar period?*
 - *Essential Question #2: What are the causes of World War II?*
 - Big Idea #2: I can explain the major events that occurred during World War II and how it came to an end.
 - *Essential Question #1: What were the major events and turning points of World War II?*
 - *Essential Question #2: What factors led to the Holocaust and how was it carried out?*
 - *Essential Question #3: What were the outcomes and consequences of World War II?*
- **Unit V: Post World War Global Conflicts**
 - Big Idea #1: I can explain what factors led to conflict between the US and the Soviet Union.

- *Essential Question #1: What was the Cold War and why did post-war struggles create this conflict?*
- *Essential Question #2: How did the USSR and USA compete for global power?*
- *Essential Question #3: How did technological advances change the world climate during the Cold War era?*
- Big Idea #2: I can explain events of the Cold War that occurred in Asia.
 - *Essential Question #1: How did the Cold War lead to conflict in China?*
 - *Essential Question #2: How did the Cold War lead to conflict in Korea?*
 - *Essential Question #3: How did the Cold War lead to conflict in Vietnam?*
- Big Idea #3: I can explain how the Cold War came to an end?
 - *Essential Question #1: How did the reforms of Mikhail Gorbachev begin the process of dismantling the Soviet Union?*
 - *Essential Question #2: How did the Cold War come to an end?*
- **Unit VI: Decolonization of the Middle East and Africa**
 - Big Idea #1: I can explain how decolonization after World War II led to conflicts within the Middle East.
 - *Essential Question #1: How did decolonization after World War II lead to conflict over Palestine?*
 - *Essential Question #2: How did western influences lead to the conflict in Iraq and Iran?*
 - *Essential Question #3: How did the Cold War lead to conflict in Afghanistan?*
 - Big Idea #2: I can explain how decolonization shaped contemporary Africa.
 - *Essential Question #1: What problems in general has Africa faced following decolonization?*
 - *Essential Question #2: How was South Africa able to overcome systemic discrimination following decolonization?*
 - *Essential Question #3: How did decolonization of Rwanda contribute to the Rwandan genocide?*
- **END OF COURSE EXAM**

Course Materials:

- Charged Google Chromebook
- Pencil/Pen
- Binder/Folder
- Earbuds/Headphones

Textbook:

- Spielvogel, Jackson J. *World History: Modern Times*. Glencoe/McGraw-Hill, 2010.

Electronic Resources:

- Google Classroom
- YouTube

Course Expectations:

- This course will be conducted at a very fast pace. We will only have roughly 90 days to cover 400 years of World History. This course will be information dense. I believe that for students to receive a full understanding of the contemporary world, they should have exposure to as many of the major World events as possible from the Seventeenth Century onward. Students are expected to show up prepared for class everyday with their chromebooks and a writing utensil. Most days we will briefly take notes and then explore the topics discussed further through primary sources, maps, videos, and other readings. Students will be assessed at the end of most classes with an exit slip. We will review as a class one day before tests, but quizzes will be given without much class time for review. Therefore, students will be required to refresh themselves on information from the notes as we move through each Big Idea and Essential Question. The Final Exam for this course will be cumulative, so it is important that students retain information from earlier units as we progress to the end of the course.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.

- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance Based Section: Writing

Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, “Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning.” Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Modern World History Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____