WORLD HISTORY IP
This course will follow the California State Social Science Standards as outlined for students taking World History. 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. They 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. They 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.

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Check grades on Infinite Campus
www.scusd.edu

Textbook

Students will also use a variety of newspaper articles, periodicals, and internet sites for research of different historical perspectives and interpretations of the issues covered in class.

Required Materials
• #2 Pencil w/eraser (mechanical with #2 lead is okay)
• Black/Blue ball-point pen (no red pens)
• College-ruled lined binder paper (clean edge, not torn from a spiral notebook)
• 3-ring Binder
• jump drive (usb)

Students are expected to come to class prepared every day. Failure to be prepared with these items may result in academic failure.

Grading Policy
All assignments are worth points and grades will be calculated based on the amount of points earned. The majority of work will be completed in class, during class time. There is no extra credit work that means that a student has done everything. If the student does everything then there is no need for extra credit work. It means they are wanting to go beyond what I have assigned. It is not for students that want to pick and choose which work they want to do hoping they can replace it with work they chose to do.

Work will be divided into the following categories:
Class work Writing
• Homework • Participation
• Quizzes/Tests • Projects

Academic Objectives and Standards
• Acquire fundamental and advanced knowledge of World political, social, economic and intellectual history.
• Develop mastery of the process skills: analysis, synthesis, evaluation, and critical reading necessary for mastery of the content of World History.
• Develop the ability to recognize the significance of change over time and cause and effect.
• Develop the ability to think and reason analytically as demonstrated through essay and expository writing
• Develop and display an appreciation for the rich diversity in today’s Global society through successful class participation, challenging reading, and collaborative work.

Course Outline: Based on the California State Standards for 10th Grade History

<table>
<thead>
<tr>
<th>Unit</th>
<th>Length (approx.)</th>
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<tbody>
<tr>
<td>Foundations of Western Civilization (Greco-Roman, Renaissance &amp; Enlightenment, Development of Democracy in England)</td>
<td>2 weeks</td>
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<tr>
<td>French Revolution, Napoleon, &amp; the Congress of Europe</td>
<td>2 weeks</td>
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<tr>
<td>Industrial Revolution</td>
<td>2 weeks</td>
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<tr>
<td>European Imperialism</td>
<td>3 weeks</td>
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<tr>
<td>World War I and the Russian Revolution</td>
<td>5 weeks</td>
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<tr>
<td>Inter-war Period (Aftermath, Treaty of Versailles, Great Depression, Rise of Totalitarianism and Dictators)</td>
<td>7 weeks</td>
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<tr>
<td>World War II</td>
<td>3 weeks</td>
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<tr>
<td>Cold War</td>
<td>2 weeks</td>
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<tr>
<td>Post-Colonialism, the Developing World and Nation Building</td>
<td>4 weeks</td>
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<tr>
<td>Research Paper (overlapping with the last two units)</td>
<td>4 weeks</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30 weeks</td>
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Common Core Standards
In addition to the state content standards, this class will also incorporate the new Common Core Standards for Social Studies. These are skills-based standards that emphasize reading and writing specific to History content. Essentially, students will be expected to read a variety of text and write about what they have learned with increasing sophistication. By using these standards as guidelines, students will be better prepared for the demands of college and the workplace. If you have questions about the CCS, please contact me and I am happy to discuss them and their implications on the classroom.

You can find a copy of the Common Core in its entirety at: [http://www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/)

Daily Classroom Procedures
• Students will enter the classroom ready for class. This means removing any hats, hoods and earphones and putting away cellphones or iPod.
• As soon as the bell rings, students will be working on the daily starter question. They will be provided with a paper on Monday on which they will answer each day’s question. Answers will be stamped for credit daily.
• Students should be engaged in class at all times. This means active listening, participating in discussions and staying focused on the task at hand. Multitasking is neither necessary nor allowed.
• Students should expect to remain in class the entire period. Bathroom access is granted on a case by case basis. You will receive 3 exit passes for the quarter.
• Most work will be completed in class and turned in at the end of the period. Completing work when it is assigned is essential to success in this class.
  • **Students do not pack up or prepare to leave until I tell them to do so. Students will be dismissed after the bell rings.**
• No food, gum or drinks during class.

All procedures go along with or exceed the requirements found in the JFK Handbook; please also refer to those for further program and school policies.

If you have any questions, need clarification or want to talk to me for any reason, I am usually on campus by 7:30am. I am also available at lunchtime. I generally leave school by 4:00pm, but can make arrangements to stay later if necessary. I also check my school email often and will respond promptly.
Thank you and looking forward to a successful year.

Mrs. Richardson:  World History Class

Please read the above instructions and information and discuss.  Please email or call if you have questions about the class expectations.  I hope to see you at the open house that will be September 18, 2014 at 6:00 p.m. There will be credit for each student that comes with a parent/guardian to open house, or communicates by email, phone call or letter.

Student name (please print and then sign)

______________________________

Parent/Guardian name (please print and then sign)