WORLD HISTORY IP
This course will follow both the California State Social Science Standards for World History and the Common Core State Standards. 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 via 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
- College-ruled lined binder paper (clean edge, not torn from a spiral notebook)
- 3-ring Binder (with dividers if being used for more than one course)
- Recommended: Standard calculator (non-scientific is okay), jump drive

Students are expected to come to class prepared everyday. 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 in each category. The majority of work will be completed in class, during class time. Work will be divided into the following categories:
- **Knowing** (40%) Demonstration of content knowledge, intended to assess comprehension
- **Product** (40%) Demonstration of task mastery, intended to assess progress towards skills-based objective
- **Process** (20%) Practice necessary towards content and skills mastery, mainly classwork

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>Defining Democracy</td>
<td>3 weeks</td>
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<tr>
<td>Democratic Experiments: French Revolution and Napoleon</td>
<td>4 weeks</td>
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<tr>
<td>Nationalism</td>
<td>1 week</td>
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<tr>
<td>Capitalism and Industrialism</td>
<td>4 weeks</td>
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<tr>
<td>European Imperialism</td>
<td>4 weeks</td>
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<tr>
<td>World War I</td>
<td>3 weeks</td>
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<tr>
<td>Russian Revolution</td>
<td>2 weeks</td>
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<tr>
<td>The Inter-war Period <em>(Aftermath, Treaty of Versailles, Great Depression, Rise of Totalitarianism and Dictators)</em></td>
<td>5 weeks</td>
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<tr>
<td>World War II and the Holocaust</td>
<td>4 weeks</td>
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<tr>
<td>The Cold War</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Post-Colonialism, the Developing World and Nation Building</td>
<td>3 weeks</td>
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<tr>
<td>Research Paper (overlapping with the last two units)</td>
<td>3 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 sophistications. 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 Ipods.
- 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 and locker access are granted on a case by case basis. 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 or drink 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 3:30pm, but can make arrangements to stay later if necessary. I also check my school email often and will respond promptly.

Thank you and let’s have a great year!

Ms. Reilley