

Sky Mountain Charter School

Course Syllabus

Course Title: World Studies 1A

Course Number: 3R001

SME Information:

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Office Hours: Monday and Friday 9am – 11am

Course Description:

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.

Please review the standards for World Studies: www.cde.ca.gov/be/st/ss/hstgrade11-12.asp

Course Requirements:

*Students must complete and submit all assignments for each unit, completing approximately one unit each learning period.

*All writing assignments must be typewritten following MLA format and include a bibliography page when resources are used. **All sources must be cited.**

*All writing assignments should be well thought out and include an introduction and conclusion and body paragraphs that support the main thesis using references to the text, other resources, or personal experiences.

*Answers to section and end of chapter assessments must be written in complete sentences.

*All assignments must include a heading with student name, ES name, date, course, unit, and assignment type and assignment description.

Sample heading:

Super Student

ES – Swell Teacher

8/18/11

a-g U.S. History A

Unit 1 – Essay - Letter to Editor

*All essays and papers must be scored using rubric.

Curriculum:

Modern World History: Patterns of Interaction published by McDougal Littell

ISBN-13: 978-0618557158

Course Assignments:

Students should be completing approximately one unit a month (or approximately a chapter a week).

Prologue:

Assignments:

Complete **all** of the following:

- *Read pages 4-31 in textbook
- **Taking Notes* task found on the title page of each section
- *Section Assessments
- *Prologue Assessment

Complete **all** of the following:

- *Graphic Organizer: Create a chart summarizing how Greek democracy changes over time (P, s1)
- *Paper: Compare the Ten Commandments with federal and state laws in the United States; using primary source translation of the Ten Commandments identify the commandments that have to do with religion and personal practices and the others that might be reflected in public laws (those against killing, stealing, and bearing false witness) (P, s1)
- *Graphic Organizer: Create a chart listing key ideas of the Renaissance and Reformation (i.e.: Renaissance, Individualism, Reformation, etc.) and their meaning (P, s2)
- *Graphic Organizer: Create a chart listing the major principles 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) (P, s3 & s4)
- *Graphic Organizer: Create a chart listing the major Enlightenment thinkers, their ideas, and impact on the various democratic revolutions (P, s4)

Unit 1 Beginnings of the Modern World, 1300 - 1800

Chapters 1-4

Assignments:

Complete **all** of the following:

- *Read chapters 1-4 in textbook
- *Taking Notes task for each section
- *Section Assessments
- *Chapter Assessments

Chapter 1: European Renaissance and Reformation

- *Graphic Organizer: Create a chart listing English monarchs, their religious beliefs, and reasons for religious beliefs (s3)
- *Graphic Organizer: Create a Venn diagram comparing the role Luther and Calvin each played in furthering the Reformation (s3 & s4)

Chapter 2: The Muslim World Expands

- *Paper: Describe how Akbar's sensitivity to public opinion shaped his rule as emperor (s3)
- *Map: Draw and label a map of the Muslim empires

Chapter 3: An Age of Explorations and Isolation

- *Graphic Organizer: Create a table listing the explorers mentioned throughout section 1 of chapter 3, the area in which they traveled, the country for which they explored, and the outcome of their voyages (s1)

*Graphic Organizer: Create a Venn diagram listing the similarities and differences between the Ming and Qing dynasties (s2)

*Paper: Compare feudalism in Europe with life in Japan during the Tokugawa Shogunate (s3)

*Graphic Organizer: Create a flowchart explaining the events leading up to the banning of Christianity and the closing of Japan to Europeans (s3)

Chapter 4: The Atlantic World

*Map: Draw, color, and label a map of the European colonies in the Americas (C4, s1)

*Graphic Organizer: Create a list of positive and negative aspects about Columbus and his endeavors; in a paragraph explain whether the outcomes of Columbus' life has an overall positive or negative impact on the world (information presented should be factual and should show understanding of both sides of the issue) (C3, s1)

*Profile: Create a profile of one of the early English colonies (i.e.: Jamestown or Massachusetts Bay); describe who came to the colony, why they came, what the colonists' experiences were, and what kind of community was made (C4, s2)

*Paper: Explain how capitalism changed the balance of power in European countries (C4, s4)

*Graphic Organizer: Create a Venn diagram comparing and contrasting two of the different governments described on pages 144-146 in your textbook

Unit 2 Absolutism to Revolution, 1500 - 1900

Chapters 5-8

Assignments:

Complete **all** of the following:

*Read chapters 5-8 in textbook

**Taking Notes* task found on the title page of each section

*Section Assessments

*Chapter Assessments

Chapter 5: Absolute Monarchs in Europe, 1500 - 1800

*Graphic Organizer: Create a T chart in which you list the advantages and disadvantages of living under an absolute monarch (include the factual information presented in the text) (C4, s1)

*Essay: Discuss the meaning of Absolutism and its effects on Europe (include key events such as the French Revolution, Napoleon's rise to power, and the revolutions of 1848) (C5)

*Graphic Organizer: List the factors that contributed to the weakening of the Spanish Empire; then choose factors from the list that you think gave rise to the others; organize the factors in a table with major causes at the top and the factors of each major cause stemming from it (C5, s1)

*Graphic Organizer: Create a table to identify the differences between Russia and Western Europe; label the columns *Russia* and *Western Europe* and the rows *Labor Religion*, and *Geography* (C5, s4)

Chapter 6: Enlightenment and Revolution, 1550 - 1789

*Graphic Organizer: Create a table explaining the scientific contributions of Copernicus, Galileo, Bacon and Descartes, and Newton; the church's reaction to their theories and work; and the impact of their work (C6, s1)

*Graphic Organizer: Use a chart to compare and contrast the major ideas of philosophers and their effects on democratic revolutions in England and the United States (Hobbes, Montesquieu, Locke, Rousseau, Voltaire) (C6, 2-4)

*Graphic Organizer: Create a chart of the five core beliefs of the philosophes and one concrete example for each (C6, s2)

*Graphic Organizer: Create a flow chart of events leading to the American Revolution (C6, s4)

Chapter 7: The French Revolution and Napoleon, 1789 - 1815

- *Poster: Create a poster about the first phase of the French Revolution depicting the main events from the start to the storming of the Bastille (C7, s1)
- *Graphic Organizer: Create a flowchart depicting the events in the French Revolution through 1792 (C7, s2)
- *Graphic Organizer: Make a chart showing the causes of Napoleon's defeat (the three mistakes he made) and how each mistake contributed to Napoleon's defeat (C7, s4)

Chapter 8: Nationalists Revolutions Sweep the West, 1789 – 1900

- *Graphic Organizer: Create a graphic representation of class structure in colonial Latin America; add details about each class's experiences (C8, s1)
- *Graphic Organizer: Create a graphic organizer listing the three schools of political thought and nationalism and detail their main precepts (C8, s2)
- *Essay: Analyze the characteristics and effect of nationalism (C8)
- *Graphic Organizer: Create a flowchart demonstrating your understanding of the unification of Italy and Germany (C8, s3)

Unit 3 Industrialism and the Race for the Empire (part 1)

Chapters 9-10

Assignments:

Complete **all** of the following:

- *Read chapters 9-10 in textbook
- **Taking Notes* task found on the title page of each section
- *Section Assessments
- *Chapter Assessments

Chapter 9: The Industrial Revolution, 1700 - 1900

- *Graphic Organizer: Create a table listing major improvements or invention of the Industrial and Agricultural Revolutions and their effect (C9, s1)
- *Diagram: Create two political cartoons each illustrating one of the many problems caused by industrialization; include drawings and text (C9, s2)
- *Graphic Organizer: Create a web showing obstacles to industrial growth in Europe; list one or two factors that affected the rate of industrialization (C9, s3)

Chapter 10: The Age of Democracy and Progress, 1816 – 1914

- *Graphic Organizer: Create an annotated timeline of the civil war, illustrating major events (C10, 3)
- *Graphic Organizers: Create a table of inventions of the late 19th century and their impact on daily life (C10, 4)

Grading Criterion:

- 30% Section Assessments and Chapter Reviews
- 20% Essays and papers
- 35% Maps, graphic organizers, profile, posters, and diagrams
- 15% *Taking Notes* assignments for each section

Please convert into letter grades using the following grading scale:

- A= 90% to 100%
- B= 80% to 89%
- C= 70% to 79%

D= 60% to 69%

F= Less than 60%

End of Semester Checklist:

- o List of completed assignments with grades given
- o All section and chapter assessments and other book assignments
- o All completed graphic organizers and maps
- o All projects
- o All essays and papers

All assignments are due to SME no later than January 6th, no exceptions (please be sure to allow time for mailing).

Rev. Spring 2011/2012 year