Welcome Historians to the 10th Grade World History!!!

During the next nine months, we will become detectives, explorers, and problem-solvers as we travel through the History of the World! We will uncover the mysteries of the past through a series of projects, assignments, slide shows and discussions.

View Park History Departmental Goals:
These goals will direct student learning in the area of Social Science across the curriculum.
  1. National identity – as it relates to the democratic political, social, and moral traditions of the United States
  2. Responsible citizenship – such that all government students will be trained to articulate and civilly debate the major issues of our time in light of the nation’s traditions.

Course Objectives:
The purpose of this course is to provide an understanding of the modern world history. Students will study the major events in the modern history, analyze their causes and effects on the world, and explore the roots of current world affairs.
Upon completing this course the student will be able to:
• Explain large-scale and long-term historical developments of regional, interregional, and global scope
• Explain the major causes of both World Wars
• Identify major events and influential figures, and assess their impact on current international affairs
• Reflect upon choices humans have made in the past and consider how choices made today may affect the future

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. Students also continue their development of investigation by expanding their repertoire of skills including APPARTS, SOAPstone, and political cartoon analysis.

Classroom Expectations
Clearly we have a lot of to discover and many goals to accomplish. In fact, one school year is not nearly enough time to learn all that we need to learn unless we are focused and determined to work hard everyday. In order to do this we must agree on classroom expectations!
Expectation #1: NO EXCUSES
Expectation #2: Respect Yourself and Others
- Use respectful language when addressing others
- Actively listen to others (tracking the speaker, analyzing their statements, and asking questions)
- Respect others’ property

Expectation #3: Be on Time and Come Prepared
- Bring everything listed under Classroom Materials everyday
- Complete your homework before the class starts
- Come ready to learn!

Expectation #4: Stay in Your Seats (unless otherwise directed)
- Bathroom breaks: Every second of the classroom instruction is crucial for your success. Therefore, any breaks that take you away from the instructional time undermine your ability to succeed. I expect you to take care of any business you have (bathroom, drink of water, etc.) BEFORE the class begins.
- Dismissal: The bell does NOT dismiss the class, I Do.

Required Materials
Staying organized is an important skill that will help you to be more successful in the professional world. All the materials listed below will help you to keep your notes and materials organized.

You are expected to bring these to our class EVERY day:
- Spiral-bound Notebook (with at least 100 pages inside)
  you can use this notebook only for our class
- Modern History textbook
- Pencil with an eraser
- Blue or black pen
- Glue stick (you will glue all your homework, assignments and handouts into your notebook)
- Positive Attitude 😊

Homework
To receive full credit on an assignment it must be turned in on the date due. If an absence is excused the make-up work is due within two days of return to school. Late work will be accepted for half credit up until the exam for that particular unit. All your homework assignments with due dates will be available online at:
http://sites.google.com/site/viewparkss/home

Expect to have homework at least several times a week. Each assignment will be:
- Completed before you come to class
- Done to the best of your ability
- Completed to be given credit (no blank spaces)

Attendance
It is absolutely crucial that you are in class EVERYDAY. If you are absent, you are responsible for the materials missed and the make-up work required. You can get all the handouts and assignments online on View Park Prep Social Studies website above. You will have 2 days after you come back to school to make up your homework.
Grading Scale
- 90% and above A
- 80 – 89%    B
- 70 – 79%    C
- 60 – 69%    D

Grade Weights:
- Homework/Class Participation: 50%
- Tests/Quizzes: 40%
- Final: 10%

Technology
Technology is integrated in the course throughout the year. Students and teachers utilize Microsoft Office, including Word, PowerPoint, and Excel, for assignments, presentations, activities and projects. Students will also utilize the internet for project research, primary documents and alternative views. Students can also access shared Social Studies website for download of assignments and homework at: http://sites.google.com/site/viewparkss/home/ms-duiseneyeva

Course Outline:
10.1 Origins of Western Political Thought
A. Influence of Ancient Civilizations
B. Enlightenment Thinkers

A. Glorious Revolution: Principles and Milestones
B. American Revolution: Character and Significance
C. French Revolution: Constitutional Monarchy to Democratic Despotism
D. Napoleon: Empire and Significance
E. Restoration of Conservatism
F. Nationalism and Revolutions of 1848

10.3 The Effects of the Industrial Revolution in England, France, Germany, Japan and the U. S.
A. Why England was First to Industrialize
B. Inventions and Change
C. Population Changes and Urban Growth
D. Social Changes and Labor
E. Industrial Revolution and Global Commerce
F. Capitalism and Its Responses
G. Germany & Italy Form Nations
H. Emergence of Romanticism

10.4 Era of New Imperialism: Patterns of Global Change
A. Causes of Imperialism
B. Locations of Colonial Rule
C. Views of Imperialism: Colonizers v. Colonized
D. Independence Struggles of Colonized Regions
E. Turn of the Century and Gathering Clouds of World War I
10.5 Causes and Course of the First World War
A. Causes of World War I
B. Major Battles, Turning Points and Geographic Factors
C. Nature of War & Human Costs of War
D. Human Rights Violations

10.6 Effects of the First World War
A. Aims and Roles of World Leaders: Wilson’s Fourteen Points & Treaty of Versailles
B. Effects of the War and Treaties on Political Borders: Shifts in Power
C. Effects of the War and Treaties on the Population and Economy
D. Disillusionment with Prewar institutions, Authorities and Values

10.7 Rise of Totalitarian Governments after World War I
A. Causes and Consequences of the Russian Revolution
B. Rise of Stalin: Effect on Soviet Life
C. Rise of Aggression and Totalitarian Regimes in Germany and Italy

10.8 Causes and Consequences of World War II
A. German, Italian and Japanese drives for Empire in the 1930s
B. Role of Appeasement, Isolationism and Domestic Distractions in Europe and the U.S.
C. Major Battles and Turning Points of World War II
D. Major Political, Diplomatic and Military Leaders
E. Nazi Policy of Racial Purity: Holocaust
F. Human Costs of War

10.9 International Developments in the Post World War II World
A. Power Shifts Caused by World War II
B. Causes of the Cold War
C. Truman Doctrine and Marshall Plan and Resulting Economic and Political Competition in Korea, Cuba, and Vietnam
D. Chinese Civil War and Rise of Mao Tse Tung
F. Nationalism in the Middle East and the Rise of Israel
G. Collapse of the Soviet Union
H. Establishment of the United Nations and NATO, SEATO, OAS and Warsaw Pact

10.10 Nation-Building in the Contemporary World
A. India and Pakistan
B. Africa
C. Latin America

10.11 Integration of Countries into the World Economy and Information, Technological and Communication Revolutions
A. The Global Village
B. Forces for Integration and Disintegration on the Post Cold War World
C. Common Themes of Human History
D. Continuation of Democratic Ideas
Dear Parents,

My name is Aigerim Duiseneyeva, or Miss D, and I am your child’s teacher for Modern World History. I am absolutely thrilled to be teaching this class! I graduated from University of Southern California and worked for a few years in the corporate world in New York before joining View Park Prep High School.

Over the next 9 months, I hope you will share with me any questions or concerns you may have as we move forward to insure your child's success. My goal is not only to teach him or her the content knowledge, but equip with the necessary skills to be successful in college and the professional world.

The students will be responsible for covering their books, as well as bringing them to class daily. Furthermore, each student must have a notebook for this class, which is to be used ONLY for this class. This will help keep your child organized and prepared for class. If your child currently does not have a notebook dedicated for my class, please make sure they have one by Thursday 9/10/09. Students will be expected to bring their textbook and notebook to class daily.

I will be using the View Park website to post homework assignments weekly. I will be uploading documents, assignments, and worksheets to the site so if ever your child is absent they can easily get the work they missed.

Sincerely,

Miss D.
Please bring this page filled out with you to the next class.

Parent/Guardian Contact Information

Student Name: _____________________________________________

Parent/Guardian Name: _________________________________________________________________

Phone:
Home ___________________________ Best time to reach you _____________________________
Cell ___________________________ Preferred phone number ____________________________

Email:_______________________________________________________________________________

Preferred Language of Communication: ____________________

What are the main strengths that your child brings to our classroom?

What are some weaknesses that you think I need to be aware of in order to ensure your child’s success in my class?

The instructor reserves the right to make additions, changes, and deletions to the syllabus during the course of the year.

By signing this form, I acknowledge that I have read and understood everything in this Syllabus and agree to abide by all the rules, expectations and policies outlined in it.

STUDENT NAME:_____________________________________________________________________________________
STUDENT SIGNATURE: ________________________________________________________________________________

PARENT/GUARDIAN NAME:____________________________________________________________________________
PARENT/GUARDIAN SIGNATURE: _______________________________________________________________________

TEACHER NAME:_________________________________________________________________________________
TEACHER SIGNATURE:________________________________________________________________________________

DATE:__________________________________________________________________________________________