World History Syllabus
2013 - 2014

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Needed Materials: Three-ring binder, Dictionary (to be kept at home).

Course Description: The course in World History offers an in-depth study of history, geography and cultures of selected civilizations from the Western and non-Western worlds. The course will also emphasize major turning points in the shaping of the modern world. The course will provide students opportunities to compare and contrast Western and non-Western cultures and to become knowledgeable about historical events as they relate to their respective geo-political settings.

Assessment: Students will receive grades for in-class assignments and activities. Major tests are take-home essays. Multiple choice, true/false and matching quizzes are occasionally taken in class. Daily assignments (collected in a portfolio) and essay tests are to be graded by the parents before submitting to the instructor. After the instructor grades them, all portfolios and essay tests will be returned to the student.

You should keep daily assignments in a three-ring binder. These assignments will make up a portfolio that you may use to write your essay tests and to prepare for the comprehensive final.

Grading: Grades are computed using the following weighted categories:
Parent grade on Essay Tests 10%
Teacher grade on Essay Tests 35%
Parent grade on Portfolios 10%
Teacher grade on Portfolios 35%
Participation 10%

Final semester letter grades will be computed using the school’s adopted formula:
A = 93 – 100%  B+= 87 – 89  C+= 77 – 79  D+= 67 – 69  F = Less than
A- = 90 – 92  B = 83 – 86  C = 73 – 76  D = 63 – 66  60% of points
B- = 80 – 82  C- = 70 – 72  D- = 60 – 62  possible

Parents and students may check grades at any time by logging in to the school’s secure website. Parents will receive password and log-in information in the first few week of the semester.
Late Work: Late assignments will be accepted only if the student could not turn them in due to illness, approved school activity, or any other legitimate excused absence. You will have two weeks from the time of your return to complete any missing assignments. Late work will not be accepted from students without a valid excuse. Extra credit assignments are not given to students who waste opportunities to do the work at the appropriate time. However, extra credit questions are often included in tests, homework and in-class assignments.

Expectations for this Course:
- Parent
  o The parent will devise assignments appropriate to the student’s abilities and to the assigned topics.
  o The parent will check the student’s progress daily.
  o The parent will make sure that the student does more than just complete the paperwork portion of the assignments; i.e. the parent must make sure that the student understands the major concepts and vocabulary of each unit.
  o Parents are expected to grade all essays and portfolios before the student submits them to the instructor. The instructor will provide grading rubrics for these major assignments.
  o The parent will check the student’s progress by using the online grade reporting system. Parents who cannot log into the system should contact the front desk for a password. The student will occasionally receive a printed progress report in the Tuesday class session.
- Student
  o The student will be on time and on task at every session.
  o The student will complete the assigned readings prior to coming to class.
  o The student will complete the assigned written exercises prior to coming to class.
  o The student will bring the textbook and notebook to every session.
  o The student will show printed progress reports to the parent.

Scope and Sequence:
Specific reading suggestions/assignments will be given at the Tuesday class sessions. This list of topics might undergo a few minor modifications as the year progresses to accommodate holidays, testing schedules, and the overall pace of the class.

Week 1: Course Introduction, Rise of Democratic Ideas - Ancient World
Week 2: Rise of Democratic Ideas - Enlightenment and Revolutions In France and USA
Week 3: Rise of Democratic Ideas - Documents, American Revolution and its impact
Week 4: French Revolution and Napoleon
Week 5: Rise and Fall of Napoleon and European Nationalism
Week 6: Industrial Revolution in Europe
Week 7: Industrial Revolution in Europe
Week 8: Industrial Revolution in Europe
Week 9: Industrial Revolution in Europe
Week 10: Imperialism in Asia and Africa
Week 11: Imperialism in Asia and Africa
Week 12: World War One
Week 13: World War One
Week 14: Inter-War Europe
Week 15: Russian Revolution
Week 16: Rise of Fascism
Week 17: Fall Semester Final Exam
Week 18: Origins of World War Two
Week 19: World War Two in Europe
Week 20: World War Two in the Pacific
Week 21: World War Two and the Holocaust
Week 22: World War Two and its Consequences
Week 23: Post World War Two / Cold War
Week 24: Post World War Two / Cold War |
Week 25: Modern China
Week 26: Post World War Two / Cold War Politics
Week 27: Cold War – USSR and Eastern Bloc
Week 28: Modern Latin America
Week 29: Modern Latin America
Week 30: Modern Middle East
Week 31: Modern Middle East
Week 32: Modern Sub-Saharan Africa
Week 33: Modern Sub-Saharan Africa
Week 34: Global Interdependence (STAR Testing Week)
Week 35: Global Interdependence
Week 36: Unresolved Problems of the Modern World
Week 37: Final Exam

Special caveat for participants in the Tuesday Program:
Although the instructor rarely shows film as part of the Tuesday curriculum, the students might occasionally view excerpts from documentary films. The instructor generally does not like to show movies as doing so is often not the best use of class time. However, sometimes films are available that are excellent sources of information. When and if a film is shown in the Tuesday class, parents should know that serious effort has been made to find sources of the highest quality. Parents should also be aware that some of the films might address subject matter that might make some students uncomfortable. Specifically, much of the materials covered in the units on the two World Wars and the Holocaust have the potential to be upsetting. Finally, parents should be assured that the instructor will only show footage of a truly educational nature and gratuitous violence and sensationalism are not parts of the planned curriculum. If you have questions about any film that the instructor plans to show in the course, please contact him before the planned instruction.
Survival Tips for World History and U.S. History

Get rest and eat well
You will perform better if you have a good solid breakfast before class. “Junk food” interferes with thought processes, energy levels, attention span and overall health.

Stay focused
Students are in any given class for only 90 minutes. Often it is difficult to stay alert and attentive. A sensible diet will help. Remember that each ninety-minute class represents two weeks worth of material in a traditional class. You cannot afford to drift off or goof around.

Prepare at home
You will not retain or master any of the material if your only contact with it is in the Tuesday class. The readings are assigned for a reason. If you read a passage and do not understand it, get help. Ask questions, consult a dictionary, consult a different source (like an encyclopedia).

Take advantage of our tutoring services.
The teaching staff is available during the Thursday Support sessions from 8:30 to 12:30. You may also call for an appointment.

Know what to expect.
Use your weekly assignments sheets or the course web page to check on assignment deadlines and class requirements. Parents may check grades at any time by logging in to the school’s secure web site. Parents will receive password and log-in information in the first few weeks of the semester.

If you know how grades are computed, you will not have any unpleasant surprises at the end of the semester. Students should have many kinds of opportunities to learn. There is no one best method of learning. Accordingly, the class is designed so that there is no one single method of computing grades. Your semester grade is determined by your work in three different areas:

1. Homework (submitted in portfolios)
2. Tests and quizzes
3. Class activities

Quizzes are brief assessments of the students’ understanding of concepts and vocabulary that should have been studied during the previous week. All major history tests are essays. The essay topic is always presented in the form of a question at the beginning of each new unit. Therefore, every student knows the topic of the essay test for the unit being studied long before the test is due. Use your portfolio to find material to include in your essays.
## Essay Topics for World History

Refer to the *Parent’s Guide to History Homework Portfolios and Assessments* for more information regarding the essay tests. The following essay topics will be used for the unit exams:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Democracy</td>
<td>Can people be trusted to govern themselves?</td>
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<tr>
<td></td>
<td>or</td>
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<td></td>
<td>Does democracy work?</td>
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<td>French Revolution</td>
<td>“Were the participants in the French Revolution justified in their use of violence?”</td>
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<td>or</td>
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<td></td>
<td>“Did the French Revolution ultimately lead to a better society for the French?”</td>
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<tr>
<td>Industrial Revolution</td>
<td>Was the Industrial Revolution good for Europe?</td>
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<tr>
<td>Imperialism</td>
<td>Was Imperialism good or evil?</td>
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<tr>
<td></td>
<td>or</td>
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<tr>
<td></td>
<td>“Did imperialism do more harm than good?”</td>
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<tr>
<td>World War I</td>
<td>What impact did the Industrial Revolution have on the outcome of World War I?</td>
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<tr>
<td>Rise of the Soviet Union</td>
<td>In 1917, Russia experienced a violent revolution. At the heart of the conflict was a class struggle between those who wanted to create a new society and a new economic system against those who wanted to preserve the old ways. Did the socialists deliver a better society than that which existed before the czar’s execution?</td>
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<td></td>
<td>or</td>
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<td></td>
<td>Which is better: Capitalism or Socialism?</td>
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<tr>
<td>World War II</td>
<td>What new technologies were used in the war and what was their impact?</td>
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<td>or</td>
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<td>Did the defendants in the Nuremberg trials have a reasonable defense?</td>
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<td>or</td>
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<td></td>
<td>How did World War II change the world?</td>
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<td>or</td>
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<td></td>
<td>If you were alive during World War II, would you have served in the military? If so, how would you have liked to serve? If not, why not?</td>
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<tr>
<td>Holocaust</td>
<td>Could it (The Holocaust) happen here?</td>
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<tr>
<td>Modern China</td>
<td>Did life improve for the Chinese people because of the Communist Revolution?</td>
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<tr>
<td>Latin America</td>
<td>What are the biggest problems facing Latin America today?</td>
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<tr>
<td>Modern Middle East</td>
<td>Country Report: Current events in Middle East</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>Can most of modern Africa’s problems be blamed on poor leadership?</td>
</tr>
<tr>
<td>Unresolved Problems of the Modern World</td>
<td>What is (are) the most serious problem(s) of our time?</td>
</tr>
</tbody>
</table>

(Last revised 4/7/11) [This is a work in progress. Topics may be added as time and inspiration allow. Parents are welcome to suggest alternate topic questions. If parents want their student to write on a different, but related topic, they must get prior approval from the instructor—EC]