



## **Reseda High School Law and Public Service Magnet Honors World History**

**Instructor: V. Garcia**

Welcome to Honors World History and to what I hope will be the beginning of many honors courses in your future high school career. Below you will find the requirements and course description. This class is a survey course designed to look at all the major world powers and the issues that have shaped the world today.

World History is a yearlong course designed for students who plan on attending college/university after high school. This course will provide the skills necessary to successfully analyze past and present issues for understanding, as well as give them the skill set required for success in college.

### **Course Description:**

Honors World History will cover the scope of World History from 2000 BCE to present. There will also be a law theme interwoven with special emphasis on police departments and their founding. We will examine the reasons that law enforcement was necessary and how they were shaped into present day police departments. Below you will find all of the essential information in regards to the grading and assignment policy, attendance policy, materials needed and unit information.

### **Course Outline:**

Listed Below you will find the themes that we will continuously examine throughout the course. They will help to bring continuity to the course and help make relative connections for the students.

1. Impact of interaction among and within major societies.
2. Impact of technology, economics, demography on people and the environment.
3. Systems of social structure and gender structures.
4. Cultural, religious, and intellectual developments.
5. Changes in functions and structures of state and in attitude toward states and political identities, including the emergence of the nation-state.
6. Law enforcement around the world and the reasons that they exist.

### **Unit One: The Rise of Democratic Ideas (C.S.S. 10.1.1,2,3; 10.2.1,2,3,5)**

1. Sources of Democratic Tradition

- a. Greeks/Romans
- b. Foundations of Religion and their influence of Western Democratic thought and culture.
- 2. The Enlightenment and the American Revolution
  - a. *Enlightenment philosophy and the ideas of our current judicial system.*
  - b. Enlightenment Spreads
  - c. American Revolution and the influence of the Enlightenment of the Framers.
- 3. The French Revolution and Napoleon
  - a. The three stages of the Revolution from the beginning to the creation of their Constitution.
  - b. Napoleon Bonaparte and the lasting effects of his aggressive foreign expansion.

### **Unit Two: Industrialism and a New Global Age (C.S.S. 10.3.1,3,6; 10.4.1,2,4)**

- 1. The Industrial Revolution Begins
  - a. The beginning of the revolution and why Britain took the lead, as well as how that impacted the world today.
  - b. The social structure and world order as a result of the Industrial Revolution.
- 2. Life in the Industrial Age
  - a. Urbanization and its impact of society.
  - b. *The spread of gang type associations and their influence on those of the United States as a result of immigration to and from the United States.*
  - c. The spread of industrial ideas to foreign nations and the impact of foreign affairs.
- 3. Nationalism Triumphs in Europe
  - a. Germany and they rise to power thru Otto Von Bismarck.
  - b. The impact of his foreign policies on the rest of Europe.
- 4. The New Imperialism
  - a. Colonization and Imperialism
  - b. The partitioning of Africa and the major impact on Africa today.
  - c. China, India and trade issues with both.
- 5. New Global Patterns
  - a. Southeast Asia and the Pacific and the long terms affects of colonizing each region, especially WWII and Vietnam.

### **Unit Three: World Wars and Revolutions (C.S.S. 10.5.1,3; 1.6.1,2; 1.7.1,2,3; 10.8.1,2,5)**

- 1. World War I and the Russian Revolution
  - a. Causes and effects of WWI, with emphasis on the 14 Points and Treaty of Versailles.
  - b. Causes and effects of the Russian Revolution, especially the relationship of the USSR and the United States during the Cold War.
- 2. The Rise of Totalitarianism
  - a. Postwar issues that led to the rise of Hitler, Mussolini, Stalin and Franco.

- b. *Special emphasis on the role of police agencies, such as the Gestapo, Black Shirts or “Storm Squads”, and the use of secret police by Stalin during the Great Purge.*
- 3. WWII and the Aftermath
  - a. Appeasement and its path toward war.
  - b. Alliances and they effect on the war, the major battles of the war and how the end of the war came about.
  - c. How the Western powers dealt with the aftermath of WWII verse WWI.

#### **Unit Four: The World Since 1945 (C.S.S. 10.9.2,3,6,8; 10.10; 10.11)**

- 1. The Cold War
  - a. United States and USSR relations, emphasizing NATO and the Warsaw Pact.
  - b. Issues and dilemmas of post war Germany; and how that leads to the Berlin Airlift and eventually the Berlin Wall.
  - c. Containment and domino theory and how those two policies have effected foreign relations today.
- 2. Regional Conflict & Developing Nations
  - a. World relations and the conflicts of several regions as a result of previous decisions of the Western Powers, such as Germany, Britain, France, Italy, Russia and the United States.
  - b. *The rise of terrorist groups and their ideology, as a result of the past foreign policies of the major world powers.*

#### **Grading Policy:**

Your grade will be determined by points received on homework, quizzes, tests, projects and writing assignments. You will have daily homework that will range from reading and note taking to outlining and vocabulary. This is essential to ensure that you keep up with the class and that material is covered in a timely fashion. Quizzes will be administered randomly, testing whether a student has done their homework or whether they have paid attention in class that day. There will be a test given at the end of every unit, which translates into eight exams. Because these are unit exams they will carry a higher number of points. There will be a writing assignment issued every 5 weeks, giving each student time to develop their thesis and master their writing skills. In addition to these individual assignments, there will, on occasion, be a group project. Grades will be given on a percentage scale as follows:

A 100 – 90%	D 69 – 60%
B 89 – 80%	F 59% - and lower
C 79 – 70%	

Work Habit grades will be given based on assignments; an E will be given to a student with zero missing assignments in a grading period, an S will be given to a student with one to three missing assignments in a grading period, and a U will given to any student with more then three missing assignments in a given grading period.

**Late Work: You may only turn in late work for a current grading period. Quizzes and tests must be made up within a week of your absence. You will have to take the missed quiz at nutrition on Wednesday and missed tests on Friday at lunch. Keep in mind that if you miss a test, you will only have a fourth of the time to make it up.**

### **Attendance Policy:**

You are required to follow the attendance policy of the school. Your attendance will have a direct connection to your semester grade. You will receive participation points that are determined on whether you are in class or not. If you are not in class you cannot participate. 2 points will be given per class period and 1 point will be given if you are tardy to class. If you fail to show up to class, with the exception being a school-approved activity, you will not receive points for the day. In order to be successful, you must attend class on a regular basis.

### **Materials Needed:**

1. 5-section spiral notebook for notes and outlines.
2. Colored pencils for map work and notes.
3. Book Cover (Jumbo)

### **Reseda High School ESLRS**

In my class, students do much of their work in cooperative learning groups. I believe this type of activity helps students to learn how science is really done helps students achieve the Reseda High School ESLRS:

- I. Effective Communicators
- II. Critical Thinkers
- III. Self-Directed Learners
- IV. Responsible Citizens
- V. Healthy Individuals