

Mrs. Lange

alange@northfork.k12.oh.us

Room 210

Modern World History Syllabus

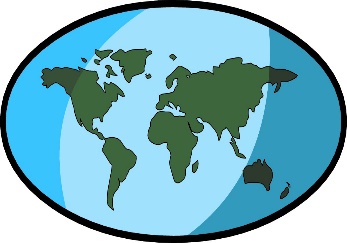
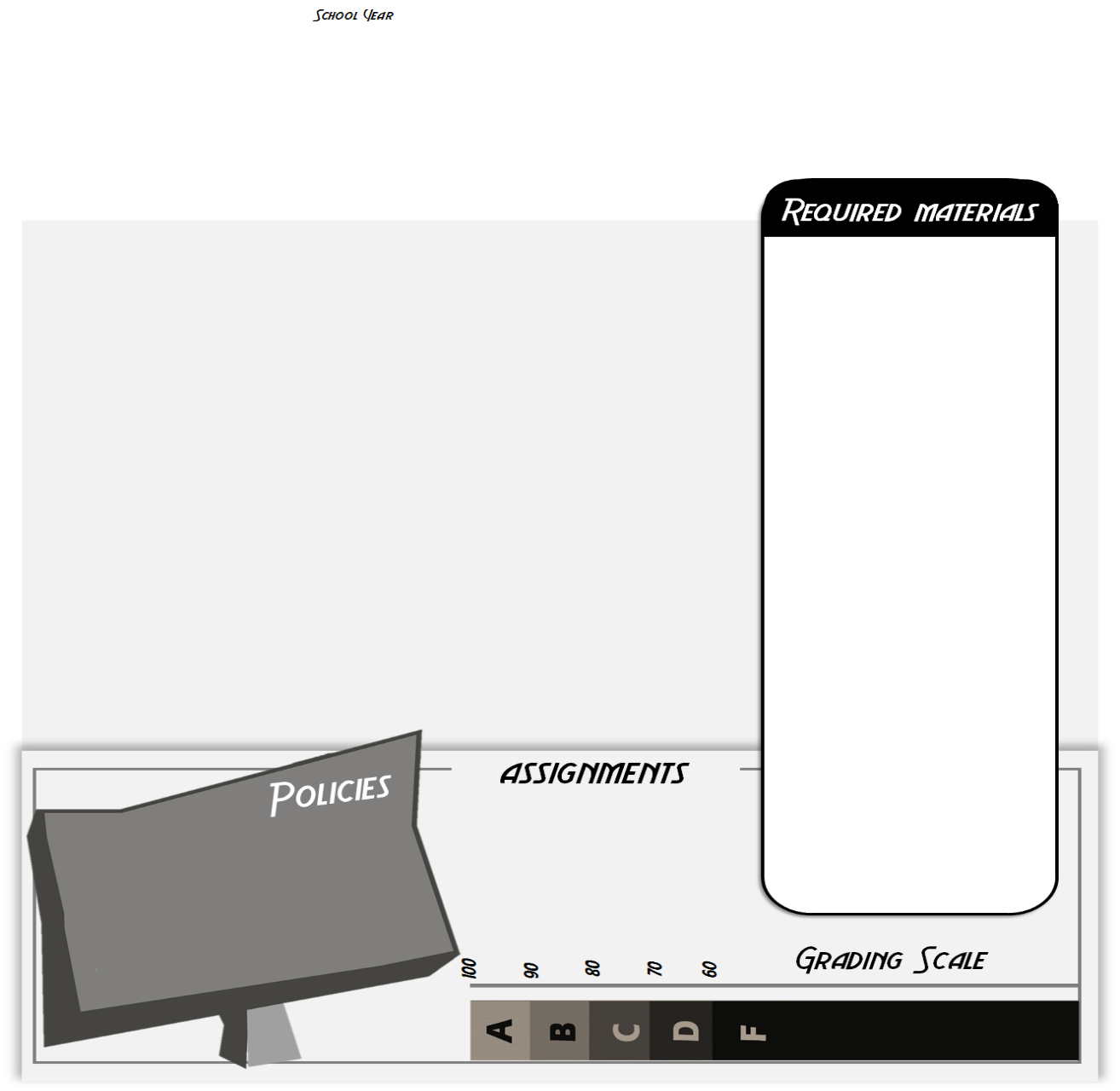
2023 - 2024

**What We Will Learn**

**Grading Policy**

*Tenth grade students will chronologically study historical aspects from all over the world from the Age of Enlightenment through the late 20th century. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students develop a deeper understanding of the role of citizens and continue to develop their research skills. This course is required for all 10th grade students.*

|  |  |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Below 60 |



**Section Dividers**

1. **Class Notes**
2. **Vocabulary**
3. **Test/Quizzes**
4. **Worksheets**
5. **Misc.**

**3- Prong Binder**

**AND notebook or filler paper**

**5 Section Dividers**

**iPADS** – must be brought to class and CHARGED every day.

**Pencils**

***Late Policy***

* *Late work* ***MAY*** *be accepted at the discretion of Mrs. Lange. Late work is subject to a 50% reduction in credit. Work is late if it is not turned in on the due date (absence policy applies) Late work must be turned in before the test for that unit, or it will be a permanent ZERO.*

***Test Re-Take*** *Students will not be allowed to re-take a test or quiz. However:*

* *Test corrections may be available at the discretion of Mrs. Lange*
* *Test corrections will provide* ***half credit*** *for all answers corrected.*

**Grading Scale**

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| --- | --- |
| **Assignment** | **Point Value** |
| Tests | 45 - 100 |
| Projects | 50-100 |
| Quizzes | 10 - 45 |
| Homework/In-Class work/ Miscellaneous Assignments | 5 - 50 |
| End-of-the-Year Project | 100 - 125 |
| Respect Points | 25 |

**Late & Make-Up Work**

**Class Rules**

1. **Respect every one and every thing in the classroom.**

Be on time, be prepared, raise your hand to speak, respect personal & school property, speak nicely to one another, etc.

1. **Always behave as ladies and gentlemen.**

Do not throw things, use proper grammar, be polite, follow the school dress code, etc.

3. **NO Blankets**

**Consequences**

1. Verbal Warning –*loss of classroom privileges, loss of Respect Points, various cleaning tasks around the classroom, relocation of assigned seat, may also apply*

2. Lunch Detention – *in ISS room or with Mrs. Lange*

3. Wednesday Detention and/or parent contact

4. Office referral and parent contact

**Class Procedures**

1. *Make sure your name, the date, and the class period are on all assignments.*
2. Start the Question of the Day (if applicable) at the beginning bell.
3. Focus during class discussion, take notes, and work on assignments when time is given.
4. Mrs. Lange dismisses class, not the bell. ***DO NOT start packing up your things or moving around before the bell, without permission. DO NOT LINE UP AT THE DOOR.***
5. Use restroom between classes, whenever possible. **You will receive 3 restroom/hall passes** to be used throughout the quarter.
6. District cell phone policy applies. *Cell phones will be confiscated if being used during instructional time.* After the 3rd infraction, cell phones must be placed in holder as soon as entering classroom every day. No ear buds, headphones, use of smart watches/technology.

**Attendance**

**Tardiness:** Students are expected to arrive on time and prepared for class. A student who has been tardy to class for a third time in a grading period will receive a lunch detention and will be reported to the office. The fourth tardy receives a Wednesday detention. A fifth tardy in a grading period receives a referral to the office for a Saturday School, In-School Suspension, or Suspension. *If you are more than 5 minutes late for class, with no pass – that is considered “skipping” and you will be referred to the office for a Wednesday detention.*

**Absences:** Make up work due to an excused absence must be made up promptly. Students will be given the same amount of days they are absent to complete make-up work. **It is the responsibility of the student to arrange for and to complete the necessary work.** Work missed through truancy or unexcused absence will be accepted for a maximum 50% credit.

**Cheating**

1. Cheating includes: plagiarism, copying someone else's work or allowing someone to copy your work.
2. First offense receives a zero on the assignment, quiz or test and a Wednesday or Saturday Detention.
3. Second offense receives a zero, out-of-school suspension and failure of course for the 9 weeks grading period.

**Denial of Credit Policy**

Any student who accumulates more than four (4) absences per class, per nine weeks of non-professional absence - excused or unexcused will receive a zero (0) for that class period, for that day and every day in excess of the four (4) days. Each new nine weeks starts a new count.

Course Outline

**Current Events:** In addition to the items listed below, some class periods will be devoted to studying current events. Understanding what is happening in the present day is equally as important as understanding the history of how we arrived at this point. Current event activities will include research of a topic and an assignment to be turned in for a grade (generally, around 10 points).

**Unit 1: The Enlightenment/Forms of Government**

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| --- | --- |
| **Vocabulary** | **Chapter Themes & Objectives** |
| Scientific Revolution | How did enlightenment ideas produce enduring effects on political, economic, and social beliefs |
| Heliocentric Theory | Analyze how the ideas influence changes to governments and religious authority throughout Europe and the world |
| Geocentric Theory | Learn connections between the ideas of the enlightenment and the American and French revolutions. |
| Social Contract | Analyze how different forms of citizen participation and action influence political, social, and economic change |
| Hobbes |  |
| Locke |  |
| Montesquieu |  |
| Adam Smith |  |
| Laissez Faire |  |
| Diderot |  |
| Voltaire |  |

**Unit 2: Industrial Revolution**

|  |  |
| --- | --- |
| **Vocabulary** | **Chapter Themes & Objectives** |
| Rural | How did scientific and technological changes promote industrialization in the textile industry in England |
| Urban | Understand the cause and effect of the growth of population, rural-to-urban migration, growth of cities, and emigration out of Europe |
| Urbanization | Changing role of labor and the rise of unions |
| Enclosure Movement | Changes in work and living conditions for working class |
| Factory System | Industrialization growth around the world |
| Mass Production | Explain how the causes and consequences of urbanization including economic development, population growth and environmental change |
| Slums | Impact of communication and transportation around the world |
| Middle Class |  |
| Labor Union |  |
| Social Darwinism |  |
| Collective Bargaining |  |
| Emigrated |  |

**Unit 3: Imperialism**

|  |  |
| --- | --- |
| **Vocabulary** | **Chapter Themes & Objectives** |
| Imperialism | Economic, Political, and Social roots of Imperialism |
| Nationalism | Analyze the perspectives of the colonizers and the colonized concerning (language, resources, labor, political systems, and religion) |
| Racism | Modernization of Japan |
| Colonization | Political and Social reform of China |
| Indigenous | Exploitation of the African continent |
| Direct Rule | Examine the political, social, and economic struggles resulting from imperialism |
| Indirect Rule | Analyze the results of political, social, and economic oppression and the violation of human rights through the exploitation of indigenous people |
| Isolation |  |
| Assimilation |  |
| Sphere of Influence |  |
| Westernize |  |
| Exploitation |  |

**Unit 4: World War I & Russian Revolution**

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| --- | --- |
| **Vocabulary** | **Chapter Themes and Objectives** |
| Multinational | Causes of WW1 (militarism, alliances, imperialism, nationalism) |
| Militarism | Costs of War |
| Alliances | New technology in warfare (tanks, machine guns, trench warfare, submarines, airplanes) |
| Total War | Analysis of the treaty of Versailles, its provisions, and how this angered the German people |
| War-Guilt clause | The emergence of the Bolshevik political party in Russia led by Lenin |
| Treaty of Versailles | Causes of Russian Revolution (lack of Czarist reform, WWI) |
| Global War | The rise of Communism in Russia |
| Bolshevik |  |
| Czar |  |
| Nationalized |  |
| Purge |  |
| Authoritarian |  |
| Collectivization |  |

**Unit 5: Global Depression & the rise of Fascism**

|  |  |
| --- | --- |
| **Vocabulary** | **Chapter Themes and Objectives** |
| Inflation | Assess the global impact from WWI (economically, socially, and politically) |
| Depression | Dictators in Europe and Asia benefit from depression and gain control of certain countries |
| Fascism | The rise of the Nazi party and Fascism in Europe |
| Appeasement | German Aggression & Appeasement from the Allies |
| Axis Powers |  |
| Allies |  |

**Unit 6: WWII**

|  |  |
| --- | --- |
| **Vocabulary** | **Chapter Themes and Objectives** |
| Nazi | Analyze the causes of WWII (appeasement, axis expansion, role of the allies) |
| Radiation | Analyze the use of Atomic Weapons |
| United Nations | Creation of the United Nations after the war |
| Zionism | The Holocaust and Human Rights |
| Holocaust | The creation of Israel |
| Atomic Bomb |  |

**Unit 7: The Holocaust (Oppression-Discrimination-Genocide)**

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| --- | --- |
| **Vocabulary** | **Chapter Themes & Objectives** |
| Einsatzgruppen | Nazi beliefs towards Judaism |
| Kristallnacht | Life as a Jew in Nazi Germany & Europe |
| Concentration Camps | Study of how oppression and discrimination effect cultures and society |
| Ghetto | Genocide in our History (Armenia, Bosnia, Iraq, Rwanda) |
| Nuremberg Laws |  |
| Discrimination |  |
| Genocide |  |
| Oppression |  |
| Refugee |  |

**Unit 8: Creation of Israel**

|  |  |
| --- | --- |
| Vocabulary | Chapter Themes and Objectives |
| Palestine | What is/where is Palestine |
| PLO | Why do both Jews and Muslims claim Palestine (History of Control & Beliefs) |
| Islam | The impact of the Holocaust on control of Palestine |
| Mohammad | Israel as an independent Jewish nation |
| Anti-Semitism | Analyze the conflict of the region today and how it impacts the world |
| Hebrew |  |

**Unit 9: Cold War**

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| --- | --- |
| **Vocabulary** | **Chapter Themes and Objectives** |
| NATO | Compare and contrast democracy and communism |
| Warsaw Pct. | The emergence of the alliances of NATO and Warsaw Pct. |
| Iron Curtain | How and why Germany was divided after WWII |
| Arms Race | The impact the Cold War had on the world due to the incredible tension |
| Glasnost | Reasons for the collapse of the USSR (Reforms, Citizens desire to be free, Arms Race) |
| Superpower |  |
| Third World Country |  |
| Perestroika |  |
| Satellite Nations |  |

**Unit 10: South African Apartheid**

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| **Vocabulary** | **Chapter Themes and Objectives** |
| Apartheid | Analyze the lasting effects imperialism had on new nations created in Africa |
| ANC | Examine the laws of Apartheid for discrimination and oppression |
| Boycott | Understand how foreign and domestic pressure helped end the laws of Apartheid |
| Domestic | Examine how South Africa benefited from Passive Resistance to change the country |
| Foreign |  |
| Passive Resistance |  |

***Additional topics to be added, time permitting – including Middle East relations, War on Terror, etc.***

I have read and understood ALL of the above policies in Mrs. Lange’s Modern World History class and syllabus.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name Parent/Guardian Name

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Signature Signature

Contact Preference:

If I should need to contact you regarding your child’s performance in class, please provide your preferred method of contact below:

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have any additional information you would like me to know about your student, feel free to include below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please contact me with any questions or concerns via email at [alange@northfork.k12.oh.us](mailto:alange@northfork.k12.oh.us) or phone (740)892-2855. I am looking forward to a great year!

Thank you!

Ashley Lange

History Department

***Please also review the movie permission slip on the back of this paper .***

Dear parent(s) / guardian(s),

I believe using film in history class can be an excellent tool to bring our learning to a new level, while keeping the students interested and engaged.

There are two films we are planning on viewing that are rated R. *Blood Diamond* is a film released in 2006, portraying civil unrest and the trade of conflict diamonds in Africa. Towards the end of the year, we will watch *Argo,* a 2012 film highlighting the Iranian Hostage Crisis. These films are rated R, mostly due to violence and language. If you would like more detail on the film, I find the following website to be very helpful for parents: <https://www.commonsensemedia.org>. There you can search for the movies to find a more detailed description and other parent and student reviews.

If you prefer your child not watch these films, alternative arrangements can be made for your student to be outside the classroom. If the viewings are fine, please sign and date the bottom of this sheet. Your student will not be able to view these films without this signed permission form.

If you have any questions, feel free to contact me at alange@northfork.k12.oh.us.

Thank You.

I give my child permission to watch *Blood Diamond* and *Argo* in Mrs. Lange’s history class.

PARENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_