WORLD HISTORY B

Intending to set the tone for the topics and expectations of courses of study followed in **Cyber High** curriculum, this syllabus serves as a student and teacher guide to communicate expectations, instructional design, student assessment, and support. PRIOR TO beginning this course, students are strongly encouraged to <u>identify</u> the multiple resources and supplemental materials that are available and/or required for successful completion of this course.

A. COURSE TITLE AND DESCRIPTION

World History B UC Approved a-g, College Prep

(10th Grade, 2nd Semester)

This course is aligned with Common Core and California State Content Standards. Grade level appropriate coursework and expectations are followed in this survey of world history from the Industrial Revolution to modern times. With rigor, depth, and breadth of content and assignments, and through directed reading and writing assignments, students focus on concepts related to the analysis of themes and events in history. Students will gain experience with chronological and spatial thinking, historical research, thinking critically and supporting analysis with evidence, perspective, and point of view, and historical interpretation. Students engage in several writing assignments and projects. Questions and activities are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course.

B. ORGANIZATION, PLATFORM, AND CREDIT HOURS

This Course accommodates multiple school calendar schedules. Students may earn up to five (5) credits per course; partial credit is possible on a per Unit basis. Each open entry/open exit Unit of study earns one (1) high school credit. Successful completion of this course is determined and documented through multiple measures of assessment.

C. COURSE PREREQUISITES

This course is open to students with 10th grade standing who have completed *World History A*. Students must be able to access help pages and tutorial videos, utilize a rich text editor, and understand basic Internet navigation. This course may require tech-based Activities, consisting of chat, blogs, discussion forums, email, journaling, blogging, wikis, online collaboration, etc.

D. COURSE OVERVIEW

World History B introduces a framework for studying world history. The course uses a chronological approach while drawing out themes across place and time. Providing rich media in multiple formats for ease of use and to address diverse student needs, this course reflects a bias-free and multi-culturally sensitive environment. Even if current

events are not exactly the same as past events, examining history can help individuals make better decisions for the future. History is the force that shapes mankind, both present and future. The course includes the following Units:

- **Unit 6**: *Industrial Revolution and Imperialism*. This Unit is designed to explore the Industrial Revolution and the changes it brought to the world economy and people's lives. Innovation in Great Britain and then the rest of the Western World spurred economic growth. Economic philosophers described and explained the new economy and its impact on people's lives. Industrialization spurred the need for more raw materials and new markets. Western nations took political and economic control of other nations, sparking lasting consequences. The effects of imperialism in Africa, Asia, and Latin America continue to impact the world today.

- **Unit 7**: *World War I*. This Unit examines the war between the European powers that impacted the entire world. During the late 19th century, the kingdoms of Europe formed modern nation-states. Imperialism and industrialization created intense competition between these nations. Secret alliances between the European powers meant that any conflict could drag the entire continent into war. The assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian emperor, set a match to this volatile powder keg. It quickly became clear that there would be no quick end to this brutal war as the front lines of trenches rarely moved more than a mile in either direction. New weapons, such as poison gas and submarines, made war even more horrible. The suffering people of Russia deposed their tsar in a socialist revolution and Lenin, now in power, made a separate peace with the Germans. Fortunately for the Allies, the United States joined the fight. U.S. President Wilson hoped to promote peace in the post-war world. His efforts failed as he fell ill and the U.S. Senate refused to ratify his plan. The Treaty of Versailles harshly punished Germany and planted the seeds of World War II. The upheaval of World War I affected culture and encouraged nationalist movements throughout Asia.

- **Unit 8**: *World War II*. This Unit assesses the causes and effects of World War II. Following World War I, Communism tightened its grip on the Soviet Union. Stalin followed Lenin and used totalitarian methods to institute a series of Five-Year Plans, designed to strengthen the Soviet Union. After an initial boom, the United States economy went bust, dragging Europe's delicate recovery down with it. During this global depression, people were drawn to fascism. Fascist governments in Italy, under Mussolini, and Germany, under Hitler, aggressively expanded their borders, drastically suppressed dissent in their own countries, and violently persecuted minorities, like the Jewish people. Initially, the other nations of Europe practiced appeasement. Inevitably, however, Europe collapsed into war. Germany's ally in Asia, Japan, also pursued a policy of expansion. Anticipating the United States would eventually enter the war, Japan bombed U.S. naval ships at Pearl Harbor. Once again, the United States entered World War II. Britain and Russia, holding strong against the Nazi expansion, were joined by the United States, first in North Africa, then Italy, and then on the beaches of Normandy, France. In the Pacific, the United States used the tactic of island-hopping to break Japanese control of the Pacific. Facing a long and costly war in the Pacific, the United States made the deadly decision to drop two atomic bombs on Japan, ending World War II. World War II drew nations from around the globe into conflict and left devastation across three continents. Global leaders were determined to create a safer post-war world.

- **Unit 9**: *The Cold War*. This Unit explores the new world order following World War II. In an attempt to prevent future global wars, the nations of the world formed the United States. The United Nations was hampered by fighting between its two strongest members: the Soviet Union and the United States. Although the Soviet Union and the United States were allies during World War II, there was a lot of distrust between these two powers. Their conflict would come to define global politics in the decades following the war. These two superpowers divided Europe into two spheres of influence: NATO in the West and the Warsaw Pact in the East. On the other hand, the U.S. rebuilt Japan, a former enemy, into a global economic power. The U.S. and Soviet struggle for power played out in proxy conflicts throughout the world: Vietnam, Korea, Cuba, and elsewhere. Meanwhile, decolonization in Asia and Africa created independent nations that still struggled

under the effects of imperialism. U.S. and Soviet competition made conflicts in South Asia and the Middle East even more dangerous.

- **Unit 10:** *An Interconnected Globe.* This Unit explains the global issues that influence our lives today. The Soviet Union could not keep up with the Cold War spending of its capitalist rival, the United States. As the Soviet Union weakened, it lost control of its satellite states and republics. The Soviet Union dissolved into a federation of states, led by Russia, and many of the former Warsaw Pact nations instituted democratic reforms and joined NATO. Europe banded together to create an economically and culturally unified continent, though there are serious challenges to that unity. A global economy increasingly connects the nations of the world. The United States and its allies face new, stateless enemies in the forms of the global drug trade and international terrorism. The global problems of today will require international, cooperative solutions.

E. COURSE GOALS AND OBJECTIVES BY UNIT

In addition to successfully completing the Activities and Final Exams for each Unit, 95% of all enrolled students when requested by the teacher will demonstrate and/or articulate the following as evidenced by written exams, oral and written coursework, Project, assignments, etc.:

Unit 6: Industrialization and Imperialism

Goals: Upon completion of this Unit, students will:

- compare and contrast the pre- and post-industrial ages.
- describe the economic and social changes that resulted from the Industrial Revolution.
- explain why Great Britain was the first country to industrialize.
- trace the spread of the Industrial Revolution throughout the world.
- summarize the economic philosophies of the Industrial Revolution.
- understand the importance of the innovations of the Industrial Revolution.
- identify the motivations of imperialism.
- describe the different forms imperialism took.
- evaluate the effects of imperialism.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least "Proficient" on the final essay assignment. By the end of this Unit, the student will:

- conduct research on a significant historical topic and present that information in writing.
- compose an essay that debates the impact of imperialism from multiple perspectives.
- write a letter that advocates for improving working conditions in an Industrial Era factory.
- interpret maps showing demographic changes of the Industrial Era.
- interpret maps that depict the changing boundaries of the Age of Imperialism.
- analyze charts for information about industrialization.
- analyze artwork for the values and ideas of the Industrial Revolution.
- create an advertisement for an invention of the Industrial Revolution.
- read and understand historical texts and primary sources and demonstrate comprehension through various activities.

Unit 7: World War I

Goals: Upon completion of this Unit, students will:

- evaluate responsibility for the start of World War I.
- identify the major battles, campaigns, and technological innovations of World War I.
- explain the importance of the U.S. involvement in World War I.
- explain Wilson's Fourteen Points and the Treaty of Versailles.
- analyze the effects of World War I.
- explain the rise of Communism in Russia.
- analyze post-war nationalist movements in the Middle East and Asia.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least "Proficient" on the final essay assignment. By the end of this Unit, the student will:

- conduct research on a significant historical topic and present that information in writing or as part of a podcast.
- compose an essay that debates the responsibility for World War I.
- connect cause with effect leading up to, during, and immediately after World War I.
- analyze propaganda posters for their use of propaganda techniques and significance during World War I.
- create a propaganda poster that shows an understanding of the techniques of propaganda.
- interpret maps showing the territorial changes of World War I.
- read and understand historical texts and primary sources and demonstrate comprehension through various activities.

Unit 8: World War II

Goals: Upon completion of this Unit, students will:

- trace the development of totalitarian Communism in the Soviet Union
- analyze the causes of World War II, with an emphasis on the terms of the treaty of Versailles and the Global Depression.
- define fascism and explain its appeal to the people of 1930s Europe.
- identify the major battles, campaigns, and technological innovations of World War II.
- explore the crimes against humanity during World War II, with an emphasis on the Holocaust, the Rape of Nanking, and the atomic bombing of Japan.
- explain the importance of the U.S. involvement in World War II.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least "Proficient" on the final essay assignment. By the end of this Unit, the student will:

- conduct research on a significant historical topic and present that information in writing or as part of a podcast.
- compose a letter that describes the totalitarian system under Stalin.
- write an essay that debates the decision to drop the atomic bomb.
- connect cause with effect leading up to, during, and immediately after World War II.
- analyze propaganda posters for their use of propaganda techniques and significance during World War II.
- interpret maps showing the strategies of World War II.
- read and understand historical texts and primary sources and demonstrate comprehension through various activities**.**

Unit 9: The Cold War

Goals: Upon completion of this Unit, students will:

- identify the events that caused and aggravated the Cold War.
- explain the reasons the United Nations was created and what is its purpose.
- trace the changes in Europe after World War II.
- analyze the international policy responses of the Cold War.
- describe the social, political and economic changes in Japan after World War II.
- compare Cold War conflicts.
- connect the causes and effects of the Korean and Vietnam Wars.
- examine the effects of the Cold War on Asia, Latin America, and the Middle East.
- explain the roots of the Arab-Israeli Conflict.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least "Proficient" on the final essay assignment. By the end of this Unit, the student will:

- conduct research on the Cold War and present that information as part of a timeline.
- write an essay that evaluates the roles a country's form of government plays in its economic development.
- connect cause with effect during the Cold War.
- organize Cold War events in a timeline.
- interpret maps showing the alliances of the Cold War.
- interpret maps showing the territorial changes during decolonization in Asia and the Middle East.
- read and understand historical texts and primary sources and demonstrate comprehension through various activities**.**

Unit 10: An Interconnected Globe: The World Today

Goals: Upon completion of this Unit, students will:

- assess the weaknesses of the Soviet Union that led to its ultimate collapse.
- analyze the limitations of Gorbachev's response to the Soviet Union's challenges.
- define the following terms: "détente," "glasnost," and "perestroika."
- explain the connection between the events in the Soviet Union and its non-Russian satellite states at the end of the Cold War.
- discuss the fall of Communism in the Soviet Union and its non-Russian satellite states.
- describe the current political and economic situations of the countries of Eastern Europe.
- describe the recent political and economic developments in the United States.
- describe the changes in Western Europe as the Cold War ended.
- assess the challenges facing Western Europe today, including the continuing integration of new nations into the European Union and Britain's vote to leave the European Union.
- identify global issues.
- analyze the global issues facing the world today, especially global security, fundamentalism and terrorism, economic development, world population pressures, and environmental issues.
- draw connections between overpopulation and poverty, hunger, pollution, and other global issues.
- identify recent accomplishments in technology, medicine, and space travel.
- evaluate the role technology plays in modern society.
- assess the positive and negative impact of globalization.
- describe international efforts to maintain peace and provide basic human rights for all citizens of the world.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply

to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least "Proficient" on the final essay assignment. By the end of this Unit, the student will:

- conduct research on an environmental topic and present that information in a format of the student's choosing.
- predict the future outcome of current global issues by writing a news article from the future.
- read and analyze current events news articles and then share that information through a podcast, video, or blog.
- write an essay that evaluates the role of technology in the world today.
- connect cause with effect for the collapse of the Soviet Union and the end of the Cold War.
- interpret maps showing demographic information for the modern world.
- read and understand historical texts and primary sources and demonstrate comprehension through various activities.

F. REQUIRED MATERIALS

The following materials are required for course completion. If you are a student and you do not have these, please consult your Contact Person before beginning the course:

- *World History: Patterns of Interaction*; Holt McDougal. 2012.
- access to a dictionary, encyclopedia, library, and the Internet.

G. RESOURCES, REFERENCES, AND TECHNICAL SUPPORT

This course offers a variety of technology tools, has a user-friendly interface, and is accessible for learners with special needs. Copyright, policies, and licensing status,

including permission to share where applicable, are clearly stated and found in the policy link on the ***Cyber High*** login page.

- Students are provided an orientation document titled ***Student Quick Start Guide*** before starting a ***Cyber High*** course. They are also offered material that describes the experience of learning online, what is needed to manage online challenges successfully, time commitments, software and hardware requirements.
- ***Cyber High*** courses are reviewed annually and updated periodically to assure currency, content accuracy, student engagement and correlation to California and Common Core State Standards.
- Ongoing course effectiveness is assessed through feedback from qualified curriculum developers, as well as students and teachers in the field, to ensure a continuous improvement cycle for the highest quality online curriculum.
- Course provider contact information:

- Customer service and technical support can be accessed by students and teachers year round, Monday through Friday, 8:00 AM - 5:00 PM (excluding holidays and the last two weeks of December).
    - To request support, please contact us by phone at (559) 265-4008 or (800) 987-7277, or via email at *support@cyberhigh.org*.
    - Users can also submit problem reports via a link on every page in *Cyber High*.
    - A number of Professional Development and tutorial videos on a large number of topics are available to school staff in the "Resources" tab in the main menu and on every page in *Cyber High* courses.
- *Cyber High* was developed with universal design principles in mind and conforms to the U.S. Section 504 and Section 508 provisions for electronic and information technology, as well as the W3C's Web Content Accessibility Guidelines (WCAG 2.0) via audio and video transcripts embedded in the courses.
- Multiple format rich media resources are available in *Cyber High* courses. These resources include instructional and tutorial audio and video clips, and interactive, collaborative Activities. Students also have access to an online calculator, dictionary, course-specific instructional videos, and a text editor for notes
- Additional information about *Cyber High* courses and the rigorous standards addressed in them can be found at the following websites:
    - *www.cyberhigh.org*
    - *www.cde.ca.gov/ci/rl*
    - *www.cde.ca.gov/ci/cr/rl*
    - *www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf*

H. INSTRUCTIONAL ASSESSMENT STRATEGIES

Ongoing, varied, and frequent formative and summative assessments provide the student with many opportunities to assess progress and mastery. The student is continuously aware of progress and mastery via the Student Progress Report available for every student and the progress bar on the Landing Page of every course Unit. Writing rubrics are also embedded into courses and are available for teacher review in the Teacher Resources section.

I. GENERAL INFORMATION

All *Cyber High* policies, including exam and grading policies, are available on the *Cyber High* login screen and at *cyberhigh.org*. Student information remains confidential, as required by the *Family Educational Rights and Privacy Act* (FERPA).

- Students electronically acknowledge roles and expectations for purposeful student achievement and high academic integrity in the use of copyrighted materials, plagiarism, and netiquette via the Rules of Conduct.
- Easy to understand grading policy guidelines defining student participation, expectations, practices and privacy policy are posted; rules regarding Performance Based Learning Activities, discussions, and email communications are clearly stated in the Rules of Conduct.
- Students can review grades and scores at any time via the Student Progress Report feature. Except in cases of actual programmatic error, final grades are permanent.
- Students are required to meet with their designated instructor of record and/or counselor at a scheduled and documented time prior to beginning the course (i.e., Unit 1 or applicable Unit) **AND** at least once during the first week of study. Additionally, it is strongly recommended that the site teacher and the student

collaboratively develop a written PLAN FOR UNIT/COURSE COMPLETION and for regular subsequent face‑to‑face (F2F) meetings.
- It is the site teacher's responsibility to identify and resolve any factors that may contribute to a student's non‑responsiveness.

J. SUGGESTIONS FOR SUCCESS

Consisting of student to student, student to instructor, and instructor to student, the following opportunities are strongly supported:

- Face‑to‑Face (F2F) explicit communication meetings are REQUIRED before <u>and</u> during the first week of the course to confirm student engagement and progress.
- Get/Give interaction opportunities for timely and frequent F2F and electronic techno‑feedback (verbal and non‑verbal cues) about student progress, including material mastery and application;
- Special student needs are nurtured through alternative studying and learning modalities; varying paths of engagement are identified/assessed early on and options for necessary accommodations and/or remediation are addressed.
- Multiple opportunities for active student engagement that includes authentic and collaborative experiences, activities, and group interaction in higher‑order thinking and critical reasoning in increasingly complex ways are provided in the collaborate Performance Based Learning Activities.
- Review basic online communication rules of etiquette and private vs.public correspondence.

IMPORTANT NOTE: This syllabus, along with course assignments, is subject to change. Any modifications will be clearly noted by the program coordinator and/or by local office staff.