Modern World History/Geography 1 Syllabus (2019-20)

School: *Garfield High*

**Garfield High School**

1255 16th Street • San Diego, CA • 92101

(619) 362-4500 ext. 3302

**MODERN WORLD HISTORY/GEOGRAPHY 1 (Course #6605)**

**Semester Syllabus**

**Mr. Edmonds**

**Room:**302

**Email**: [gedmonds@sandi.net](mailto:gedmonds@sandi.net)

**Availability**: Monday – Friday, during lunch and before and after school.

**Course Description:** IIn this course students examine major turning points in history in the last 600 years and their influence on modern-day states.  The course will view revolutions (Scientific, American, French, and Industrial), and how they have impacted the development of nations, societies, and what people value.  The course will briefly review some well known ancient civilizations, such as: Egyptian, Greek, Roman, and Mayan.  We will also discuss current events.

**Required Textbooks:***Modern World History Patterns of Interaction*

*AGS World History*

**Course Requirements:**

* Students must attend class in order to experience success and completion of the course.
* Students need to keep all work, notes, and class paperwork organized in a folder.

Class work will include: worksheets, video assignments, quizzes, tests, essays, current events, projects, and common core collaboration.

**What is Common Core?**

Common Core involves learning strategies that encourage students to think critically  
and solve problems through research while working with others in groups  
(collaborative learning).

**Theme Questions aligned with Content Standards:**

**Content Standard (10.1):**Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

**Theme Questions:**

1. What impact does Greek and Roman law have now?

**Content Standards (10.2):**Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

**Theme Questions:**

1. How did the ideas of John Locke, Charles-Louis Montesquieu, and Jean-Jacques Rousseau have an influence on democratic revolutions in England, the United States, and France?
2. What are principles in the U. S. Constitution that have influenced the world in which we live?
3. Explain how the ideology of the French Revolution led France to develop from a constitutional monarchy, to a democratic despotism, then to the Napoleonic Empire.

**Content Standard (10.3):**Students analyze the effects of the Industrial Revolutionin England, France, Germany, Japan, and the United States.

**Theme Questions:**

1. Explain how scientific and technological changes of the 19th century and early 20th century, along with new forms of energy brought about massive social, economic, and cultural change.
2. How did the Industrial Revolution impact population growth, rural to urban migration, and growth of cities?

**Classroom Expectations:**

* ALL TECHNOLOGICAL AND ELECTRONIC DEVICES, please put them away during instruction time in the classroom.  That’s the entire 80 or 85 minutes!
* Students need to respect the room by not writing on the desks, books or other equipment.
* No eating food or candy; no drinking soda, juice, coffee, or energy drinks (only water).
* Students need to be respectful of themselves, fellow classmates, and adults.  Refrain from using profanity in the classroom.
* Students need to come to class “in their right mind,” which means, not under the influence of illegal substances or alcohol.

**Grading and Credit Policy:**

Students must attend class **consistently**, do **all** the major work (tests and writing projects), and participate.  **Multiple absences will have a negative effect on the final grade**.  When work is due, it is due.  This is not an independent study course.  When work is not turned in on time, it is late and students will receive reduced points (only up to two days, then they’ll receive no points on late assignment).  When a quiz or test is given and that student is not present, they will only have until the next class meeting to make it up, unless parent contacts the teacher with a valid excuse (serious illness or family emergency).

**Grading Scale:**  
98% - 100%       A+         77% - 79%        C+  
93% - 97%        A            73% - 76%        C  
90% - 92%        A-           70% - 72%        C-  
87% - 89%        B+          67% - 69%        D+  
83% - 86%        B            63% - 66%        D  
80% - 82%        B-           60% - 62%        D-  
  
59% or Below    F

**Schedule of Weekly Curriculum and Theme Lessons**

**Week 1:**          Introduction to World History / Map Work / Ancient Egypt

**Week 2:**         Ancient Greeks / Roman Empire / The Middle Ages

**Week 3:**          The Renaissance / The Reformation

**Week 4:**          Scientific Discoveries / Exploration

**Week 5:**         The Enlightenment / Revolutions in America and France

**Week 6:**          Revolutionary Movements in Latin America / Industrialization

**Week 7:**          The Turn of the Century / World War I / The Great Depression

**Week 8:**          Leading up to World War II / World War II

**Week 9:**         The Cold War

------------------------------- **Do not cut or tear**-------------------------------

 The individuals below have read and accept this syllabus:

Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

Parent Signature   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_