



---

***PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI, GREECE***

**NAME OF COURSE:**

**World History**

**GRADE LEVEL: 10**

**SCHOOL YEAR: 2011 – 2012**

**COURSE DESCRIPTION**

The course content is the study of human existence from the Revolutionary Struggles in Europe in the 19<sup>th</sup> century through and including World War I. and its effects to world order. Because of the large amount of history involved, this will be considered a survey course designed to provide a general background in world history starting in the mid nineteenth century

As this is an introductory course a strong emphasis is placed on the Humanists, Rationalists Revolutionaries, the Nationalists, Romantics, Autocrats, Imperialists and Totalitarianists.

Class work will concentrate on analysis and interpretation of readings, analysis of primary source materials, biographies, research reports, synthesizing information and collaborate learning. *Map skills will be stressed throughout the course.*

**LEARNING OBJECTIVES**

By the end of the year the students will:

- Have a full understanding of the philosophy and definitions of history.
- Have a clear and adequate knowledge of the general narrative of European History and world history from 1830 through and including the 1930's.
- Understand the meaning of time and chronology.
- Understand the reasons for both continuity and change.
- Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history.
- Understand the full worth of the individual by examining the great contributions made by all men and women in all general fields of endeavor.
- Understand the problems faced by people during this period in history, to relate to these problems to the present, to investigate the attempts to find solutions to these problems, and to analyze the effects of these policies on the world order.
- Offer their interpretations of critical issues of the past (.e.g. the balance of power doctrine of the 19<sup>th</sup> century) supported by the appropriate evidence and sound reasoning.
- Analyze validity of various interpretations of history of major events. (e.g. the

- Industrial Revolution).
- Recall /analyze historical periods/ and the relationships among them.
- Analyze examples of ongoing change/rise of nation-states, social, economic, political and intellectual revolutions.
- Gather evidence/ analyze issues/ develop arguments/debate and form reasoned conclusion.

## SCOPE AND SEQUENCE \*

### **QUARTER I**

- The Age of Revolutions and Reactionary Rule in Europe**
  - **Philosophy and definitions of history?**
    - What is historiography- Research Technologies
    - Brief review of the 9<sup>th</sup> grade curriculum:
      - The French Revolution/ Napoleon / The Metternich system
      - Congress of Vienna rearranges the map of Europe
    - Age of Ideologies /Liberalism/Nationalism/Conservatism/ Socialism/Capitalism/
    - Revolutionary fires spread throughout Europe and Latin America : 1790 to 1848
    - Industrialization and the Urban Age/machines and ideas alter the lives of men/ Industrial Revolution's impact on culture
    - Nationalism /Imperialism/ Industrial and political revolutions; Germany and Italy form nation states
    - Russia: Reform and Reaction

### **QUARTER II**

- Growth of Western Democracies 1815-1915**
  - **Wars and Imperialism/World in Upheaval**
    - Great Britain becomes more democratic and expands
    - Divisions and Expansion in France and United States
    - Reform: Marx: Socialism – The Communist Manifesto
    - New Imperialism 1870-1914: Cause and Effect
      - Partition of Africa/ European Challenge to the Muslim World
      - India /China and New Imperialism/Loss of Independence

### **QUARTER III**

- World Tension and Revolutions**
  - **Nationalism and Revolution Around the World**
    - Revolutions in Russia the Balkans/ Latin America
    - Nationalistic Upheaval in the Balkans  
Greece/Serbia/Bulgaria/Turkey
    - Alliances /Treaties
    - Tsarist Russia to Communist USSR
    - Lenin/ Trotsky/Civil War
    - Stalin / Totalitarian Society
    - Nationalistic Upheaval/ India/Middle East
    - Upheavals in China

9. Empire building/Japan becomes a world power

**QUARTER IV**

- **Dictators and World War**
  - **The World Went to War**
    1. Disputes and alliances increased tensions
    2. The Balkan crisis brought general War
    3. Causes of WWI/ Alliance system/ Arms Race/Nationalism
    4. WWI /Total War
    5. The democracies and international peace efforts
    7. Treaty of Versailles/ League of Nations
    8. Dictators on the rise
    9. Mussolini/Hitler/Fascism/Nazism
    10. International Diplomacy in the inter-War Years
    11. Collapse of the League of Nations/Appeasement
    12. Aggressive Policies of Hitler and Mussolini
    13. Total War and its Effects (WWII)

*\*Note that the order in scope and sequence is subject to change during the school year.*

**HOMEWORK POLICY**

- Homework assigned two to three times a week
- Reading assignments with questionnaires (checked daily)
- Essays on supplemental readings
- Research projects
- Oral presentations

**ASSESSMENT**

- Unit exams will be given to test students understanding of concepts and facts learned in each unit.
- Essays assigned frequently to measure comprehension of the major concepts and various historiographical interpretations.
- In-class writing assessment related to essay writing.
- In class assessment of document analysis skills.
- In-class assessment in analyzing graphs, charts, cartoons, related to period of study.
- Reading content assessment related to period of study.
- Two research papers (one each semester) to test their ability in gathering data, evaluating evidence comparing and synthesizing information and writing conclusions in an organized precise manner.
- Oral presentation of the research project
- Teacher –made tests and quizzes

**80% of the quarter grade:**

- All tests and special reports, research papers, analytical essays, and oral presentations.

**20% of the quarter grade:**

- Class participation, class discussion, behavior and attitude-----10% of the quarter grade.
- Homework, in –class writing assignments, quizzes, interest and effort constitute another 10% of the quarter grade.

**RESOURCES**

- Basic text: **World History : Connections to Today**, Prentice Hall, 2005
- Supplementary texts: 1. **Sources of Western Civilization**, Houghton Mifflin, 2008  
2. **The Human Adventure- Readings in World History, Volume I and II**, Harcourt Brace, 1994  
3. **The Shaping of Western Society: An Inquiry**

**Approach,**

Holt, Rinehart and Winston, 1998

- Library
- Overhead projector
- Primary source materials: journals, periodicals and newspapers
- Selected readings from a variety of periodicals, journals, newspapers, and books
- An array of audio visual aids both to clarify and enrich course content
- Internet sites

**ACADEMIC HONESTY**

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offenses. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible or removed from the National Honor Society.