**Modern History**

**Wall High School**

**2024-2025**

**Ms. Nacarlo** **mnacarlo@wallpublicschools.org**

**Nacarlo Extra help: Thursday after school in Room D2**

**Marking Period Schedule**

| **Marking Period 1**   | **Marking Period 3**  |
| --- | --- |
| **Marking Period 2**  | **Marking Period 4**  |
| **Midterm Exams**  | **Final Exams**  |

**Course Description**

This course traces the emergence of modern nations and civilization in the 19th and 20th centuries. Students investigate the evolution of modern Germany, Italy and Russia in the West, and the emerging nations of Asia. They also study the impact of the 19th century colonialism in Africa and Asia, those problems, which led to the Great War of 1914 and its effect on the world. It traces the development and impact of fascism on the world leading up to World War II. Finally, the students explore the world since 1945 with the emergence of the Cold War, Communist China, modern Japan, the problems of the developing nations, and the chaotic world of the Middle East. Students engage in critical thinking and historical evaluations as they study the modern nations of the 19th and 20th centuries and the impact these nations have on contemporary issues.

**Units of Study**

* Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
* Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)
* Half-Century of Crisis and Achievement: The Era of the Great Wars
* The 20th Century Since 1945: Challenges for the Modern World
* Contemporary Issues (1990-Today)

**Classroom Expectations**

**Be:**

1. kind since everyone you meet is fighting a hard battle.
2. open-minded so you will continue to grow.
3. prepared in order to succeed so anything is possible. Charged Chrombooks are necessary for class daily.
4. willing to learn as dreams only work when you do.

**Materials & Available Resources**

* Savvas Textbook & Online Resources
* Actively Learn
* Newsela Formative
* Google Classroom

**Grading Breakdown**

Each quarter grade is based on a percentage model; the following grading formulas have been established.

**Marking Period Category Percentages**

| **Category** | **Minimum Number** | **Percentage** |
| --- | --- | --- |
| Major Assessments | 3 | 60% |
| Minor Assessments | 4 | 30% |
| Homework/Classwork | 9 | 10% |

**Course Grading**

| **Category** | **Percentage** |
| --- | --- |
| Marking Period 1 | 20% |
| Marking Period 2 | 20% |
| Midterm Exam | 10% |
| Marking Period 3 | 20% |
| Marking Period 4 | 20% |
| Final Exam | 10% |

**Make-up Work as per Student Handbook**

* Students who are absent from class for any reason will be required to make-up the work missed in each class. Completion of this work should take approximately the same amount of time as the student missed from class. In extreme cases of prolonged absence, (more than five consecutive days,) the Principal may grant extra time for the students to complete missing assignments. Students will receive an incomplete grade pending the submission of the missing assignments. Students will receive a zero for any work that is not completed by the designated timeline.
* It is the student’s responsibility to obtain all make-up work from his/her teachers immediately upon return to school. Failure to obtain makeup work is no excuse for not completing work missed. Students have the same amount of time that they have been absent to make up the work.

**Academic Integrity Policy as per Student Handbook**

Plagiarism Policy

* **Freshmen**: On the first offense, the student may rewrite for a maximum grade of 55. The rewrite should be closely monitored by the teacher because on the freshmen level we are concerned with students’ understanding of the process. On the second offense, the student receives a 0 grade for the final product. (Students' offenses will be filed in the supervisor’s office.)
* **Sophomores, Juniors and Seniors:** If the teacher finds that the plagiarism is flagrant or pervasive and can document the same, the assessment may receive a grade of zero.

**Cheating**

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to the following:

* Copying another student’s work;
* Working with others on projects that are meant to be done individually;
* Looking at or copying another student’s test or quiz answers;
* Allowing another student to look at or copy answers from one’s test or quiz;
* Using any other method (ie “cheat sheets”, communicating in any form) to get/give test or quiz answers;
* Taking a test or quiz in part or in whole to use or to give to others;
* Copying information from a source without giving proper acknowledgment;
* Taking papers from other students, publications, or internet sources and claiming it as one’s own work;
* Academic dishonesty in any other form including, but not limited to, tampering with computerized grade records;
* Giving or receiving answers and/or test questions to or from another student.

Violators of this policy will be disciplined on a case-by-case basis, depending on the seriousness of the violation, prior violations and other factors.

Disciplinary measures/consequences may include, but are not limited to the following:

* Redoing the assignment (see policy on plagiarism);
* Receiving a zero grade on the project, test or quiz;
* Letter sent to parent and placed in the student's file;
* Detention, suspension or expulsion.

**Marking Period 1** *\*Subject to revision*

| **Big Ideas** | **Topics/Themes/Concepts** | **Activities & Assessments** | **Timeline****(Number of Classes)** |
| --- | --- | --- | --- |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | Chronological sequencing serves as a tool for analyzing past and present events.Evaluate the impact of terrorist movements on governments, individuals and societies. | *9/11 Interview Project*[*The Journey of the 9/11 Pear Tree*](https://www.nytimes.com/video/nyregion/100000003551196/the-journey-of-a-9-11-tree-.html?mcubz=0) | 2 September |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | Historical events and developments were shaped by the unique circumstances of the Medieval period which led to the Renaissance.  | Newsela[Five objects that illuminate medieval exchange between Africa, Europe](https://newsela.com/view/ck9nool5t074e0iqjt1epiw3n)QuizEvidence Based Response | 1September |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations). | Newsela[Ancient Greek Thinkers, Truth-Seekers](https://newsela.com/view/ck9nooez703in0iqjhohdmxfp/?levelId=ck7ecvifx0i7s14p7og1ol5gc&activityPanel=write_prompt&writePromptId=clfyian0i01mdl8apfei1czpu)QuizEvidence Based Response[Traces of ancient Rome in the modern world](https://newsela.com/view/ck9noojgh064b0iqjwxukz480)QuizEvidence Based Response | 1September |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | Complex interacting factors influence people’s perspective and the Renaissance had many long lasting cultural and economic effects. The printing press led to globalization of information and ideas which increased cultural diffusion and increased trade.  | QuizEvidence Based Response**World History Interactive** **Chapter 1 The Renaissance and the Reformation** Section 1:The Italian RenaissanceSection 2: The Northern RenaissanceBefore and After: The Discovery of PerspectiveA digital activity that allows students to explore key ideas from the Lesson.Movie Clip: [Mona Lisa](https://www.youtube.com/watch?v=yRK_uCMwZPY) (6mins)Movie Clip: [Michelangelo’s Statue of David](https://www.youtube.com/watch?v=o9Kum_Jijdk) (4mins)Movie Clip: [Machiavelli Ted Talk](https://www.youtubeeducation.com/watch?v=fUlGtrHCGzs) (5:10mins)Savvas Printing Press Flipped Video | 3September |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | The Protestant Reformation was the result of various political, economic, and cultural factors.The Protestant Reformation impacted European politics by dividing the fledgling monarchies into Catholic and Protestant camps, while leading to a series of religious wars.Determine the factors that led to the Reformation and the impact on European politics.Chronological sequencing serves as a tool for analyzing past and present events. | **Chapter 1 The Renaissance and the Reformation** Savvas Startup: Launching the Protestant ReformationFlipped Video: Causes of the ReformationSection 3: The Protestant ReformationSection 4: Reformation Ideas SpreadThe Protestant Reformation Close Reading Common Assessment Study GuideCommon Assessment | 2September |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | Relate the development of more modern banking and financial systems to European economic influence in the world. | Newsela[Development in economies around the world](https://newsela.com/view/ck9nooki106q50iqj9wc8o1sx) | 1September |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World. | Evidence Based Response using primary source document. **Chapter 2 New Global Connections**Section 3:European Conquests in the AmericasSection 4: European Colonies in North America | 1October |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. | **Chapter 2 New Global Connections**Section 5: The Scientific Revolution | 2October |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). | **Chapter 3 Absolutism and Revolution** Section 1: Absolute Monarchy in Spain and FranceSection 3: Triumph of Parliament in England | 1October |
| Unit 1: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa | **Chapter 3 Absolutism and Revolution** Section 4: The Enlightenment | 3October |
| Unit 2: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914) | Identify the struggle for power between the monarchy and Parliament in England and how it resulted in a constitutional government. | **Chapter 3 Absolutism and Revolution**  | 1October |
| Unit 2: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914) | Evaluate the global effect of the American Revolution by relating the event to the emergence of French and Latin American movements for independence | **Chapter 3 Absolutism and Revolution** Section 5: The American Revolution | 1October |
| Unit 2: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914) | Identify political, social, and economic causes of the French Revolution in the people’s struggle for self rule. | **Chapter 3 Absolutism and Revolution** Section 6:The French Revolution Section 7: A Radical Phase | 3October/November |
| Unit 2: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914) | Describe Napoleon’s influence on European Nationalism and Latin American Revolutions, beginning in Haiti. | **Chapter 3 Absolutism and Revolution** Section 8: The Age of Napoleon  | 1November |
| Unit 2: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914) | Define the political ideologies of Nationalism, Conservatism and Liberalism and trace their impact on European and Latin American revolutions | **Chapter 5 Nationalism and the Spread of Democracy**Section 2: Latin American Nations Win Independence | 1November |