

# Online World History

Syllabus 2014

Ms. Gerber

[rgerber@esud.k12.ca.us](mailto:rgerber@esud.k12.ca.us)

## First, A Word About the Online Environment

Before we begin an explanation of the course, it is important to consider whether your academic practices are best suited for the online environment. Many students take the course under the belief that it will be simple and that they can knock out a year's worth of work in a week. These students quickly find this to be an expensive and painful delusion. Before you undertake this course, take an inventory of your academic skills and judge if they are indeed a fit for the online class. You must be:

- Able to self pace
- Able to work independently
- Able to follow directions
- Able to adhere to all protocols
- Willing to read the syllabus and other guides to aid you in the course
- Familiar with technology and understand the basics of uploading
- Willing to look at your email every day and communicate with the instructor
- Equipped with the appropriate equipment and software
- Well versed in the definition and wages of plagiarism
- Motivated to succeed
- In possession of the time it takes to complete this course
- Clear that no exceptions will be made for you and your summer schedule

If you meet these requirements, then:

Welcome to Ms. Gerber's Online World History class, a five-week, full credit course that meets the requirements for a full year of social studies.

You will access the course from

<http://moodle.esud.k12.ca.us/highschool/index.php>

Please save this to your Favorites

## Format of the Class

The class is formally structured. No exceptions will be given.

- The class includes two, two-and-a-half week semesters for a total class length of **five weeks**. You will receive a final grade at the end of each semester, which will become part of your permanent grade. You may work **ahead of** (but not behind) the schedule to complete it before the five weeks (Note: due dates are firm)
- You will complete your course work by the semester. As long as I receive everything by the Semester 1 due date and the Semester 2 due date, you may set your own schedule. NOTE: it is absolutely critical that you schedule your work to fit within the two due dates. No exceptions will be given and work will be

assessed as outlined in the rubrics. **All work is due at 11:55 p.m on the due date.**

- You may work ahead – all work for Semester 1 will be open the first day of Semester 1, and all work for Semester 2 will be open the second week of Semester 1. If you have plans for a certain week, you may finish ahead of time.
- **There is no late work.** The system will not allow assignments to be submitted after the due date, which is clearly presented at the top of each semester's work. Again, work is due at 11:55 p.m.
- The days and times you submit work within the assigned week are up to you, however, it is important to pace yourself to ensure completion and responsiveness. You simply cannot work your way through a semester in one week.
- You will receive feedback from the instructor in the form of general or individualized emails. You will also receive feedback on your Cornell Notes throughout the semester. You may access these comments by clicking on Grades at the left side of your screen. You will see my feedback. I will NOT correct the journals until after the semester due dates, as some of you will be tweaking them up until the end.

### **Prerequisites**

This class is open to all El Segundo High School incoming sophomores and upper classmen as well as students who do not attend El Segundo High School. **The online class is for enrichment only; students seeking remediation must enroll in the on-site class.** Enrollment is first come, first served. You are only ensured enrollment if:

- You receive confirmation
- If you paid (failure to do so may bump you from the class)

The Summer Academy also makes this course available to qualified students from other districts. While no specific prerequisites exist, **I again ask that you think deeply about your ability to handle the demands of an online class; it requires the ability to manage your time and work independently.** This is not easy; I must reduce a full year of learning into five weeks.

### **Materials**

- *Modern World History, Patterns of Interaction* by McDougal Littell (you will need to pick this up at the El Segundo Library on your own). I have made copies and posted each chapter where it is assigned so it is possible to read the textbook online.
- A computer with Internet connection
- **Mozilla Firefox** – most recent version (Moodle works best in this browser)
- Word or PDF software
- Scanning software

- Email - checked within 24 hours

### Meeting Times

You **must** attend a mandatory orientation at a designated time (I will announce two available dates)

- BEFORE the first day of school
- BEFORE the day where you will be assured a full or partial refund for the course if, after hearing more about the course, you decide to drop.
- Students who do attend El Segundo High School will be required to attend the meeting the first day of summer school.

I will announce the time and place over the loud speaker the week before finals and the week of finals.

I will go over the syllabus. I will review class policy, sign up for partners and go over the steps to create accounts on Moodle, the program I use for accessing and submitting work. This program has some tricky features. **Bring paper and pen to take notes.**

### Assignment Scheduling

You are responsible for completing work in the semester it is assigned or ahead of time. Your work consists of but is not limited to:

<b>Grading Breakdown - on the point system</b>		
<b>A range of point values</b>	<b>Quizzes</b>	Multiple choice, Matching, True/False. Different questions have differing values.  You will have two chances to take the test. The system will take the <b>HIGHER</b> of the two grades. The system will show correct and incorrect responses but will not provide correct answers. NOTE: tests will consist of different questions.
<b>35 points</b>	<b>Journals</b>	A reflection of various lengths (anywhere from 300 to 600 words) on the materials for each section or chapter. Work must respond to the prompt, reflect the key ideas and themes for that section, provide specific evidence from the reading, and will show a personal analysis or an internalizing of the materials and of the questions. Deep and complete responses win the day.
<b>25 points</b>	<b>Cornell Notes</b>	You <b>MUST</b> use the <b>Cornell Note</b> form to record key evidence in all materials provided (including videos, audio, Powerpoint, and additional reading material). You will submit notes of <b>3-4 pages</b> (absolutely no more than 5) for each section following the Cornell format - each section must include a summary <b>with a minimum of 10 sentences</b> . I only accept PDFs or Word Documents for these submissions. NOTE: plagiarism in

		the summary will result in a 0 for the assignment and, for repeated offenses, dismissal from the course.
<b>Varying point value</b>	<b>Alternative Assignments</b>	Some of the above may be replaced by other assignments. Therefore it is critical that you look closely at the work to be submitted.

## The Assignments – Some Helpful Hints

### Cornell Notes

You must use the format for Cornell Notes. You may type or write out your notes. Keep in mind that Cornell Notes help you study for the quiz. Make sure you:

- FOLLOW EXAMPLES POSTED ON MOODLE AND IN THIS PACKET
- Stick to the 3-4 page limit
- Summary that is a minimum of 10 sentences and that covers the subjects included in this section.
- Summary that is in your own words. Absolutely no lifting words (three or more) from another source without citing (results in a 0 for the assignment and, for repeated violation, dismissal from the course)
- Use the exact titles provided in the textbook or the exact names of the videos and powerpoints as they appear on the Moodle outline.
- Group by type (all videos together)
- Only include what is assigned (please note where the directions read “No Textbook Reading”)
- Include everything assigned for that section
- Make sure your commentary is complete. Never write “a bunch of pictures”, rather write about how the video reflects on the time.
- Do not change the margins of the template
- Write in 11 point minimum – no smaller.
- Include a fully developed summary at the end of the entire document, not on each page
- **For the textbook, provide chapter headings and subheadings as outlined in the textbook.**
- Infer subheadings for the large powerpoints
- Include
  - Textbook reading
  - PowerPoints
  - Videos
  - Other supplemental material like primary documents and essays

This can be tricky sometimes, since some chapters may include material that seems more important than material in other chapters. Your job is to decide **what** is important – big ideas, themes, patterns and major historical events. This is a skill set that will evolve over the course. Feel free to shorten words, provide pictures.

The main idea is not to provide every single detail – it isn't necessary, and it will take forever. ***Stick to the 3-4 page format with sentence fragments, abbreviations, and lots of air. Make sure the summary appears at the end of the notes, is a minimum of 10 sentences, covers all topics and IS IN YOUR OWN WORDS.***

***Save these notes in Word or a PDF. Mac users, please do a Save As to convert Pages to a pdf (you can also use the Export feature)***

### **Textbook**

Look at each chapter section, and include all subheads in red (at a minimum). Follow the chronological order of these subheads.

Note that Moodle includes pdf's of each chapter and a full copy of the textbook at the start of the course. You may use the course without a hard copy of the textbook.

### **PowerPoints**

There are not many subheads here, but again you must identify and address the major people and events at work and INFER subheads in your notes.

### **Videos/Other Supplemental Material**

Videos are mostly, but not exclusively, used to enhance the text and PowerPoints. You must note the individual video in the left column and offer commentary in the right. How does this video expand on the readings? How does it bring the text to life? Don't just write "This was gross" or "I liked the music." Remember you must note the historical significance.

**Again, you may not have the exact same notes as your partner – same idea/different words**

### **To Submit Notes:**

- Hit the "Upload Cornell Notes" link for each chapter
- Hit the "Browse" button
- Find where you stored the document
- Double click on the document
- You should see the location of the document in the window
- Hit "Upload"
- If you need to resubmit a document, the system WILL allow you to upload as many as five documents per section.
- DO NOT EMAIL ME YOUR NOTES – I will not accept anything but uploaded documents.

## Cornell Note Form

Name: Joe Student Chapter Topic: Chapter 6 Enlightenment and Revolution	Date: 7/6/12 World History Online
<p><b><u>Section 1 The Scientific Revolution</u></b> <b><u>The Roots of Modern Science</u></b></p> <p><b><u>A Revolutionary Model of the Universe</u></b></p> <p><b><u>The Scientific Method</u></b></p> <p><b><u>Newton Explains the Law of Gravity</u></b> <b><u>The Scientific Revolution Continues</u></b></p>	<ul style="list-style-type: none"><li>• Most people had look to ancient Greeks and Romans or the bible to tell what was true</li><li>• People believed that the Earth was the center of the universe.</li><li>• <b>Scientific Revolution:</b> a way to think about the world, based on observation and willingness to question accepted beliefs</li><li>• Work from Muslim scholars was translated.</li><li>• People realized that the ancient authorities did not agree.</li><li>• It sparked an era of new theories.</li><li>• <b>Nicolaus Copernicus:</b> astronomer that developed the heliocentric.</li><li>• <b>Heliocentric theory:</b> theory that the sun is the center</li><li>• <b>Johannes Kepler:</b> mathematician who proved that planets travel in ellipses</li><li>• <b>Galileo Galilei:</b> astronomer and physicist that made ground breaking discoveries</li><li>• He discovered law of the pendulum and constant speed of falling.</li><li>• He also used a telescope to view the moon.</li><li>• The Catholic Church feared Galileo because they believed that if people saw the church could be wrong then it would lose authority.</li><li>• <b>Scientific Method:</b> the logical procedure to gather observations</li><li>• <b>Francis Bacon:</b> Politician who had an interest in science</li><li>• <b>René Descartes:</b> developed analytical geometry</li><li>• <b>Isaac Newton:</b> probably most important physicist</li><li>• He said the same forces effect everything</li><li>• He proposed gravity</li><li>• The first microscope was Dutch and was used to see bacteria</li><li>• Andreas Veslius dissected human bodies.</li><li>• William Harvey examined the circulatory system.</li><li>• Robert Boyle challenged that the elements Ire fire, earth, air, and water</li><li>• Joseph Priestly discovered oxygen.</li></ul>

## Section 2 The Enlightenment in Europe

### Two Views on Government

#### The Philosophes Advocate Reason

#### Women and the Enlightenment

#### Impact of the Enlightenment

### The Spread of Enlightenment Ideas

#### A world of Ideas

#### Art and Literature the Age of Reason

- **Enlightenment:** the age of reason
- **Social contract:** believe that people trade freedom for stability
- **John Locke:** believed people are good
- **Natural Rights:** life, liberty, and property.
- **Philosophes:** social critics in France
- **1 Reason:** absence of prejudice in thinking
- **2 Nature:** good and reasonable
- **3 Happiness:** happiness will find those that follow nature
- **4 Progress:** believe that mankind and society could be perfected
- **5 Liberty:** society could set people free
- **Voltaire:** pen name for author that mocked France's intolerance
- **Montesquieu:** writer who influenced politics
- **Separation of Powers:** separating the power of governing a country
- He encouraged checks and balances
- **Jean Jacques Rousseau:** philosophe committed to individual freedom
- He believed that civilization ruined the freedom of man.
- He wanted a broad democracy as government.
- Cesare Bonesana Beccaria believed that the judicial system should keep order not avenge crimes.
- He argued against torture.
- Mary Astell used Enlightenment ideas to criticize the downgrading of women.
- **Mary Wollstonecraft:** a female author that argued for the increase of rights of women.
- The philosophes are not revolutionaries, but they inspired them.
- The belief in progress that was made in the Enlightenment has influenced the Eastern World.
- The world began to stray from religious beliefs to science.
- Individualism also took center stage during the Enlightenment.
- **Salons:** Social gatherings in the homes of wealthy women
- Denis Diderot planned to make a book of all other ideas; he called it the encyclopedia.
- Both the encyclopedia and salons spread Enlightenment ideas.
- **Baroque:** the grand ornate style
- **Neoclassical:** the new classical style of the 1700's

## Enlightenment and Monarchy

## American Revolution: The Birth of a Republic Britain and its American Colonies

## Americans Win Independence

## Americans Create a Republic

- Mozart, Beethoven, and Haydn are classical composers.
- Haydn brought new forms in.
- Mozart made great operas.
- Beethoven was versatile.
- The novel became popular.
- **Enlightened Despots:** reformed absolute monarchs
- Many enlightened despots existed, but they did not give up power.
- Frederick the Great served his country as a servant of the state.
- Joseph II of Austria made many radical reforms, but they were undone after his death.
- Catherine the Great of Russia tried to make reforms but failed.
- Catherine took over Poland.
- The British colonies were growing by leaps and bounds.
- The Navigation Acts prohibited trade with any country other than Britain.
- Britain's continued tightening of law enraged the colonists.
- The Stamp Act was a way Parliament tried to pay off the French and Indian War.
- The colonists protested it and it was repealed.
- Many more events led towards war.
- **Declaration of Independence:** a letter to King George telling him that they were independent
- **Thomas Jefferson:** the author of the declaration
- America won for a few reasons
- Motivation of Americans
- The expense of fighting an overseas war
- The French helped out.
- The Articles of Confederation were a weak system to govern a nation.
- Shay's rebellion triggered a rethink of government.
- Locke, Montesquieu, and Rousseau provided many key ideas for the constitution.
- **Checks and Balances:** system that let branches check each other
- **Federal System:** system that divided power between national and state governments
- **Bill of Rights:** ten amendments made to the constitution that ensure rights to the people



**PowerPoint**

**Videos**

[All about Enlightenment the Age of Reason](#)

[Turning Points in History, the Scientific Revolution](#)

[Composers of the Classical Period](#)

- The 1600's to 1700's is called the Age of enlightenment.
- Thomas Hobbes thought an absolute government was important
- John Locke believed in basic human rights.
- Montesquieu believed in separation of powers.
- Diderot made an encyclopedia.
- The American Constitution was largely based on Enlightenment thinkers
- The enlightenment was scholars sought to use reason.
  
- Francis Bacon helped develop the scientific method.
- Observation was important for science.
- Rene Descartes developed analytic geometry.
- Isaac Newton was a very influential physics.
- worked on calculus /developed the laws of motion.
- In the seventeenth century people began thinking rationally.
- Copernicus thought that the sun was the center of the solar system.
  
- Hayden was a classical composer who made happy music.
- Passacalle was another composer.

**Summary**

The 1600's to the 1700's was a period known as the renaissance or the age of reason. The scientific revolution occurred during those years. The scientific revolution was a time when old scientific ideas were questioned and new ideas were formed. Many philosophers during the enlightenment came up with revolutionary ideas about the structure of government and rights. However, those rights did not extend to women. Salons and Diderot's encyclopedia aided in the spread of enlightenment ideas. America got many of the ideas that were put into the constitution from enlightenment thinkers. The enlightenment has greatly influenced the modern way of thinking in that it focused on humanism and a human centered world as opposed to religion and the after life. Thus was born a revolution in the arts and sciences, things that focused on the experience of being human and on understanding and appreciating the world. Nowhere was this focus on humanism more apparent than in the American Revolution which focused on man's place in society. While not truly equalitarian, this revolution began a reflection upon the role of government and man's place in it.

## **Journals**

Journals are reflections and synthesis of what you've learned in that chapter. They must evidence insight, reflection, and most importantly, a close reading/viewing of the work.

Make sure you:

- Respond to the prompt – make sure you provide a response to the question asked. This is by far the most important feature of a journal – you may have great work, but did you **specifically and thoroughly** respond to what was asked?
- Stick to the word count – 100 words over the word count is in the range of acceptable. Anything under word count is not responsive
- Dispense with summary – assume your reader has a basic knowledge of the event or the historic figure
- Show the reading – make sure you cite precise events and personalities to support your argument
- Speak in specific terms – do not say things like “Imperialism made the world what it is today” or “Hitler did a lot of bad things”. **SHOW ME**
- Use grade level appropriate vocabulary and language that is specific to the historical event. Not killings but holocaust, not favors but indulgences.
- Eliminate the fluff. Hit the target running. Therefore you can dispense with sentences that begin: “World War II was a rough time for a lot of people.” Just answer the question.
- Make sure you respond with explanations, examples and details.
- Edit your work – nothing screams indifference like misspellings and grammatical errors. Own the work.
- Use paragraphs as opposed to one enormous text block.

And finally, while I encourage you to work with a partner, **you may not have the same work as your partner**. You may share the same ideas, but you may not share the same words or the same outline and formatting. You will be marked down and, in the case of continuing violations, receive a 0 for that journal.

Please see Sample - Partner "Don't" for Journal Prompts on the Moodle website in Semester 1 and 2 for an example of what you and your partner must avoid.

### **To Submit Journals:**

- Hit the “Journal” link
- Hit the “Edit my submission” button
- A textbox will appear
- You may write in this area OR you may cut and paste from a Word document
- Hit “Save changes”
- You can come back and edit these submissions any time before the due date

## **Projects**

I have replaced some quizzes and journals with projects designed to synthesize your knowledge in a creative way. Again, these assignments should evidence both an

understanding as well as an insight into the material. Content is key here, which includes your imagination. Also assessed is form and structure – how well did you visually and organizationally execute the project?

At times I will require you to work with your partner AND WITH ONLY ONE PARTNER – no exceptions. Make sure you work with the partner you designated on the first day of class. If, for some reason, you do not have access to a partner, please contact one of the instructors; I will assign you to another student. DO NOT ASSUME IT IS APPROPRIATE TO WORK ON YOUR OWN OR WITH MORE THAN ONE OTHER PERSON. Check in with your instructor first.

NOTE: If you are traveling while taking the course, or if for any other reason you do not have a partner, please follow the “SOLO” directions at the bottom of the partner project instructions. These are simply a modification of the same assignment. NOTE: you must first clear with me if you are solo and why you are solo. Do not just assume it’s okay to deem yourself working alone.

If you are working with a partner, each one of you must submit the project.

### **Quizzes**

***Important: To ensure your quiz is properly displayed and functioning, you must use the Mozilla Firefox browser, even on Macs.***

***If for some reason you experience technical issues while taking a quiz, DO NOT ask me to erase the effort. You get a second chance to take the quiz, and the first attempt does not count against you.***

Quizzes are designed to test your knowledge of text, PowerPoints and some videos. They appear at the end of most – but not all – chapters. They take the form of multiple choice and matching.

***A NOTE ON TESTING AND ACADEMIC INTEGRITY.*** You must follow the rules of academic integrity as detailed in the Student Handbook. You are on your honor. Please be aware that I will be looking for any disturbing patterns in journal responses and Cornell Note content.

I also want to alert you that the system provides Activity Reports – I can see if you viewed or read the required material. If I see you doing well on quizzes and answering prompts without the benefit of looking at required material, I will alert you to my concerns and/or mark you down. You will be graded on “Thoroughness” so make sure you open and review all documents (75 points).

You may not submit any work that is not your own, as in you have originated the material. Please note that technology allows us to detect original creation dates, therefore no “borrowing” from current or former students.

I will alert you to any inconsistencies or troubling behaviors once, after that, further violations may result in a 0 for that assignment or expulsion from class.

You will have two attempts to take a quiz; the system will automatically record THE HIGHER of these two scores. Once completed, the system will show you which responses are correct and which are faulty. IT WILL NOT, HOWEVER, GIVE YOU THE CORRECT ANSWERS. Your second attempt may include some of the same questions or some new questions. BE PREPARED.

**Please make sure that you follow the order of the class – do not skip around as some questions, journals, or quizzes build on earlier work.**

### **Technology**

- Moodle is a fairly intuitive environment, but it does have some tricky features. Therefore, success in this class requires a basic knowledge and skill at navigating a software environment. A few guidelines for success include:
  - **Use Mozilla Firefox** as your browser (it won't give you pop-up warnings)
  - Read all instructions
  - Do all quizzes in one sitting (though test says "save without submitting" you only have the allotted time CUMULATIVELY)
  - Do not open tests if you are not going to take them – this counts as an attempt and will become part of your averaged score. I will not waive this attempt
  - Only submit documents in PDF or word formats – I will not look at anything else
  - Only submit documents through Moodle – do not send them to our emails, as I will not look at them.
  - **Cornell Notes – your notes for that chapter must be on a single document (PDF or Word). If you make a mistake, the system will allow you to resubmit.**
  - Journals – you may keep adding to the journal, but I suggest you write your journal on a word document and cut and paste.

### **Communication**

As this is an online class YOU MUST CHECK YOUR EMAIL DAILY and respond to my inquiries within 24 hours.

I require that you work with a partner for this class, and that you address your questions to your partner first. But again, because Moodle may prove a bit difficult in the beginning and because I can't possibly cover all possible scenarios and questions in this document, I welcome your inquiries. Especially when:

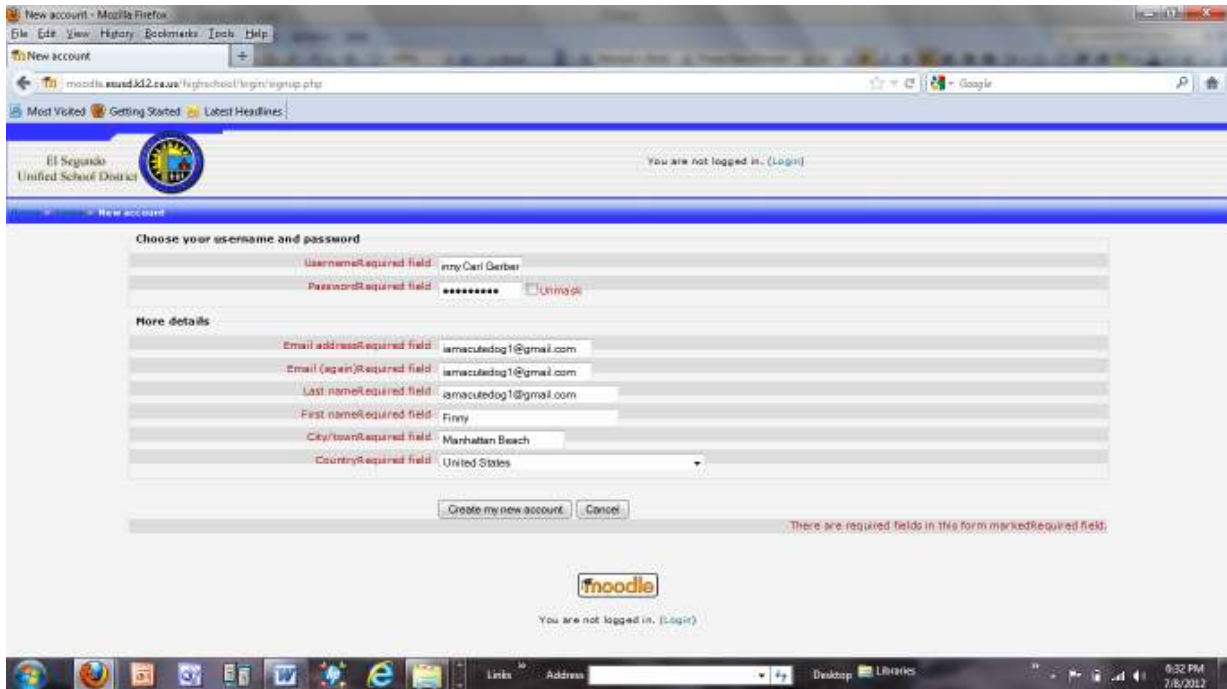
- You have a technical concern
- You need clarity on instructions

## Signing up for Moodle

Once you receive confirmation of payment and your position in the course, you must sign up for Moodle. To do this, you will need access to an email account and to follow the following steps:

Go to <http://moodle.esusd.k12.ca.us/highschool/login/signup.php>

You will see:



The screenshot shows a Mozilla Firefox browser window displaying the Moodle sign-up page. The browser's address bar shows the URL `moodle.esusd.k12.ca.us/highschool/login/signup.php`. The page header includes the El Segundo Unified School District logo and the text "You are not logged in. (Login)". The main content area is titled "Choose your username and password" and contains several form fields:

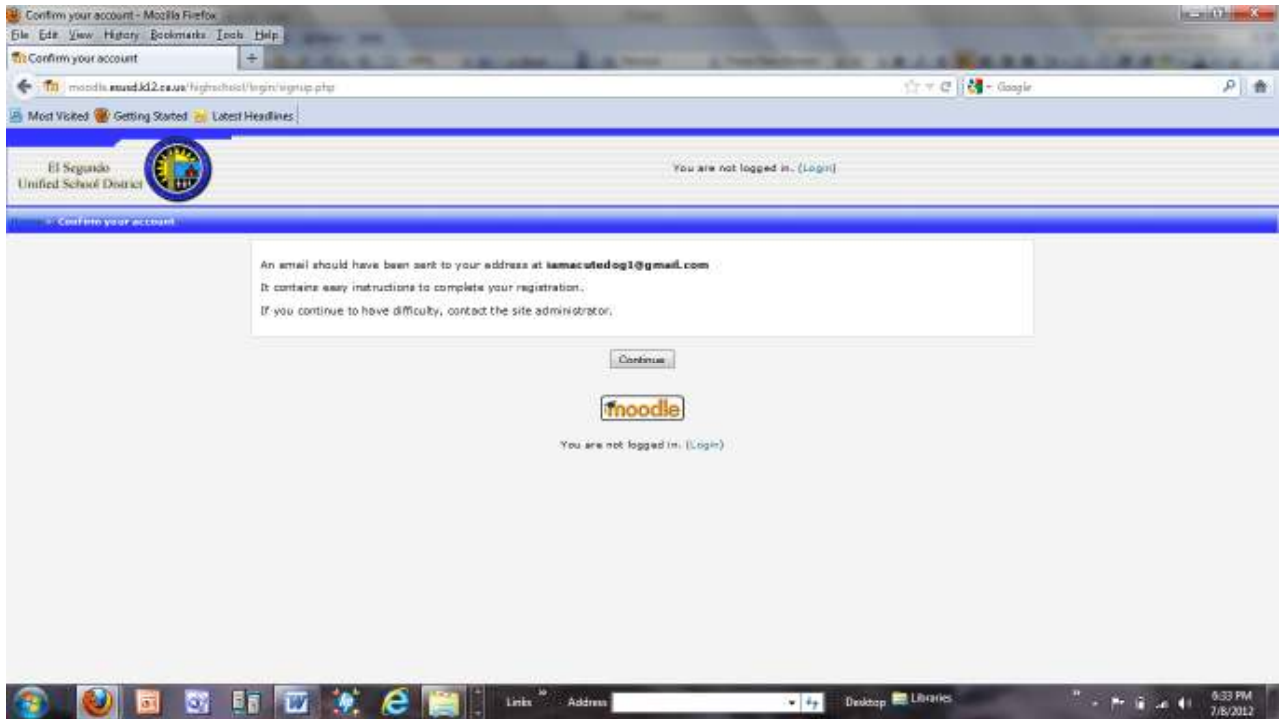
- UsernameRequired field:** `enny Carl Gerber`
- PasswordRequired field:** `*****` with an `Unmask` checkbox.
- More details:**
  - Email addressRequired field:** `iamacutedog1@gmail.com`
  - Email (again)Required field:** `iamacutedog1@gmail.com`
  - Last nameRequired field:** `iamacutedog1@gmail.com`
  - First nameRequired field:** `Fenny`
  - City/townRequired field:** `Manhattan Beach`
  - CountryRequired field:** `United States`

At the bottom of the form are two buttons: `Create my new account.` and `Cancel`. A red error message at the bottom right of the form reads: `There are required fields in this form marked Required field.`

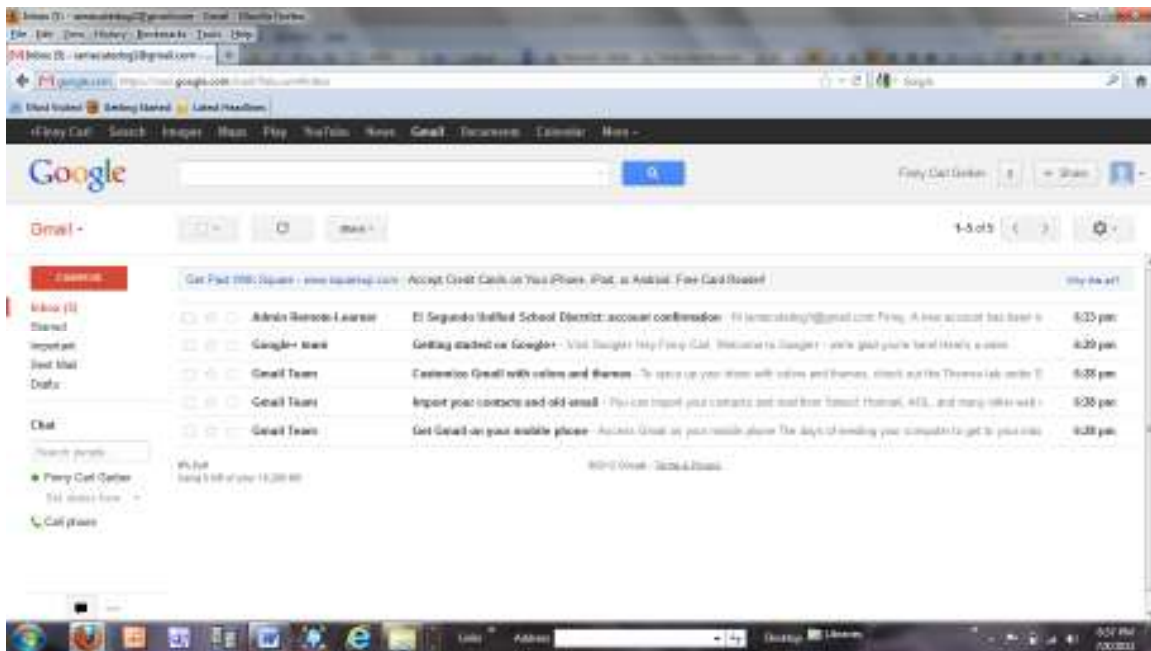
Below the form is the Moodle logo and the text "You are not logged in. (Login)". The Windows taskbar at the bottom shows the time as 6:32 PM on 7/8/2012.

Complete the form with accounts you can access and hit “Create my new account”.

You will then see:



A confirmation will be sent to the email account you provided. Go to that email account to check for instructions on how to get on the class roster. On this page hit **Admin Remote Learner**



You will see the following instructions. Hit the long link



The link will take you to the following page. Hit “Courses”



You will then be taken to the El Segundo High School E Learning Portal.



You will then hit Online World History Semester 1 – Gerber if you are taking the full year course or Semester 1. If you are taking ONLY the Semester 2 course, hit Online World History Semester 2 – Gerber.

**NOTE: You need only enroll once. I will transfer your name in Semester 2.**

You are now enrolled in the course. Feel free to look about at the organization, the due dates, the examples, and the forms. You need not wait until the course officially opens before you familiarize yourself with the course. Please complete the Semester 1 Questionnaire before the course begins.

**A Final Word on Success**

I appreciate the rigor of the task you’ve chosen for yourself. Please know that I am here to facilitate your success. Some key ways you can achieve success on your own are to:

- Manage your time – make a schedule for yourself so you do not save the work until the last minute
- Work with independence – advocate for yourself
- Form a partnership with your partner and work as a team
- Embrace the rules of academics – syntax, grammar, punctuation, capitalization, all count
- Read instructions and prompts in full and respond thoroughly
- Follow the rules outlined in this document; do not ask for exceptions to these rules
- Ask questions – they are essential.



## Course Outline

### ***Semester 1***

- Chapter 1: European Renaissance and Reformation
- Chapter 2: The Muslim World Expands 1300- 1700 - *Eliminate*
- Chapter 3: An Age of Exploration and Isolation
- Chapter 4: The Atlantic World
- Chapter 5: Absolute Monarchs in Europe
- Chapter 6: Enlightenment and Revolution
- Chapter 7: The French Revolution and Napoleon
- Chapter 8: Nationalist Revolutions
- Chapter 9: The Industrial Revolution
- 

### ***Semester 2***

- Chapter 10: An Age of Democracy and Progress
- Chapter 11: The Age of Imperialism
- Chapter 12: Transformations Around the Globe
- Chapter 13: The Great War
- Chapter 14: Revolution and Nationalism
- Chapter 15: Years of Crisis
- Chapter 16: World War II
- Chapter 17: Restructuring the Postwar World
- Chapter 18: The Colonies Become New Nations – *combine 18 and 19 into one*
- Chapter 19: Struggles for Democracy
- Chapter 20: Global Interdependence – *Current (as close to current) Events*

## Student/Parent Acknowledgement of Syllabus

*This document must be signed by both the student and one of his/her parents. It must be submitted through Moodle under the first block of Semester 1. (There is also a link under Semester 2 for students enrolled in just that semester).*

I have read, understood and will adhere to the rules outlined in this 2013 World History Summer School Syllabus. I understand that I am responsible for all information contained within.

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(Print Student Name)

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(Date)

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(Student Signature)

As the parent or guardian of the student named above, I have read, understood and support the classroom expectations, requirements, and conduct for my student's World History class and will ensure that my student adheres to them.

I further understand and agree that all communication must originate from the student and that all teacher responses will be directed toward that student first.

I further understand that I can check my student's grades through the Moodle environment and that it is not the responsibility of the instructor to inform me of my student's progress. No exceptions will be extended to my student to accommodate their schedule.

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(Print Parent/Guardian Name)

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(Date)

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(Parent/Guardian Signature)

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(Parent/Guardian Phone Number)