



**Course Description:**

World History B examines the major turning points that have shaped the modern world, from the World War One through the present, including the cause and course of the two world wars. The course traces the infusion of democratic ideas into the modern world and develops an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

**Learning Outcomes:**

At the completion of World History B, the student will be able to identify and explain the major individuals and turning points in modern world history based on the following themes:

- Power and Authority – Identify who holds power and in what ways individual leaders and or political systems lose or maintain power.
- Religious and Ethical Systems – Types of beliefs held by societies within various regions & how each region interacts with each other.
- Revolution – Explain the causes and effects of revolutionary change.
- Interaction with Environment – Discuss the ways societies use, adapt, and maintain their natural environments.
- Economics – Ways in which societies produce and control wealth and resources.
- Cultural Interaction – Methods by which societies interact and diffuse ideas from one society to another.
- Empire Building – Motivations and methods for one society to conquer another and ways in which they maintain control.
- Science and Technology – How societies gain knowledge about their world and use these discoveries to change the way people live.

**Content Standards:**

World History A is written to the content standards adopted by the [California State Board of Education](#) and the [National Council for the Social Studies](#).

**Required Text:**

Publisher: Houghton Mifflin School  
Title: Modern World History: Patterns of Interaction  
Author(s): Beck, Black, Krieger, Naylor and Shabaka  
Year published: 2003  
Student edition text: ISBN 0618131779

**Prerequisites:**

World History A

**Course Methodology:**

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, and asynchronous discussions with students and their instructor, interactions with

- online tutorials, online and hands-on simulations, and virtual classroom chats.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

t	Topics	Assignments/Activities
	<b>The Great War</b>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Chapter 13</li> </ul> <p><b>Primary Sources</b></p> <ul style="list-style-type: none"> <li>• Von Bulow – The Hammer and the Anvil</li> <li>• The First Moroccan Crisis</li> <li>• The Annexation of Bosnia</li> <li>• The Second Moroccan Crisis</li> <li>• Treitschke – The Greatness of War</li> <li>• Norodna Odbrana</li> <li>• The Assassination of Archduke Franz Ferdinand</li> <li>• The “Blank Check”</li> <li>• Woodrow Wilson – The Fourteen Points</li> </ul> <p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>• Chapter 13</li> </ul> <p><b>Discussion Topics</b></p> <ul style="list-style-type: none"> <li>• Prevention of WW I</li> <li>• Images of war</li> </ul> <p><b>Assignments 1 and 2</b>  <b>Begin Semester Project</b>  <b>Quiz</b></p>
	<b>Revolution and Nationalism</b>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Chapter 14</li> </ul> <p><b>Primary Sources</b></p> <ul style="list-style-type: none"> <li>• Stalin – The Hard Line</li> </ul>

- Stalin – Liquidation of the Kulaks
- The Results of Collectivization

**Lecture**

- Chapter 14

**Discussion Topics**

- Similarities & differences of the Russian and Chinese Revolutions
- Collectivization

**Assignments 1, 2 and 3**  
**Continue Project**  
**Quiz**

3 **Years of Crisis**

**Text**

- Chapter 15

**Primary Sources**

- Mussolini – What Is Fascism?
- A New Order in Asia - East Asian Co-Prosperity Sphere
- Chamberlain – In Defense of Appeasement
- Churchill – A Disaster of the First Magnitude

**Lecture**

- Chapter 15

**Discussion Topics**

- Expansionist Policies
- Appeasement Policy

**Assignments 1 and 2**  
**Continue Project**  
**Quiz**

4 **World War II**

**Text**

- Chapter 16

**Primary Sources**

- Nazi Propaganda
- World War II Sounds and Pictures

**Lecture**

- Chapter 16

**Discussion Topics**

- Images and Events
- Dropping of the Bomb

**Assignments 1, 2 and 3  
Continue Project  
Midterm**

5

**Restructuring the  
Postwar World**

**Text**

- Chapter 17

**Primary Sources**

- Winston Churchill: Iron Curtain Speech
- Joseph Stalin: Reply to Churchill

**Lecture**

- Chapter 17

**Discussion Topics**

- Speeches and Policies
- Cuban Missile Crisis

**Assignments 1 and 2  
Continue Project  
Quiz**

6

**The Colonies  
Become New  
Nations**

**Text**

- Chapter 18

**Primary Sources**

- Middle East A Century of Conflict

**Lecture**

- Chapter 18

**Discussion Topics**

- Israel and Palestine
- Leaders of the New Colonies

**Assignments 1, 2 and 3  
Continue Project**

7	<b>Struggles for Democracy</b>	<p><b>Quiz</b></p> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Chapter 19</li> </ul> <p><b>Primary Sources</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>• Chapter 19</li> </ul> <p><b>Discussion Topics</b></p> <ul style="list-style-type: none"> <li>• Stability</li> <li>• Gorbachev</li> </ul> <p><b>Assignments 1 and 2</b> <b>Continue Project</b> <b>Quiz</b></p>
8	<b>Global Interdependence</b>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Chapter 20</li> </ul> <p><b>Primary Sources</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>• Chapter 20</li> </ul> <p><b>Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Genetic Engineering</li> <li>• Free Trade</li> </ul> <p><b>Assignments 1 and 2</b> <b>Semester Project Due</b> <b>Final Exam (cumulative)</b></p>

**Assessment:**

Type of Assessment	Points
Assignments	10 points each
Discussion Forums	5 points each
Quizzes	30 points each
Project	

Step I	20 points
Step II	20 points
Step III	20 points
Completed Project	100 points
Midterm Exam	100 points
Final Exam	100 points

**Grading Scale:**

Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

**Student's Role and Responsibilities in this Course**

**Expectations:**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

**Communication:**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she is to email the Help Desk as soon as possible at [helpdesk@myonlinelogin.com](mailto:helpdesk@myonlinelogin.com) or call 1-877-533-4733. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify their teacher and NUVHS.

**Time Required For This Course:**

To complete this course in eight weeks, students should plan to allocate at least 12-15 hours a week on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams. It is highly recommended that students organize themselves around the course schedule.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

**NUVHS Expected Schoolwide Learning Results (ESLRs):**

It is anticipated that NUVHS students will be:

### **Engaged Learners**

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

### **Critical Thinkers**

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

### **Effective Communicators**

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

### **Global Citizens**

1. Appreciate the value of diversity
  2. Understand the range of local and international issues facing today's global community
  3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
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