



Veteran's High School

INSTRUCTOR: Brandon Cain

COURSE: U.S. and World Affairs

E-MAIL ADDRESS: brandon.cain@hcbe.net

TEXT Geography: The Human and Physical Worlds

Original Cost: 94.59— Replacement costs are based on the age and use of the book. The school bookkeeper holds the depreciation costs. ***(Student is responsible for the cost if the text is lost or damaged, including the bar code)*** ISBN #9780-07-668046-7

Description: The US and World Affairs Class offers an insight into the way American policies affect the rest of the world. We will start with a general review of Geography and discuss several topics including WWI, The period between the Wars, WWII , and the cold War. And, finally we will conclude with a look at the Middle East and America's policy there. To find more information regarding the curriculum and the Georgia Performance Standards you may refer to the Georgia Department of Education website at <http://public.doe.k12.ga.us/> (or search GeorgiaStandards.Org)

General Classroom Policies and Procedures

Grading Policy:

Grade weights are listed in the chart below. Assignments will vary in point value depending on the length, breadth, and depth of the topic at hand. Periodic progress reports will be issued, but students are responsible for keeping up with their grades and can track them via ***Infinite Campus***. Assignments will be returned to students after grading is completed.

Major Assessments (45%)	Minor Assessments (20%)	Daily Work (15%)	Final Exam (20%)
<ul style="list-style-type: none"> • Unit Tests • Department Exams • Big Quizzes • Major Projects • Essays 	<ul style="list-style-type: none"> • Quizzes • Mini-Qs • DBQs • Notebook Checks • Mini-Projects 	<ul style="list-style-type: none"> • Bell Ringers • Articles • Study Guides • Homework • Class Work • Notes Checks 	<ul style="list-style-type: none"> • Final Assessment • 1st semester this is a cumulative exam. • 2nd semester the EOC serves as 20%. A comprehensive final test is given to those who are not exempt

Supplies

- **3-ring binder, loose-leaf paper, pens/pencils**
The three ringed binder will serve as the student's notebook. The notebook will be used to contain class notes, assignments, maps, etc. It is the student's responsibility to maintain an organized and accurate notebook which he or she will receive a grade on at the end of every unit.
- **Colored pencils or crayons**
- Highlighter and note cards (optional depending on student study habits and preference)

Google Classroom

- This class will be supplemented with Google Classroom and it will serve as an out of class tool that will allow the students to remain in contact with the class and necessary material. It is imperative that each and every student join the website. Students will join using their student login information going through the SSO portal at HCBE.net They will then need to join this class. Once they have joined the class, they will have access to class PowerPoint's, guided notes, study guides, resources, and other material that will further extend their knowledge and understanding of the material.
- **There's an App for that:** Google classroom is accessible online and on any mobile device with Internet capabilities, offering a free iPhone and Android app. Notification settings within google classroom can be set to receive alerts via text or email.
- **Cyberbullying:** As defined by Dictionary.com, "the act of harassing someone online by sending or posting mean messages." *Please keep in mind that the Edmodo communication system is designed to work as an extension of the classroom; therefore, anything done on the site through the access of a school course group code will be treated the same as if it were said aloud in the classroom. Inappropriate comments or use of the site can result in disciplinary action.*

Make-Up Work, Remediation, & Extra Help (Tutoring)

- **Students are responsible** for all work, notes, etc. due to absences according to school policy.
- Work assigned prior to the absence is due the day upon return.
- NI's & Instructional absences do **NOT** negate **student responsibility**.
- ISS work must be completed & turned in to the ISS teacher correctly and responsibly.
- Remediation and/or enrichment will be available in class on Thursdays.

Rules/Expectations/Class Procedures

1. Always bring necessary supplies. (pen, pencil, textbook, notebook, etc.)
2. Keeping a neat, orderly 3 ring binder. Random notebook checks and quizzes will be routine and your Portfolio (notebook) will be checked entirely at least once during the semester for a grade.
3. Be on time supplies ready & prepared for bell-to-bell instruction. Tardies are enforced. This expectation implies being in your seat when the bell rings as well.
4. Food and drinks other than water are not allowed.
5. Resolve personal issues before class (conversations, restroom, etc.) **Missed class time will be made up.**
6. **Cheating results in automatic zeroes – for all parties involved.**
7. Interruptions and distractions to others are not permitted.

8. Ask permission to use anything that does not belong to you. Never take anything from my desk or be in the teacher work area of this room.
9. This class is for this subject only. Assignments for other classes, writing notes, grooming, etc, are not allowed.
10. Clean up after yourself. (Desks, floor, etc.)
11. Respect others in word and deed. (teacher, substitutes, other students, observers, etc.)
12. Don't whine about the temperature. Dress appropriately.
13. **Simplified: Be Punctual. Be Prepared. Be Polite. Be Participatory. Be Productive.**

Consequences of Improper Conduct

1. Warning
2. Parent Contact/Conference
3. Office Referral

US & World Affairs

Unit 1 – Geography

SSWG1 Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.

- a. Identify and describe climates and locations of major physical features of North America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Mississippi River System, the Appalachian and Rocky Mountains, and the Canadian Shield.
- b. Identify and describe climates and locations of major physical features of Central and South America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Andes Mountains, Amazon Basin, Atacama Desert, and the Pampas.
- c. Identify and describe climates and locations of major physical features of Europe. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Alps, Pyrenees, and Ural Mountains, and the Rhine, Danube, and Seine Rivers.
- d. Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo River Basin.
- e. Identify and describe climates and locations of major physical features of Central and Southwest Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Zagros Mountains, Tigris and Euphrates Rivers, Persian Gulf and the Caspian Sea.
- f. Identify and describe climates and locations of major physical features of South Asia, Southeastern Asia, and Eastern Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Himalayan Mountains and Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He, and Yangtze Rivers.
- g. Identify and describe climates and locations of major physical features of Oceania, including Australia, New Zealand, and Antarctica. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Great Dividing Range and Great Victoria Desert.

Unit 2 – Foundations of US & World Affairs (US & Europe)

SSUSH 15: Analyze the origins and impact of U.S. involvement in World War I.

a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.

c. Explain Wilson's Fourteen Points and the debate over U.S. entry into the League of Nations

SSUSH 16: Investigate how political, economic, and cultural developments after WW I led to a shared national identity.

a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.

SSUSH 19: Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.

b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.

c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.

SSUSH 20: Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War

SSWH17: Demonstrate an understanding of long-term causes of World War I and its global impact.

a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism.

c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.

SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.

b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in

Italy, Adolf Hitler in Germany, and Hirohito in Japan.

c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments.

SSWH19: Demonstrate an understanding of the global political, economic, and social impact of World War II.

d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact

SSWH20: Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.

SSWH21 Examine change and continuity in the world since the 1960s.

b. Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries.

Unit 3 – US & Modern Asia

SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations

a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.

c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election of 1968.

SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

b. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.

c. Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

Unit 4 – US & Western Hemisphere

SSUSH17 The student will analyze the causes and consequences of the Great Depression.

a. Describe the causes, including overproduction, under consumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.

SSUSH18 Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.

a. Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.

b. Explain the passage of the Social Security Act as a part of the second New Deal.

SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

b. Connect major domestic issues to their social effects including the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and *Brown v. Board of Education*.

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations

a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.

c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.

d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.

Unit 5 – Modern Middle East

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.

a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter's response to the 1979 Iranian Revolution and hostage crisis.

SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.

a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton's impeachment, the attacks of September 11, 2001, and the war against terrorism.

SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989. b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.

SSWH21 Examine change and continuity in the world since the 1960s.

c. Analyze terrorism as a form of warfare in the contemporary world.

Unit 6 – Modern Africa

SSWH16 Analyze the rise of nationalism and worldwide imperialism.

b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.

SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa. (Algeria & Kenya)

SSWH21 Examine change and continuity in the world since the 1960s.

a. Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda

Parent Syllabus Page – Please sign and turn in to the teacher tomorrow.

I have read this Syllabus and understand the standards, requirements, and expectations for Coach Cain's class.

Student Name (Printed) _____

Student Signature _____

Parent/Guardian Signature _____

Parent/Guardian Email _____

Best Phone number to contact _____