

# World War 3.0

**Instructor(s):**

Nate Petersen

[nathan.petersen@schools.hermon.net](mailto:nathan.petersen@schools.hermon.net)

Room 105

BOOM! August 6, 1945 the Little Boy Uranium type atomic bomb was detonated over Hiroshima, Japan. Three days later, a second Fat Man plutonium type bomb was dropped on Nagasaki. The Soviet Union (Russia), China, France and the United Kingdom quickly developed their own nuclear program with other nations soon to follow. Civil Wars, climate change and strained natural resources spark conflict across the globe while traditional religious and economic disputes continue. It's not a matter of if...but when. World War 3.0 will investigate the context of current conflicts, examine competing world ideologies and explore global transitions that threaten the status quo. No doubt the United States will be a key player as we analyze our role in the world during the 21st Century. Finally, we will attempt the impossible...securing world peace.

## Graduation Standards

### Standards:

- **HISTORY:** Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.
- **PERSONAL FINANCE & ECONOMICS:** Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.
- **CIVICS & GOVERNMENT:** Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.
- **GEOGRAPHY:** Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

### Guiding Principles:

- A clear and effective communicator
- A self-directed and lifelong learner
- A creative and practical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

Unit 1

US Role in Changing World

Summary	Development of contextual understanding of historical and contemporary world powers, the benefits enjoyed and the challenges faced.	
Performance Indicators Assessed in Unit	<b>History 1: Eras, Themes &amp; Influences</b> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.	
Understandings:	Students Will Know:	Students Will Be Able To:
•	• Foreign Policy	• analyze foreign policy decisions • defend a position
<b>Unit 2</b>	<b>Cold War Containment</b>	
Summary	Post WWII stand off between superpowers launching the arms race and massive nuclear buildup.	
Performance Indicators Assessed in Unit	<b>Applications 1: Evaluating Differing Points of View</b> Evaluate various explanations and authors' differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis.	
Understandings:	Students Will Know:	Students Will Be Able To:
•	•	•
<b>Unit 3</b>	<b>Korea: Then &amp; Now</b>	
Summary	Looking back at the Korean War and the current state of the peninsula.	
Performance Indicators Assessed in Unit	<b>Applications 1: Evaluating Differing Points of View</b> Evaluate various explanations and authors' differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis. <b>Geography 2: Unity &amp; Diversity</b> Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.	
Understandings:	Students Will Know:	Students Will Be Able To:
•	•	•
<b>Unit 4</b>	<b>China on the World Stage</b>	

Summary	Explore how relations between the U.S. and China have evolved and been clouded by misperceptions. Additionally, how China’s remarkable transformation since the late 1970s has vaulted the world’s most populous country to the top of the U.S. foreign policy agenda.	
Performance Indicators Assessed in Unit	<b><i>Civics &amp; Government 1: Ideals, Structures &amp; Processes</i></b> Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.	
Understandings:	Students Will Know:	Students Will Be Able To:
•	•	•
<b>Unit 5</b>	<b>Russia: Then &amp; Now</b>	
Summary	A look into the political history of US & Russian relations pre and post Soviet Union. Students will take their complicated past into consideration when debating what current US policy should look like in regards to relations with Russia.	
Performance Indicators Assessed in Unit	<b><i>History 1: Eras, Themes &amp; Influences</i></b> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.	
Understandings:	Students Will Know:	Students Will Be Able To:
•	•	•
<b>Unit 6</b>	<b>Unrest in the Developing World</b>	
Summary	The impact of global competition on developing nations and their attempts for self-determination.	
Performance Indicators Assessed in Unit	<b><i>Personal Finance &amp; Economics 2: Economics</i></b> Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future. <b><i>Personal Finance &amp; Economics 3: Global Connections</i></b> Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.	
Understandings:	Students Will Know:	Students Will Be Able To:
•	•	•

<b>Unit 7</b>	<b>Climate Conflict - Rising Temps</b>
Summary	Populations and temperatures soar, stressing scarce resources and driving conflict.
Performance Indicators Assessed in Unit	<b>History 1: Eras, Themes &amp; Influences</b> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

Understandings:	Students Will Know:	Students Will Be Able To:
•	•	•

<b>Unit 8</b>	<b>World Peace - Challenge of Nukes</b>
Summary	Develop a strategy to avert crisis, recognizing diverse interests, economic limitations and destructive forces (military and environmental)
Performance Indicators Assessed in Unit	<b>History 1: Eras, Themes &amp; Influences</b> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

Understandings:	Students Will Know:	Students Will Be Able To:
•	•	•

### **Summative Assessments Retake**

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### **Make-up Work**

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

### **Grading of Formative Assessments**

- Formative assessments will count as 30% of the grade; Summatives 70%.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

**Finals / Midterms**

An end of course Final Exam will be conducted, making up 10% of the students overall grade.