



Textbooks / Instructional Materials:	History Alive! World Connections - TCI, Copyright 2020	ISBN:9781934534915
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### Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EDUCATIONAL SERVICES**

**Course Title:**

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EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Social Sciences

Course Title: **World History #174**

**Unit 1 Title: The Origins of Democracy**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- How were most societies organized prior to the 1750s?
- Who held power prior to 1750? Why?
- What was the "divine right" theory?
- How were enlightened ideas a break from the past?
- How did the "social contract" affect ordinary people?
- Why did civic reformers argue for representative governments?
- What are individual or natural rights? Who received those rights in the eighteenth century?
- How did ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions develop and impact civil society?

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies include but are not limited to:

- Roots of Democracy DBQ Activity
- DIG: Hammurabi's Code DBQ Activity
- Age of Reason Primary Source Activity
- UC Davis History Project: Tyranny and the Rule of Law

- Aristotle and Plato Close Readings
- TCI: Meeting of the Minds Activity
- Philosopher Evaluation of Modern United States Socratic Seminar
- Plato's Republic Socratic Seminar
- Island Simulation

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets include but are not limited to:

- Student analysis and essays that go with DBQ assignment
- Enlightenment Philosopher Brochure
- Modern Democracy Country Evaluations
- Student interpretation and analysis of classical and Enlightenment thinkers

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Flex intervention
- Test retakes

## EDUCATIONAL SERVICES

Department: Social Sciences

Course Title: **World History #174**

### **Unit 2 Title: 1750-1917: Revolutions Reshape the World**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty. 2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791). 3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations. 4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. 1. Analyze why England was the first country to industrialize. 2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison). 3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. 4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement. 5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. 6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism. 7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

### **1750-1917: Revolutions Reshape the World**

#### **Democratic Revolutions**

- What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America?
- How do the 18th and 19th Century Revolutions compare to one another?
- How is national identity constructed?
- How did civic reformers argue for representative governments?

#### **Industrial Revolutions**

- Should this era of industrialization be called an industrial revolution? Why or why not?
- What were the results of the Industrial Revolutions? How was technology, and the environment transformed by industrialization?
- How did industrial revolutions affect governments, countries, and national identity in similar and different ways?
- How did industrialization affect ordinary people, families, and work?
- Why did socialist ideologies emerge and what were their key tenets?

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies include but are not limited to:

- French Revolution Webquest
- DBQ Project: The Reign of Terror: Was It Justified?
- TCI: Three Stages of the French Revolution
- Art During The Industrial Revolution
- Wave Theory Reading
- British Factory Workers' First Hand Accounts Readings
- DBQ Project: Women Mill Workers In England and Japan
- Adam Smith vs Karl Marx Rap Battles
- Inventors Shark Tank
- DIG Factory Life DBQ activity

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets include but are not limited to:

- TCI: French Revolution Storybook: Students produce a Storybook/Graphic novel about the steps of the French Revolution and analyze how democratic each step was
- Did the Benefits of the Revolution Outweigh the Costs Primary Source Essay
- Revolution Newspaper
- Revolution based Problem Solving Essay (S)
- Economic Systems Socratic Seminar
- Business letter from perspective of a female worker
- Students produce a French Revolution Music Video
- TCI: Industrial Revolution editorial (suggests recommendations for change)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Flex intervention
- Test retakes

## EDUCATIONAL SERVICES

Department: Social Sciences

Course Title: **World History #174**

### Unit 3 Title: The Rise of Imperialism

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines. 1. Describe the rise of industrial economies and their impact on imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology). Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Portugal, and the United States. 3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule. 4. Describe the independence struggles of the colonized peoples of the world.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Why did industrialized nations embark on imperial ventures?
- How did colonization work?
- How was imperialism connected to race and religion?
- How was imperialism similar and different between colonies and economic domination in Africa, Asia, and Latin America?
- How did native people respond to colonization?

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies include but are not limited to:

- TCI: Analyzing Imperialist Motives
- Analyzing Apartheid Primary Sources DBQ
- Mandela vs Gandhi Socratic Seminar
- Nacirema Reading
- *Race and Membership in American History*: Ranking Humankind
- DBQ Project: What Was the Driving Force Behind European Imperialism in Africa
- Analyzing The White Man's Burden
- Boer War Webquest
- Scramble for Africa Game
- DIG: The Sepoy Rebellion DBQ Activity
- TCI: Nigeria Activity

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets include but are not limited to:

- Students Analyze Causes and Consequences of the Sepoy Rebellion
- Students Compare the Process of Ending Imperial Rule in India and Nigeria
- Memorializing Resistance to Imperialism Art Project - Two Page Written Analysis
- Class Academic Conversation
- Student Analyze the Pros and Cons of Imperialism in a Debate or Essay Format
- DBQ Project: How Did Colonialism Affect Kenya)
- DIG Partition of India Written Evaluation - Students Use Primary Sources as Evidence in Evaluation the Partition Plan
- Choices: Student Presentations on Mexico Over Time

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Flex intervention
- Test retakes

## EDUCATIONAL SERVICES

Department: Social Sciences

Course Title: **World History #174**

### Unit 4 Title: World War I

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

#### 10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

#### 10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Why did The Great War become a World War?

How was World War I a total war?

What were the consequences of World War I for nations and people?

Why did the Russian Revolution develop and how did it become popular?

What were the consequences of World War I for nations, ethnic groups, and people?

How did World War I end? What were the consequences of the postwar agreement?

What were the effects of World War I upon ordinary people?

Why does the term "lost generation" refer to those that lived through or came of age during these years?

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies include but are not limited to:

- DBQ Project: What Was the Underlying Cause of WWI
- WWI Simulation
- DBQ Project: How Did the Versailles Treaty Help Cause WWII?
- Trench Warfare Internet Research worksheet
- Lost Generation Art
- TCI: Treaty of Versailles Negotiating Activity
- Is War Every Justified Socratic
- Mapping WWI
- Analyzing Data On The Costs of WWI
- “All Quiet on the Western Front” excerpts
- Comparing poetry from the beginning and end of the war
- New York Times articles on Armenian Genocide
- Mapping the Impact of WWI on Europe and the Middle East
- TCI: Analyzing Propaganda
- War Annotated Bibliography

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets include but are not limited to:

- Journal Project
- DIG Battle of the Somme - students do a written evaluation of bias in the difference of Allied accounts of the Battle
- Comparing War Experiences Essay
- Student presentation on a Soldier’s experience in Russia, Germany, France, Britain, or Austria
- Alliances of WWI map
- Students analyze systematic genocide of Armenians in WWI. (Written activity or class discussion activity)
- WWI Technology presentation
- Creating Propaganda posters

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Flex intervention
- Test retakes

EL DORADO UNION HIGH SCHOOL DISTRICT  
**EDUCATIONAL SERVICES**

Department: Social Sciences

Course Title: **World History #174**

**Unit 5 Title: Totalitarian Governments and World War II**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**CA HSS 10.7 Students analyze the rise of totalitarian governments after World War I**

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

**CA HSS 10.8 Students analyze the causes and consequences of World War II.**

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- How did the post-World War I world order contribute to the collapse of the world-wide economy?
- Why did communism and fascism appeal to Europeans in the 1930s?
- What were key ideas of communism? How were the ideas translated on the ground?
- What was totalitarianism and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?
- How did Nazis come to power? Why did ordinary people support them?
- Why was the death toll so high during World War II?
- What were the key goals of the Axis and Allied powers? How was the war mobilized on different fronts?
- How did technology affect World War II?
- How was World War II a total war? How did World War II's actors, goals, and strategies compare with World War I?
- How was the Holocaust carried out, including lasting implications?

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work

- Vocabulary development
- Presentations/projects

Specific Instructional Strategies include but are not limited to:

- Analyzing Data On The Costs of WWI
- TCI: Appeasement Activity
- Facing History and Ourselves Holocaust Study
- US Holocaust Museum Identity Cards
- “Survival in Auschwitz” Excerpt and Found Poem
- Significant Events Primary Sources
- DBQ Project: The Soviet Union: What Should Textbooks Emphasize?
- Mapping WWII Theatres and Political Boundary Changes
- WWII Battles Student Presentations
- Identifying Characteristics of Totalitarianism Through Film
- Analyzing Dr. Seuss Political Cartoons
- Analyzing Propaganda Posters
- WWII Leaders Facebook Page Project

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets include but are not limited to:

- Totalitarian Comparison Chart
- DIG: Invasion of Nanking: student corroborate two different versions of this event.
- Creating A WWII Treaty
- Justice and Judgement After the Holocaust Socratic Seminar
- TCI: Presentation from Resistance to the Holocaust Activity
- Student compare WWI and WWII technologies and battles
- War Annotated Bibliography-Historical Research

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Flex intervention
- Test retakes

## EDUCATIONAL SERVICES

Department: Social Sciences

Course Title: **World History #174**

### **Unit 6 Title: International Developments in the Post-World War II World Era**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

#### **10.9 Students analyze the international developments in the post–World War II world.**

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- How did the Cold War develop?
- How was the Cold War waged all over the world?
- How did former colonies respond to the Cold War and liberation?
- How and why did the Cold War end?

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies include but are not limited to:

- From Allies To Enemies: Who Started It? DBQ
- Red Scarf Girl Excerpts and Activities
- Mapping the Nuclear World Choices
- Looking at Tank Man Choices
- Comparing Cold War Conflicts
- Choices Activity: What Is Your Recommendation To President Truman?
- CIA Released Document on Chile
- Kennedy and Khrushchev Cuban Missile Crisis Letters Close Reading
- Marshall Island Nuclear Testing Close Reading
- PowerPoint on Arms Race
- TCI Conflicts and Counties Map and timeline
- TCI Fall of the Soviet Union
- War Annotated Bibliography

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets include but are not limited to:

- Facing History and Ourselves: Red Scarf Girl
- Who's Responsible For the Cold War? Essay
- Choices Activity: What Is Your Recommendation To President Truman?
- TCI timeline student presentations on China: From Rise of Communism, Great Leap Forward, Cultural Revolution to Tiananmen Square
- DIG DBQs: "Cold War": students evaluate who is responsible the US or USSR; "Korean War" students evaluate North and South Korean history texts on who started the war; "Castro" - students evaluate how he viewed the United States; "China's Cultural Revolution" students evaluate what it must have been like.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Flex intervention
- Test retakes

## EDUCATIONAL SERVICES

Department: Social Sciences

Course Title: **World History #174**

### **Unit 7 Title: Nation-Building and Globalization in the Contemporary World**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.**

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

**10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

#### **Nation-Building in the Contemporary World**

- How have nations organized in the post-Cold War world?
- How have nations struggled in similar and different ways to achieve economic, political, and social stability?
- How have developing nations worked together to identify and attempt to solve challenges?

#### **Economic Integration and Contemporary Revolutions in Information, Technology, and Communications**

- How has globalization affected people, nations, and capital?
- How has the post-Cold War world and globalization facilitated extremist and terrorist organizations?

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies include but are not limited to:

- Tracing the Road to Globalization
- DBQ Project: What Made Gandhi's Nonviolent Movement Work? DBQ
- DBQ Project: China's One-Child Policy: Was It a Good Idea? DBQ
- Choices Lesson on ISIS
- Comparing Religions Graphic Organizers
- Choices Seminar on Terrorism
- TCI: Middle East Peace Conference
- Case Study on Israeli-Palestinian conflict
- TCI: United Nations and the Middle East Conflict Activity
- Choices Activity: The Refugee Crisis
- 60 Minutes Episode: China's Ghost Cities
- Singularity: Ray Kurzweil

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets include but are not limited to:

- Choices Seminar: Terrorism
- Modern Democracy Country Evaluations
- Modern World Problems Project
- Students compare China's Farming economy with their urban economy
- Choices: Brazilian Amazon Rainforest case study
- Current Event Report
- Case studies on ISIS, Oil Industry (OPEC), Apartheid, Syrian Civil War, Climate Change, Refugee Crisis, Modern Genocides, China and the Economy,

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Flex intervention
- Test retakes