

Colton Joint Unified School District Course of Study
High School Course Description for **World History**

Course Title: World History

Curricular Area: History/Social Science

Course Number: SOC502/503; SOC583*/584*

Length: One Year

Grade Level(s): 10th Grade

Prerequisites: None

Meets a UC a-g Requirement: Yes

Meets NCAA Requirement: Yes

Meets High School Graduation Requirement for:
History/Social Science (5 credits per semester; 10 credits max)

Course Description

This course provides students with a thematic examination of the political, economic, cultural, environmental, and social factors that have defined world history. The course begins with an introduction to the world before 1750 and continues with a focus on the expansion of the West and the growing interdependence of people, cultures, and globalization throughout the world. The world history course is designed to provide students with the opportunity to view history as a mosaic that values the contributions of the many peoples inhabiting our diverse world. The course is also designed to serve the needs of both college and career readiness by assisting students to develop good citizenship skills and an understanding of the connectedness of the human experience.

Alignment

This course is aligned to the California Grade 10 World History, Culture, and Geography: The Modern World Standards and the California History/ Social Science Framework for Grade 10.

Instructional Materials

Required Textbook(s)

1. McGraw-Hill Education. IMPACT California Social Studies. World History, Culture, & Geography: The Modern World. 2019.

Novels and Other Readings

1. See "Chapter Opener Planner" Page B

Supplemental Materials

- 1.

Suggested Video/DVDs//Films

1. All Quiet on the Western Front
2. War Horse
3. Flyboys
4. Lost Battalion
5. The World Wars
6. Swing Kids
7. BBC Days that shook the world
8. Enemy of the Gate
9. The Pianist
10. The boy in the Striped Pajamas
11. Bitter Harvest
12. History Channel French Rev.
13. Escape from Sorbitor

Web Sites

1. Sheg.com
2. Library of Congress
3. Center for History and new Media
4. Smithsonian Education
5. BBC
- 6.

Software/Applications

1. Google Classroom
2. Go Guardian
3. Powerschool
4. illuminate
5. Socrative
6. Quizizz
7. Kahoot
8. Chromebooks

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Exit Criteria

<u>Activities</u>	<u>Percentage</u>
A. Learning Tasks/ Activities:	<u>40</u> %
In these tasks students are developing levels of mastery in Historical Thinking Skills, Literacy, and Content Standards through specific tasks to measure competency (includes Classwork (document analysis, quick writes), Formative Assessments, Annotations, Homework, Warm-Up, Exit Tickets)	
B. Student Applications:	<u>20</u> %
Activities/ Assignments - Students apply learning from Learning Tasks to demonstrate levels of mastery including independent, critical thinking using projects, group work, DBQs (comparisons), debates/ Socratic Seminars, group discussions, station rotations	
C. Unit Culminating Tasks / Assessments:	<u>30</u> %
In these tasks, students are demonstrating independent mastery of skills, content knowledge, and writing tasks in Unit Tests, Quizzes (Using stimulus based multiple Choice, short answer questions and long essays.	
D. Final Exams	<u>10</u> %
In this task, students are demonstrating end of semester and end of course mastery of the Priority and Supporting content standards.	

Development Team

This Course of Study was developed/revised in 2019 by

<u>Bloomington HS</u>	<u>Colton HS</u>	<u>Grand Terrace HS</u>	<u>Slover HS</u>	<u>Washington HS</u>
Rosa Aguirre	Anthony Gonzales	Christina Romero	Joe Vedder	Humberto Reyes
Gary Stickel	Russell Levine	Matthew Freeland		

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Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Close reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

- ELD standards will be integrated into Lesson Design, Implementation, and Assessment
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

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Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Acceleration
- Modified assignments
- Enriched materials and learning experiences
- Compacting
- Depth & Complexity icons
- Flexible grouping
- Inquiry-based Learning
- Modified texts

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Pacing Guide - For Common Assessments & Benchmark Purposes

<u>Semester One</u>	<u>Semester Two</u>
10.1, 10.2, 10.3, 10.4, 10.5, 10.7.1 (as consequence of WWI & altering course of WWI)	10.6, 10.7, 10.8, 10.9, 10.10, 10.11
<u>Unit 1</u> [10 days] Priority Standard - 10.1.3	<u>Unit 6</u> - [10 days] Priority Standards - 10.6.1, 10.6.3
<u>Unit 2</u> - [15 days] Priority Standards - 10.2.1, 10.2.2, 10.2.5	<u>Unit 7</u> - [15 days] Priority Standards - 10.7.1, 10.7.3
<u>Unit 3</u> - [13 days] (cont') Priority Standards - 10.3.2, 10.3.5, 10.3.6	<u>Unit 8</u> - [15 days] Priority Standards - 10.8.1, 10.8.5, 10.8.6
<u>Quarter 1 Project</u> - 3 days <u>Quarter Assessment</u> - 1 day 1st Quarter - 42 days	<u>Quarter 3 Project</u> - 5 days <u>Quarter Assessment</u> - 1 day 3rd Quarter - 46 days
<u>Unit 3</u> - [5 days] Priority Standards - 10.3.2, 10.3.5, 10.3.6	<u>Unit 9</u> - [15 days] Priority Standards - 10.9.2 thru 10.9.7 (theme - Nationalism as a contemporary issue inc. 10.4.4)
<u>Unit 4</u> - [12 days] Priority Standards - 10.4.1, 10.4.3	<u>Unit 10</u> - [14 days] Priority Standards - 10.10.1, (10.9.8), 10.10.2
<u>Unit 5</u> - [17 days] Priority Standards - 10.5.1, 10.5.4, 10.5.5	<u>Unit 11</u> - [5 days] Priority Standards - 10.11
<u>Quarter 2 Project</u> - 5 days <u>Final Review & Final</u> - 7 days	<u>Quarter 4 Project</u> - 5 days <u>Final Review & Final</u> - 7 days
2nd Quarter - 46 days First Semester - 88 days	4th Quarter - 46 days Second Semester - 92 days

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Academic Vocabulary for Social Science

The following terms are used frequently as a part of Social Science Historical Thinking and critical reasoning skills. Teachers should use these terms regularly to assist students in understanding content and mastering relationships within world history.

<p style="text-align: center;"><u>Discussion and Question Prompt Starters</u></p> <ul style="list-style-type: none"> ● Analyze ● Explain ● Describe ● Identify ● Evaluate ● Discuss ● Compare ● Contrast ● Similarity ● Difference ● Change ● Continuity ● Change over Time ● Significance 	<p style="text-align: center;"><u>Historical Thinking Skills</u></p> <ul style="list-style-type: none"> ● Time (conceptual) ● Chronology ● Periodization ● Sourcing ● Contextualization ● Corroborate/ Corroboration ● Summarize ● Annotate ● Trace
<p style="text-align: center;"><u>Document Analysis</u></p> <ul style="list-style-type: none"> ● Varied sources (primary and secondary, visual, graphic, videos, maps, etc.) ● H.I.P.P.O. (Historical Context, Intended Audience, Point of View, Purpose, Outside Information) ● Author’s Perspective ● Interpret ● Distinguish ● Bias ● Prejudice ● Fact vs. Opinion 	<p style="text-align: center;"><u>Writing Terms</u></p> <ul style="list-style-type: none"> ● Create an argument ● Develop an argument ● Hypothesize ● Thesis Statement ● Topic Sentences ● Supporting a Claim ● Evidence ● Concrete Details

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Unit 1: The World Before 1750
 Semester One — **2 Weeks (10 Days)**

OVERVIEW	
Chapters 1 & 2	
<p>Students begin tenth grade world history with a survey of the world in 1750. To do this effectively, requires the course to give a short overview of the political, economic, and social evolution of societies around the world. This review of 6th and 7th grade standards includes, Greece and Rome, the Renaissance, the Reformation, absolutism, and England’s shift from absolutism towards a more democratic system. Three questions can frame students’ initial explorations in Unit 1.</p> <p>A. How were most societies organized in the 1700s? Students analyze maps of the gunpowder empires (Qing China, Mughal India, Ottoman Empire, Safavid Persia, Spain, France, England), trade routes (Atlantic World, Pacific/Indian Ocean, and world trade systems), and colonies. The teacher explains that in 1750, people were living in the very end of the pre-modern world. Although there had been many differences in people's’ experiences depending on their location, culture, and language, there were certain broad patterns that were present in most states and empires. Most states and empires were ruled by one leader, called a king, tsar, sultan, emperor, shah, or prince. Students can consider the comparative question:</p> <p>B. Who held power in the 1700s? Why? This ruler was usually, but not always, a man who came from a dynasty, a family of rulers. Dynasties changed all the time, when kings were defeated and overthrown, but the winners would then set up a new dynasty under one leader. The tsar or sultan got his legitimacy from his birth into the royal family and the support of religious and political elites. Most emperors claimed that they had been chosen or blessed by divine power, and that they ruled on behalf of God to keep order and justice in the society. The question</p> <p>C. What was the divine right of kings? helps students consider the construction of monarchical governments and societies.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● The spread and eventual fracture of monarch’s power and religious institutions in the late Middle Ages and Early Modern Era has greatly influenced the world we live in today ● The struggle for power during times of conflict, and the resulting search for stability, can lead to the absolute power of a single ruler 	<p><u>HSS Framework</u></p> <ul style="list-style-type: none"> ● <i>How were most societies organized in the 1700s?</i> ● <i>Who held power in the 1700s? WHY?</i> ● <i>What was the divine right of kings?</i> <p><u>TE Questions Chapters 1 & 2</u></p> <ul style="list-style-type: none"> ● <i>How did patterns of civilization differ between the ancient and medieval worlds?</i> ● <i>What effects might social, economic, and religious conflicts have on a country?</i> ● <i>How would the exercise of absolute power affect a country and its people?</i> ● <i>What forces helped to cause political, economic, and social changes over time?</i>
CONCEPTS (Students will know)	SKILLS (Students will be able to do)

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<ul style="list-style-type: none"> ● Much of the wealth of European civilizations & empires depended on the resources found in their colonies ● The origins, growth, major events, and decline of civilizations from ancient times to 1750 CE ● The religious and political conflicts across Europe caused by the Reformation (Protestant vs Catholic) ● The social, economic, and religious conflicts that challenged the established political order throughout Europe ● The progression from absolute to constitutional monarchy as a result of conflicts between rulers and Parliament in England. (Change Over Time) ● Louis XIV's rise to political and economic power as an example of a strong absolute monarchy ● The emerging European political powers in Prussia, Austria, and Russia ● How Art and Literature reflects the spiritual perceptions and the human condition found in the late 16th and 17th centuries in Europe 	<ul style="list-style-type: none"> ● Identify characteristics of the world in 1750 ● Describe economic exploitation of the Americas as well as parts of Asia and Africa ● Explain worldwide trade routes and their importance ● Demonstrate understanding of the actions of European countries in response to religious issues
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UNIT OBJECTIVES TO BE ASSESSED
<ul style="list-style-type: none"> ● Early civilizations in Africa, Asia, and the Americas developed unique cultures with complex political, artistic, and philosophical traditions. ● The spread and eventual fracture of monarchs' powers and religious institutions in the late Middle Ages and Early Modern Era has greatly influenced the world we live in today. ● The struggle for power during times of conflict and the resulting search for stability, can lead to the absolute power of a single ruler. ● Map building skills

UNIT ASSESSMENT:
<ul style="list-style-type: none"> ● Technology Extension of Hands-On Chapter Project ● Inquiry Journal Workbook ● Interactive Graphic Organizers ● Written paragraphs ● Entry Test ● Chapter Assessments ● Chapter Tests ● Lesson Reviews ● Online Self-Check Quizzes ● Primary and Secondary Sources Activities ● Economics and History Activities ● Geography and History Activity ● To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

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KEY ASSIGNMENTS	
TEACHER CHOICE	
<ul style="list-style-type: none"> ● Mapping/ Geography Projects ● Foldables - key terms on roots of Western democracy ● Poster Project - 4 square - Greece, Rome, Religious Contributions (Individualism), Renaissance (humanism) ● Debate - Greek democracy vs Rome Republic (Which One is Better) ● Mini Q - DBQ Project ● SHEG - Document Analysis (Was Ancient Athens Truly Democratic) 	
TEXTS	
<ul style="list-style-type: none"> ● McGraw-Hill Education. IMPACT California Social Studies. World History,Culture, & Geography: The Modern World. 2019. 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Aristocracy ● Oligarchy ● Anarchy ● Elite ● Philosophy ● Common law ● Absolute monarchy ● Caliphs ● Shah ● Sultan 	<ul style="list-style-type: none"> ● Democracy ● Republic ● Socrates [Socratic Method] ● Plato ● Aristotle ● Monotheism ● Judaism ● Jesus ● Feudalism ● Serfdom ● Catholic Church ● Renaissance ● Divine Right ● Magna Carta ● Common Law ● Parliament ● Protestant Reformation [Martin Luther]
PRIORITY STANDARDS	SUPPORTING STANDARDS
<ul style="list-style-type: none"> ● 10.1.3 	<ul style="list-style-type: none"> 10.1.1 10.1.2
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	

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- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing

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Unit 2: Enlightenment and Revolutions:
 Semester One — 3 Weeks (15 Days)

OVERVIEW	
<p>Chapters 3 & 4</p> <p>Political and Industrial Revolution have influenced the world we live in today. These Revolutionary Political ideas were rooted in Athenian Democracy, English laws, the Enlightenment and other traditions of European political thought. These ideas were advocated by some great reformers as John Locke, Thomas Hobbes, Jean-Jacques Rousseau. These men and other Enlightenment thinkers developed the ideas that the role of government is to protect the rights of its people. If this does not happen the people have the rights to organize a revolution.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<p>Chapter 3:</p> <ul style="list-style-type: none"> Intellectual movements can affect all aspects of life, including politics, economics, and society. <p>Chapter 4:</p> <ul style="list-style-type: none"> Political, economic, and social conflict can change the roles of citizens and the structures of political systems. 	<ul style="list-style-type: none"> How were enlightened ideas a break from the past? How did the “social contract” affect ordinary people? What are individual or natural rights? Who received those rights in the eighteenth century? Why did civic reformers argue for representative governments? What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America? How do the French, American, and Haitian Revolutions compare to one another?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> CHAPTER 3 That the Scientific Revolution gave Europeans a new view humankind’s place in the universe. That the Enlightenment thinkers believed all institutions should follow natural laws to produce the ideal society. How the ideas of the Enlightenment influenced European architecture, art, music, and literature. How Enlightenment ideas influenced politics and how Europe’s individual nations were chiefly guided by the self-interest of their rulers That the American Revolution and the formation of the United States of America seemed to embody Enlightenment political ideals CHAPTER 4 the causes of the French Revolution. 	<ul style="list-style-type: none"> CHAPTER 3 Draw conclusions about how the development of new technology and new theories became the foundation of the Scientific Revolution. Summarize the contribution of women scientists during the Scientific Revolution. Compare and contrast inductive and deductive reasoning to understand the scientific method. Identify the relationship impacted art and architecture. Summarize the philosophes’ use of Isaac Newton’s methods to discover the natural laws of human like. Draw conclusions about the beliefs of the philosophes. Identify the relationship between the beliefs of the philosophes and the beliefs of enlightenment absolutism.

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<ul style="list-style-type: none"> ● the ideas and events that shaped the course of the French Revolution. ● Napoleon's role in the French Revolution and how the revolution changes society. ● that the French Revolution influenced ideas and events across Europe. 	<ul style="list-style-type: none"> ● Compare and contrast European enlightened rulers. ● Identify the Enlightenment political ideals embodied in the American Revolution and the formation of the United States of America. ● CHAPTER 4 ● draw conclusions about the causes and effects of the French Revolution. ● identify how human rights were influenced by different ideas during the French Revolution. ● identify Napoleon's role in the French Revolution. ● describe how the revolution changed France. ● explain how the French Revolution influenced ideas and events across Europe.
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UNIT OBJECTIVES TO BE ASSESSED

- Chapter 3-Students will analyze the major ideas of the Enlightenment and their effect on the Democratic Revolutions throughout the world.
- Chapter 4-Students will understand the roles of the French Revolution in terms of political economic and social conflict.
- Chapter 4-Students will understand the role nationalism and political revolution in the 1830s

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Entry Test
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity
- To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

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TEACHER CHOICE	
<ul style="list-style-type: none"> ● History Alive - Enlightenment News Conference (experiential) ● Enlightenment Dinner Party ● Playing Cards (flash card) ● Poster Project - Enlightenment Philosophers ● Foldables - (Stages of French Revolution, 3 Estates) ● Storybook/Coffee Table Book of a Revolution ● Mini-Museum - 10 artifacts ● Essay - Comparing French Revolution to a Latin American Revolution 	
TEXTS	
<ul style="list-style-type: none"> ● McGraw-Hill Education. IMPACT California Social Studies. World History, Culture, & Geography: The Modern World. 2019. 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Chapter 3: <ul style="list-style-type: none"> ● Philosophe ● Salons ● Enlightenment absolutism ● Social contract ● Arbitrary ● philosophers Chapter 4: <ul style="list-style-type: none"> ● conservatism ● Liberalism ● Nationalism 	Chapter 3: <ul style="list-style-type: none"> ● Geocentric ● Heliocentric ● Universal law of gravitation ● Scientific method ● Laissez-faire Chapter 4: <ul style="list-style-type: none"> ● Bourgeoisie ● Coup d'etat ● Sans-culottes ● Estates
PRIORITY STANDARDS	SUPPORTING STANDARDS
<ul style="list-style-type: none"> ● 10.2.1: 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). ● 10.2.2: 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). 	10.2.5: Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

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INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES
<ul style="list-style-type: none">● Close reading & writing● Guided reading & writing● Cognitive modeling● Text-based questioning strategies● Graphic organizers/concept attainment● Student-led groups● Peer pairing

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Unit 3: Industrial Revolution
 Semester One — 3 Weeks (15 Days)

OVERVIEW	
<p>Chapter 5 & 6</p> <p>The Industrial Revolution shifted the center of the world economy from Asia to Western Europe in the nineteenth century. Students learn that its path diverged sharply from that of China and India, which together had accounted for nearly half of the world’s manufacturing prior to the rise of industrialization. Some historians have criticized the use of the term <i>revolution</i>, as the changes brought by industrialization were often gradual and uneven.</p> <p>The Industrial Revolution was energized by coal and natural gas made possible a huge increase in the amount of productive energy available to humans. Inventions and discoveries of James Watt, Eli Whitney, Louis Pasteur, Thomas Edison and others resulted in advances in science and technology made possible a more urban and healthy population. The Industrial Revolution represented a fundamental shift in the production of goods. Competing for profits, corporations came to much greater prominence as a structure of organizing industries. Industrialization also dramatically changed the way of life for millions of people.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<p>Chapter 5:</p> <ul style="list-style-type: none"> Enduring Understanding: Periods of transition in history marked by innovation and revolution. <p>Chapter 6:</p> <ul style="list-style-type: none"> Industrialization can bring changes to economic, social, and political structures. (p.211A) 	<p>Chapter 5 & 6:</p> <ul style="list-style-type: none"> How can innovation affect ways of life? How does revolution bring about political and economic change? (167A) 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 the industrial revolution affect governments, countries, and national identity in similar and different ways?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<p>HSS FRAMEWORK</p> <p>Should this era of industrialization be called an Industrial Revolution? Why or why not?</p> <p>What were the results of the industrial revolutions? How was technology, and the environment transformed by industrialization?</p>	<p>CHAPTER 5</p> <ul style="list-style-type: none"> -Identify the causes and effects of the Industrial Revolution in Great Britain -understand the revolutionary outbursts in the 1830’s -describe how the Crimean War destroyed the Concert of Europe -explain how political stability led to a more liberal Great Britain

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How did the industrial revolution affect governments, countries, and national identity in similar and different ways?

CHAPTER 5:

- That the Industrial Revolution changed the way people lived and worked
- That during the 1830s and 1840s, liberals and nationalists rebelled against the conservative order in Europe.
- That Italy and Germany achieved unification in the mid-1800s, but not all national groups were able to accomplish their goals.
- That many Latin American countries gained independence but became economically dependent on Western Powers.
- That the movement known as romanticism was a reaction to the Enlightenment which then gave way to a movement called realism. (167B)

CHAPTER 6:

- that industrialization led to dramatic increases in economic productivity and to new political theories.
- that the Second Industrial Revolution resulted in an increased urban population and a growing working class.
- that industrialization led to new social movements.
- that the Second Industrial Revolution resulted in an increased awareness of women's rights, the attainment of higher levels of education, and new forms of leisure.
- that while democracy triumphed in Western Europe, authoritarianism prevailed in Central and Eastern Europe.
- that international rivalries set the stage for war.
- that dramatic artistic and intellectual changes took place. (Pg. 211B)

- -compare and contrast the ways in which Latin American countries gained their independence
- -draw conclusions about the influence of the French and American Revolutions on Latin America
- -Identify characteristics of romantic and realist art(167B)

CHAPTER 6

- **compare and contrast** populations in Europe to understand economic growth.
- **explain** the appeal of socialism to some workers.
- **identify** the causes and effects of urbanization in the late eighteenth and early nineteenth centuries.
- **understand** the structure of European society in the late 1800s.
- **understand** the causes and effects of increased levels of education in the late nineteenth century.
- **describe** the political developments in Western, Central, and Eastern Europe in the late nineteenth century.
- **explain** how international rivalries pushed Europe toward war.
- **understand** the science and technology that led to economic growth in the late nineteenth and early twentieth centuries. (Pg. 211B)

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UNIT OBJECTIVES TO BE ASSESSED	
<ul style="list-style-type: none"> ● Chapter 5 - Industrialization led to an era of innovation and revolution that both caused and resulted in political, economic, and social changes that shaped the world of today 	
UNIT ASSESSMENT:	
<ul style="list-style-type: none"> ● Technology Extension of Hands-On Chapter Project ● Inquiry Journal Workbook ● Interactive Graphic Organizers ● Written paragraphs ● Entry Test ● Chapter Assessments ● Chapter Tests ● Lesson Reviews ● Online Self-Check Quizzes ● Primary and Secondary Sources Activities ● Economics and History Activities ● Geography and History Activity ● To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year. 	
KEY ASSIGNMENTS	
TEACHER CHOICE	
<ul style="list-style-type: none"> ● Assembly Line Activity ● Infomercial - Market The Amazing Invention (QVC) ● TE - 85C - [Podcast interview with Historical Figures] ● Foldable - (4 Factors, Why Britain Was First?, Key Inventions) ● Urban Game 	
TEXTS	
<ul style="list-style-type: none"> ● McGraw-Hill Education. IMPACT California Social Studies. World History, Culture, & Geography: The Modern World. 2019. 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
CHAPTER 5 <ul style="list-style-type: none"> ● Radical ● Unification ● Intervention ● Individuality 	CHAPTER 5 <ul style="list-style-type: none"> ● Labor ● Capital ● Entrepreneurs ● Cottage Industry ● Fossil Fuels

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<p>CHAPTER 6</p> <ul style="list-style-type: none"> ● advocate ● controversy 	<ul style="list-style-type: none"> ● Industrial Capitalism ● Socialism ● Universal Male Suffrage ● Multinational Empire ● Militarism ● Kaiser ● Plebiscite ● Regime ● Emancipation ● Abolitionism ● Creoles ● Peninsulares ● Mestizos ● Caudillos ● Cash Crops ● Romanticism ● Natural Selection ● Realism <p>CHAPTER 6</p> <ul style="list-style-type: none"> ● mass production ● assembly line ● proletariat ● revisionists ● feminism ● pogroms ● zionism ● Social Darwinism
PRIORITY STANDARDS	SUPPORTING STANDARDS
<ul style="list-style-type: none"> ● 10.2.1: 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). ● 10.2.2: 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). ● 10.3.2: 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 	<ul style="list-style-type: none"> ● 10.2.3: Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. ● 10.2.5: Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

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Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

- 10.3.3: Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
- 10.3.4: 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.
- 10.3.5: Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- 10.3.6: Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing

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Unit 4 The Rise of Imperialism and Colonialism

Semester One— 2 1/2 Weeks (12 Days)

OVERVIEW	
CHAPTERS 7 & 8	
<p>In this unit, students examine industrialized nations’ worldwide imperial expansion, fueled by demand for natural resources and markets and aided by ideological motives of a “civilizing mission.”</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
CHAPTER 7	CHAPTER 7
<ul style="list-style-type: none"> Industrialization and the desire for resources can motivate countries to seek control over other countries. 	<ul style="list-style-type: none"> 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 in Africa, Asia, and Latin America? What were the causes and effects of the Mexican Revolution? How did native people respond to colonization?
CHAPTER 8	CHAPTER 8
<ul style="list-style-type: none"> The desire for economic and political gain can result in changes within and between cultures. 	<ul style="list-style-type: none"> How can new ideas accelerate economic and political change? How do cultures influence each other?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
CHAPTER 7	CHAPTER 7
<ul style="list-style-type: none"> that through the new imperialism, Westerners controlled vast territories, exploited native populations, and opened markets for European products. that virtually all of Africa was under European rule by the year 1900. that the British brought stability to India but destroyed native industries and degraded Indians. that the independent Latin American countries were dominated by the United States. 	<ul style="list-style-type: none"> identify the causes of imperialism. compare and contrast direct and indirect rule in Southeast Asia. sequence information to learn about the effects of imperialism. compare and contrast British and French ruling styles and their effects on African colonies. identify the causes and effects of the Sepoy Mutiny (Great Rebellion). explain the importance of the Panama Canal. describe the events leading up to the Mexican Revolution.
CHAPTER 8	

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- that as the Qing dynasty declined, Western nations increased their economic involvement with China.
- that reforms led to a revolution in China, and the arrival of Westerners brought changes to its culture and economy.
- that Western intervention opened Japan to trade, and the interaction between Japan and Western nations led to a modern industrial Japanese society.

- make generalizations about economic growth in Latin America

CHAPTER 8

- draw conclusions about the causes of the internal corruption and unrest that led to the decline of the Qing dynasty.
- understand the Open Door policy.
- identify the series of events that led to the fall of the Qing dynasty.
- understand the effects of Western culture on China.
- make generalizations about how the Meiji government modernize Japan.
- compare and contrast the ways in which Western nations and Japanese culture influenced one another.

UNIT OBJECTIVES TO BE ASSESSED

CHAPTER 7

- Industrialization and the desire for resources can motivate countries to seek control over other countries.

CHAPTER 8

- The desire for economic and political gain can result in changes within and between cultures.

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Entry Test
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity
- To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

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TEACHER CHOICE	
<ul style="list-style-type: none"> ● Paper Chain Game ● Mapping Activity - Colonial Possessions ● Mini Q - DBQ Project (What was the driving Force behind European Imperialism in Africa?) ● Foldable - (Motivations for Imperialism, Types of Imperialism) ● Inventions of the Industrial Revolution Project ● Writing - Comparing Motives of Imperialism vs. Impacts on Colonial Peoples ● Government Comparison- Google Doc project ● Scramble for Africa Experiential Activity (History Alive) ● SHEG - Battle of Adowa ● Postcards from the Past ● TE - pg 247C - Projects [Reach of Imperialism or Mexican Revolutionary Figures] 	
TEXTS	
<ul style="list-style-type: none"> ● McGraw-Hill Education. IMPACT California Social Studies. World History, Culture, & Geography: The Modern World. 2019. 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<p>Chapter 7</p> <ul style="list-style-type: none"> ● exploit ● export ● uncharted ● traditions ● civil <p>Chapter 8</p> <ul style="list-style-type: none"> ● exclusive ● subsidy ● phase 	<p>CHAPTER 7</p> <ul style="list-style-type: none"> ● direct rule ● indirect rule ● protectorate ● racism ● annex ● imperialism ● indigenous ● sepoy ● viceroy ● dollar diplomacy <p>CHAPTER 8</p> <ul style="list-style-type: none"> ● extraterritoriality ● self-strengthening ● spheres of influence ● Open Door policy
PRIORITY STANDARDS	SUPPORTING STANDARDS

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<ul style="list-style-type: none">● 10.4.1 Describe the rise of industrial economies and their link to 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).● 10.4.3 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.	<p>10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p> <p>10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p>
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INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing

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Unit 5: Causes and Course of World War I
Semester One — 4 Weeks (20 Days)

OVERVIEW	
<p>World War I began in 1914 as a result of nationalist tensions in Europe and the subsequent militarization that resulted from clashes between these states over colonial resources and markets. Insecurity led these powers to form alliances, which embroiled the great powers of Europe in a multiyear conflict that included soldiers from many parts of the world. The gradual disintegration of the Ottoman Empire, alongside a growing militarization of the European powers, created a climate of distrust that eroded the balance of power. Technological advancements, such as the machine gun, poison gas, aircra , and high explosives, allowed for destruction of human life on a scale previously unknown. The advent of total war meant mobilizing not only the soldiers, but also civilians on the home front and in colonial territories. Entire societies and economies were focused on war. Combat in Western Europe, Eastern Europe, and the Middle East left marks on these societies that were felt long after the fighting ended.</p> <p>Ch. 9 pg. 321A</p> <p style="text-align: center;">Note: This is the bridge chapter between 1st and 2nd Semester.</p> <p>First Semester - Teach Unit 5 up to and including the end of the war and the Fourteen Points, War Guilt Clause, and terms of the Treaty of Versailles.</p> <p>Second Semester - Review the terms of the Treaty of Versailles as a set up to Germany and Italy’s turn towards fascism. The impacts of the Great Depression and how changes in European political states and the mandate system as a lead in to Unit 6.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● Why do politics often lead to war? ● How can technology impact war? ● War is shaped by political motivations and relationships, as well as by technological innovations. 	<ul style="list-style-type: none"> ● 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? ● How did World War I end? What were the consequences of the postwar agreement? ● How did the agreements dating from the World War I and postwar periods impact the map of the Middle East?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)

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<ul style="list-style-type: none"> ● That militarism, alliances, imperialism, nationalism, and a crisis in the Balkans led to World War I. ● That a stalemate at the Western Front led to a widening of World War I, and governments expanded their powers to accommodate the war. ● That the fall of the czarist regime and the Russian Revolution put the Communists in power in Russia. ● That after the defeat of the Germans, peace settlements brought political and territorial changes to Europe and created bitterness and resentment in some nations. 	<ul style="list-style-type: none"> ● Identify the causes of WWI. ● Draw conclusions about how the conflict between Serbia and Austria-Hungary included other nations. ● Compare and contrast the Eastern Front and the Western Front of the war. ● Identify causes and effects of the March of 1917 revolution. ● Summarize how Lenin and the Bolsheviks gained control of Russia. ● Understand the sequence of events during the last years of World War I. ● Identify the relationships between Wilson’s Fourteen Points, the League of Nations, and the Treaty of Versailles and the legacy of World War I.
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UNIT OBJECTIVES TO BE ASSESSED

- War is shaped by political motivations and relationships, as well as by technological innovations.
- TE - pg 321C - War Technology Poster Project

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Entry Test
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity
- To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

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<ul style="list-style-type: none"> ● Foldables - (Causes of WWI, Turning Points) ● Who caused WWI? reenactment (Gavrilo Princip) ● Letters from the Trenches ● Propaganda Activity - (Different perspectives) ● Mapping activity (showing maps of trenches, eastern and western fronts) ● 	
TEXTS	
<ul style="list-style-type: none"> ● McGraw-Hill Education. IMPACT California Social Studies. World History,Culture, & Geography: The Modern World. 2019. 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Military ● Targets ● Unrestricted ● Aid ● Revolution ● Psychological ● Cooperation 	<ul style="list-style-type: none"> ● Conscription ● Abdicate ● Armistice ● Mandate ● Mobilization ● Propaganda ● Reparations ● Soviets ● Trench warfare ● Total war ● War of Attrition ● War Communism ● Planned economies
PRIORITY STANDARDS	SUPPORTING STANDARDS
<ul style="list-style-type: none"> ● 10.5.1. 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.” ● 10.5.4. 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. 	<ul style="list-style-type: none"> ● 10.6.2 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.

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- 10.5.5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.
- 10.6.1 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.
- 10.7.1 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).

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing

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Unit 6a: The West Between the Wars
 Semester Two — 2 Weeks (10 Days)

OVERVIEW	
<p><i>The 2nd Semester begins with a short review of the end of the war including the terms of the Treaty of Versailles.</i></p> <p>Reminder: 1st Semester -Unit 5 covered up to and including the end of the war and the Fourteen Points, War Guilt Clause, and terms of the Treaty of Versailles.</p> <p>2nd Semester - Review the terms of the Treaty of Versailles as a set up to Germany and Italy’s turn towards fascism. The impacts of the Great Depression and how changes in European political states and the mandate system as a lead in to Unit 6.</p> <p>CHAPTER 10</p> <p>In 1919, the victors of World War I- France, Britain, and the United States- turned efforts toward settling the war, organizing peace, and punishing losers.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> Economic instability can lead to social and political change. 	<ul style="list-style-type: none"> How did World War I end? What were the consequences of the postwar agreement? How did agreements dating from the World War I and postwar periods impact the map the Middle East? What were the effects of World War I on ordinary people? Why does the term “lost generation” refer to those who lived through or came of age during these years? How did the post-World War I world order contribute to the collapse of the worldwide economy?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> that peace and prosperity were short-lived after World War I as a global depression weakened Western Democracies how World War I influenced the arts and sciences that by 1939, many European countries have adopted dictatorial regimes that aimed to control every aspect of their citizens’ lives for state goals 	<ul style="list-style-type: none"> Identify the effects of the Great Depression on government and politics Describe the art, literature, and scientific breakthrough, produced after World War I. Identify instances of propagand in Fascist Italy Summarize the ways Mussolini exploited people’s fear Identify the causes and effects of Stalin’s plan of civilization

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<ul style="list-style-type: none"> ● that Hitler’s totalitarian state was widely accepted, but German Jews and minorities were persecuted ● the ways in which Hitler promoted Nazism. 	<ul style="list-style-type: none"> ● Describe Hitler’s totalitarian state and the use of propaganda
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UNIT OBJECTIVES TO BE ASSESSED

- Economic instability can lead to social and political change.
- Nationalism can trigger political, social, and economic change in a country.

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Entry Test
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity
- To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

TEACHER CHOICE

- WWII Scrapbook
- ABC Book
- Mapping Activity - Curse of War
- Foldables - (Totalitarian leaders
- Characteristics of Fascism Chart/Poster
- Biographies / Playing Cards
- Battles Project - Key Turning

TEXTS

- McGraw-Hill Education. IMPACT California Social Studies. World History, Culture, & Geography: The Modern World. 2019.

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ACADEMIC VOCABULARY		CONTENT-SPECIFIC VOCABULARY	
<ul style="list-style-type: none"> ● Annual ● Media ● Prohibited ● Arbitrary ● Uprising ● Decree 		<ul style="list-style-type: none"> ● Isolationists ● Depression ● Economic Crisis ● Diplomacy ● Collective Bargaining ● Deficit Spending ● Surrealism ● Totalitarian State ● Fascism ● Authoritarian ● Collectivization ● Nazis ● Concentration Camps ● Arayan 	
PRIORITY STANDARDS		SUPPORTING STANDARDS	
<ul style="list-style-type: none"> ● 10.6 ● 10.7 ● 10.8.1 ● 10.8.5 			
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES			
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing 			

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Unit 6b: Nationalism Around the World

Semester Two — 2 Weeks (10 Days for Part A & B)

OVERVIEW	
<p>CHAPTER 11</p> <p>Students can continue to survey other examples of nations that stayed independent during the era of imperialism by considering examples from Asia. In the 1920s and 1930s, independence movements, already present before World War I, strengthened in many parts of the world. The collapse of the Ottoman Empire led to the creation of Turkey Iraq, and Saudi Arabia. Asian nationalists, including, Mohandas Gandhi in British India and Ho Chi Minh in French Indochina, struggled against colonial rule. In China, an alliance against imperialists between Nationalists and Communists broke down, leading to civil war.</p> <p>Ch. 11</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● Nationalism can trigger political, social, and economic change in a country. ● How can political control lead to nationalist movements? ● How does economic exploitation lead to nationalist movements? 	<ul style="list-style-type: none"> ● What were the consequences of World War I for nations and people? ● How did agreements dating from the World War I and postwar periods impact the map of the Middle East?
CONCEPTS (Students will know) pg 361b	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> ● that the quest for national self-determination led to the creation of Turkey, Iran, and Saudi Arabia. ● that the Balfour Declaration supported the creation of a national Jewish homeland in Palestine. ● that nationalism led the people of Africa and Asia to seek independence. ● that during the 1920s, Chiang Kai-shek and Mao Zedong struggled to lead a new Chinese state. 	<ul style="list-style-type: none"> ● identify the causes and effects of the decline and fall of the Ottoman Empire. ● identify why Africans wanted to end colonial rule and how they resisted colonial rule. ● make generalizations about how the Comintern helped to spread communism throughout Asia. ● describe Gandhi’s approach of civil disobedience as he led India’s independence movement. ● identify the causes and effects of militarism in Japan.

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	<ul style="list-style-type: none"> ● compare and contrast urban and rural China to identify some of the problems Chiang Kai-shek faced.
UNIT OBJECTIVES TO BE ASSESSED	
<ul style="list-style-type: none"> ● Nationalism can trigger political, social, and economic change in a country. ● TE - 391C - A New Nationalist Anthem Inquiry Project 	
UNIT ASSESSMENT:	
<ul style="list-style-type: none"> ● Technology Extension of Hands-On Chapter Project ● Inquiry Journal Workbook ● Interactive Graphic Organizers ● Written paragraphs ● Entry Test ● Chapter Assessments ● Chapter Tests ● Lesson Reviews ● Online Self-Check Quizzes ● Primary and Secondary Sources Activities ● Economics and History Activities ● Geography and History Activity ● To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year. 	
KEY ASSIGNMENTS	
TEACHER CHOICE	
<ul style="list-style-type: none"> ● Mapping Activity - Nationalist Movements Around the World, Long March ● Foldables - Nationalist Leaders Post WWI ● Genocide Project - (10 Factors, Activity - What is and What is NOT a Genocide) 	
TEXTS	
<ul style="list-style-type: none"> ● McGraw-Hill Education. IMPACT California Social Studies. World History, Culture, & Geography: The Modern World. 2019. 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● legislature ● volunteer ● investor ● ceased 	<ul style="list-style-type: none"> ● Genocide ● ethnic cleansing ● Pan-Africanism ● civil disobedience

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	<ul style="list-style-type: none"> ● zaibatsu ● guerilla tactics ● redistribution of wealth
PRIORITY STANDARDS	SUPPORTING STANDARDS
<ul style="list-style-type: none"> ● 10.5.5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens. ● 10.9.4 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). ● 10.9.6 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. 	<ul style="list-style-type: none"> ● 10.6.2 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. ● 10.5.2 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).
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing 	

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Unit 7: Rise of Totalitarian Governments after World War I
 Semester Two — 3 Weeks (15 Days)

OVERVIEW	
<p>With the collapse of the capitalist market system that caused the Great Depression, political alternatives to liberal democracies emerged particularly communism and fascism. After the Russian Revolution communism emerged as an alternative to Western-style capitalism in the Soviet Union. Lenin’s New Economic Policy temporarily allowed capitalism until the Soviet economy stabilized after the civil war that followed the Revolution. Joseph Stalin rose to leadership after the death of Lenin, and Stalin’s Five-Year Plans provided a Marxist model of state run development in direct opposition to capitalism. Under Stalin, the Soviet Union achieved extraordinary economic growth between 1928 and 1939, but this expansion came at a huge human cost. Stalin’s industrialization plan included forced collectivization of peasant farms, which ultimately resulted in a massive loss of life. The government established a system of Gulag labor camps in the Soviet Union and Siberia to contain political opposition. Stalin’s political consolidation led to the imprisonment and death of many, including wealthy peasants, non-Russians, Jews, and members of the Communist Party suspected of disloyalty. Fascism provided a nationalistic and militaristic alternative to both the individual rights privileged in liberal democracies and to communism. The Fascists in Italy and the Nazis in Germany established state-directed economics, rearmed their militaries, and imposed gender, religious, and racial hierarchies in the name of an ultra patriotic nationalism.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● Economic instability can lead to social and political change. 	<ul style="list-style-type: none"> ● 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?
CONCEPTS (Students will know) pg 361b	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> ● That peace and prosperity were short lived after World War I as a global depression weakened Western democracies. ● How World War I influenced the arts and sciences. ● That by 1939, many European countries had adopted dictatorial regimes that aimed to control every aspect of their citizens’ lives for state goals. ● That Hitler’s totalitarian state was widely accepted, but German Jews and minorities were persecuted. 	<ul style="list-style-type: none"> ● Identify the effects of the Great Depression on government and politics. ● Describe the art, literature, and scientific breakthroughs produced after World War I. ● Identify instances of propaganda in Fascist Italy. ● Summarize the ways Mussolini exploited people’s fears. ● Identify the causes and effects of Stalin’s plans of collectivization. ● Describe the economic devastation Germany experienced after World War I.

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<ul style="list-style-type: none"> ● The ways in which Hitler promoted Nazism. 	<ul style="list-style-type: none"> ● Describe Hitler’s totalitarian state and the use of propaganda.
UNIT OBJECTIVES TO BE ASSESSED	
<ul style="list-style-type: none"> ● Students analyze how economic instability can lead to social and political change. 	
UNIT ASSESSMENT:	
<ul style="list-style-type: none"> ● Technology Extension of Hands-On Chapter Project ● Inquiry Journal Workbook ● Interactive Graphic Organizers ● Written paragraphs ● Entry Test ● Chapter Assessments ● Chapter Tests ● Lesson Reviews ● Online Self-Check Quizzes ● Primary and Secondary Sources Activities ● Economics and History Activities ● Geography and History Activity ● To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year. 	
KEY ASSIGNMENTS	
TEACHER CHOICE	
<ul style="list-style-type: none"> ● Activity - Magnitogorsk - Stalin’s City of Steel ● Foldables - (Dictators, ● Characteristics of Fascism Chart/Poster 	
TEXTS	
<ul style="list-style-type: none"> ● McGraw-Hill Education. IMPACT California Social Studies. World History, Culture, & Geography: The Modern World. 2019. 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Inflation 	<ul style="list-style-type: none"> ● Nazi ● collectivization ● concentration camps ● Aryan ● hyperinflation
PRIORITY STANDARDS	SUPPORTING STANDARDS

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- 10.6.1: 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
- 10.6.3: Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
- 10.7.1: 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).
- 10.7.3: 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.
- 10.8.1: 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.
- 10.8.6: 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.

- 10.6.2.: 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.
- 10.6.4: 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).
- 10.7.2: 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).

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing

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Unit 8: Causes and Consequences of World War II
 Semester Two — 3 Weeks (15 Days)

OVERVIEW	
<p>The study of Nazism and Stalinism leads directly to an analysis of World War II and its causes and consequences. The war itself was truly global and included battlefronts in Europe, Asia, Africa, and the Pacific. Historians estimate that 60 million or 3 percent of the total population, died as a result of World War II. This toll includes a large casualty rate among civilians who were swept up in ground campaigns and were victims of bombing.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> Political motivations and relationships are often the cause of war, while human suffering and environmental destruction are often the result 	<ul style="list-style-type: none"> 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 to those of World War I? How was the Holocaust carried out?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> that the ambitions of Japan and Germany paved the way for the outbreak of World War II that allied perseverance, effective military operations, and Axis miscalculations ended World War II how civilians on the home front were affected by the war through mobilization and bombing raids that millions of people were forced to labor the German and Japanese war machines that the Holocaust claimed the lives of six million Jews that Germany and Japan were forced to surrender that after World War II, a new set of Cold War problems forced the international community 	<ul style="list-style-type: none"> describe Hitler's actions before the wars identity the relationship between geography and Japan's seizure of Manchuria and North Korea identify major events in the war understand the causes and effects of the Holocaust draw conclusions about how native peoples were forced to work for the Nazis and the Japanese understand the importance of the bombing of Hiroshima and Nagasaki explain the basis of the Cold War
UNIT OBJECTIVES TO BE ASSESSED	

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- Chapter 12- Political motivations and relationships are often the cause of war, while human suffering and environmental destruction are often the result.
- Chapter 13-Differences in political ideology can create conflict and influence government policies.
- Chapter 15- War brings political, economic, and social change to countries in positive and negative ways.

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Entry Test
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity
- To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

TEACHER CHOICE

- Mapping Activity - (Turning Points, Island Hopping,
- Key People & Events Trading Cards
- ABC Book
- Scrapbook (artifacts - drawings, writing,)
- Propaganda Activities
- Holocaust Project - Victim of the Holocaust (Museum of Tolerance)
- Debate on Whether It was Necessary to Drop the Atomic Bomb
- Key Events in the Cold War Activity
- Space Race Timeline Activity
- Berlin Wall graffiti project
- TE - p 479C - This Day in Cold War History
- TE - p 549C - Before and After: Consequences in Conflict

TEXTS

- McGraw-Hill Education. IMPACT California Social Studies. World History, Culture, & Geography: The Modern World. 2019.

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ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Dominate ● Violation ● Resolve ● Involvement ● Circumstances ● Occupation ● Collaborators ● Assured ● Deterrence ● Emerge 	<ul style="list-style-type: none"> ● Demilitarized ● Appeasement ● Sanctions ● Blitzkrieg ● Isolationism ● Neutrality ● Impunity ● Mobilization ● Kamikaze ● Ethnic ● Genocide ● Ideological ● Cold War ● Arms Race
PRIORITY STANDARDS	
<ul style="list-style-type: none"> ● 10.8 ● 10.9.1 	
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing 	

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Unit 9: Independence and Nationalism in the Developing World
 Semester Two — 3 Weeks (15 Days)

OVERVIEW	
<p>The effects of World War II reverberated around the world, intensifying three earlier trends whose effects persisted well into the twenty-first century: decolonization, the Cold War, and globalization. The war accelerated the decline of European power worldwide and the rise of the United States military, economically, and culturally. Nationalist movements fueled by colonial subjects participation in war efforts placed increasing pressure on European powers to grant independence. The postwar period also witnessed an escalation in hostility between the U.S and the Soviet Union. Throughout the Cold War, the U.S. and the Soviet Union intervened politically, militarily, and economically in dozens of nations in Asia, the Middle East, Africa, Latin America, and the Caribbean in an effort to protect their strategic interests. Also during the postwar period, economic globalization produced the largest world market in history, spreading both products and cultural values around the world, One of the most significant effects of World War II was the emergence of the Cold War, which ultimately affected much of the world, including the developing world in Asia, Africa, the Middle East, and Latin America.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> • The transition to independence can be characterized by political conflict, economic dependence , and social change. 	<ul style="list-style-type: none"> • 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? • Pg 509A
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> • That British India and colonies throughout Southeast Asia gained independence following World War II, but independence was often followed by continual conflict. • That recurring violence and continuing efforts at international mediation have been the norm in the Middle East for decades. • That after independence, many African nations faced political, economic, social, and health challenges. • That during the Cold War, Latin American countries faced political and economic 	<ul style="list-style-type: none"> • Summarize the roles of Jawaharlal Nehru, Indira Gandhi, and Mother Teresa in the new India. • Identify the relationship between East and West Pakistan and the conflicts between the two. • Draw conclusions about the Arab-Israeli conflict. • Sequence information about the Iranian Revolution, the Iran-Iraq War, and Afghanistan. • Compare and contrast the ways in which tension between old and new affects African society.

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challenges from the involvement of the United States and Soviet Union.	<ul style="list-style-type: none"> ● Summarize the economic status of Latin America economies and their relationship to the United States.
UNIT OBJECTIVES TO BE ASSESSED	
<ul style="list-style-type: none"> ● Chapter 11- Nationalism can trigger political, social, and economic change in a country. ● Chapter 13- Differences in political ideology can create conflict and influence government policies. 	
UNIT ASSESSMENT:	
<ul style="list-style-type: none"> ● Technology Extension of Hands-On Chapter Project ● Inquiry Journal Workbook ● Interactive Graphic Organizers ● Written paragraphs ● Entry Test ● Chapter Assessments ● Chapter Tests ● Lesson Reviews ● Online Self-Check Quizzes ● Primary and Secondary Sources Activities ● Economics and History Activities ● Geography and History Activity ● To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year. 	
KEY ASSIGNMENTS	
TEACHER CHOICE <ul style="list-style-type: none"> ● Mapping - Post WWII Nationalist Movement, 1st, 2nd, & Developing Countries, East vs. West Alliances ● Foldables- P.E.S. Changes, ● Social Science Fair- Posters of nationalist movements (Research Project) ● Nationalist Forces that Join and Forces that Divide newly formed nations Project ● Challenges in the Middle East 	
TEXTS	
<ul style="list-style-type: none"> ● McGraw-Hill Education. IMPACT California Social Studies. World History,Culture, & Geography: The Modern World. 2019. 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY

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<ul style="list-style-type: none"> ● Revenue ● Partition ● Consent ● Liberated ● Deterrence ● Tactical ● Viable 	<ul style="list-style-type: none"> ● principle of non-alignment ● Pan-Arabism ● Apartheid ● HIV/AIDS ● Megacity ● Privatization ● trade embargo ● Cartels ● Discrimination ● Intifada ● Satellite States ● Policy of Containment ● Atomic / Nuclear weapons ● Proxy War ● Domino Theory
PRIORITY STANDARDS	SUPPORTING STANDARDS
<ul style="list-style-type: none"> ● 10.9.2: 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. ● 10.9.6: 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. 	<ul style="list-style-type: none"> ● 10.9.8: 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.
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing 	

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Unit 10: Nation-Building in the Contemporary World

Semester Two — 3 Weeks (14 Days)

OVERVIEW	
CHAPTER 16-1 & 16-2	
<p>From the World War II years through the contemporary period, former colonies and dependent nations have embraced different political and economic systems in an effort to provide stability and security. Through the study of diverse regions and peoples, students learn in this unit that many nations share similar challenges in attempts to unite.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> Political change can result in new economic and social relations between countries 	<ul style="list-style-type: none"> 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?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> that the reforms begun under Mikhail Gorbachev continued with the breakup of the Soviet Union in 1991 revolutions helped end communist rule in Eastern Europe 	<ul style="list-style-type: none"> Identify the relationship between the support of the Soviet Union and popular revolutions in Eastern Europe Draw conclusions about how Gorbachev’s reforms contributed to the end of the Cold War Identify and describe the political, social, and cultural trends in Western Europe and North America since the end of the Cold War Identify and describe the accomplishments of political leaders since the Cold War
UNIT OBJECTIVES TO BE ASSESSED	
<ul style="list-style-type: none"> Chapter 14-The transition to independence can be characterized by political conflict, economic dependence, and social change. Chapter 16- Political change can result in new economic and social relations between countries. Chapter 17- Political and economic relationships on a global scale can result in social and environmental challenges. 	
UNIT ASSESSMENT:	

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- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Entry Test
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity
- To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

- Mapping - Dissolution of the Soviet Union

TEXTS

- McGraw-Hill Education. IMPACT California Social Studies. World History,Culture, & Geography: The Modern World. 2019.

ACADEMIC VOCABULARY

- cooperation
- disputes
- uprising
- resurgence
- economic
- policy
- socialist
- reformist
- market economy
- intermediate
- dissolve
- parliamentary
- modernization
- rationing
- disarray

CONTENT-SPECIFIC VOCABULARY

- perestroika
- glasnost
- demonstrations
- collapsed
- autonomous
- confederation
- popular culture
- cultural imperialism

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<ul style="list-style-type: none"> ● export 	
PRIORITY STANDARDS	SUPPORTING STANDARDS
<ul style="list-style-type: none"> ● 10.9.2 ● 10.9.3 ● 10.9.4 ● 10.9.5 ● 10.9.6 ● 10.9.7 	<ul style="list-style-type: none"> ● 10.9.1
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing 	

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Unit 11a: Economic Integration and Contemporary Revolutions in Information, Technology, and Communications
 Semester Two — 1 Week (5 Days)

OVERVIEW	
CHAPTER 16-3, 16-4, 17-1, & 17-2	
World War II accelerated the trend of globalization, the freer and faster movement of people, ideas, capital, and resources across borders.	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> Political change can result in new economic and social relations between countries. Political and economic relationships on a global scale can result in social and environmental challenges 	<ul style="list-style-type: none"> How has globalization affected people, nation and capital? How has the Cold War world and globalization facilitated extremist and terrorist organizations?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> That the reforms begun under Mikhail Gorbachev continued with the breakup of the Soviet Union in 1991. Revolutions helped end communist rule in Eastern Europe. The politics, society, and culture of Western Europe, the United States, and Canada since the end of the Cold War. That modern China has become a world economic power; that Japan's economy has slowed; and that political tensions remain between North and South Korea. That the desire for a better life has led to reforms as well as popular uprisings and movements toward democracy in Africa, Asia, Latin America, and the Middle East. 	<ul style="list-style-type: none"> Identify the relationship between the support of the Soviet Union and popular revolutions in Eastern Europe. Draw conclusions about how Gorbachev's reforms contributed to the end of the Cold War. Identify and describe the political, social, cultural trends in Western Europe and North America since the end of the Cold War. Draw conclusions about the patterns of long-term economic change in Japan and South Korea. Understand the causes of continuing tensions between North Korea and South Korea Understand the role of the United States in the Middle East since 2001 Compare and contrast economic, social, and political issues in the post-Cold War period.
UNIT OBJECTIVES TO BE ASSESSED	

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- Political and economic relationships on a global scale can result in social and environmental challenges.

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Entry Test
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity
- To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

KEY ASSIGNMENTS

- Contemporary Issues in Latin America
- Contemporary Issues on the Korean Peninsula
- Asian Tigers Research Project
- Where is my _____ from? - Globalization Project
- Hungry Planet Activity

TEXTS

- McGraw-Hill Education. IMPACT California Social Studies. World History,Culture, & Geography: The Modern World. 2019.

ACADEMIC VOCABULARY

CHAPTER 16-3 & 16-4

- Platform
- Normalization
- Fund

CHAPTER 17-1 & 17-2

- Pandemic

CONTENT-SPECIFIC VOCABULARY

CHAPTER 16-3 & 16-4

- Per Capita
- One-child policy
- Deflation
- Corruption

CHAPTER 17-1 & 17-2

- peacekeeping forces

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	<ul style="list-style-type: none"> ● Nuclear proliferation ● bioterrorism ● Migration ● nongovernmental organizations [NGOs] ● Secularism
PRIORITY STANDARDS	SUPPORTING STANDARDS
<ul style="list-style-type: none"> ● 10.9.2: 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. ● 10.9.3: 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. ● 10.9.4: 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). ● 10.9.5: 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. ● 10.9.6: 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. ● 10.10.1: Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved. ● 10.10.2: Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. 	<ul style="list-style-type: none"> ● 10.9.1: 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 ● 10.9.7: 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. ● 10.9. 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. ● 10.10.3: Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

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INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES
<ul style="list-style-type: none"> ● Cloze reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing

Unit 11b: Economic Integration and Contemporary Revolutions in Information, Technology, and Communications
 Semester Two — 1 Week (5 Days for Part A & B)

OVERVIEW	
<p>CHAPTER 17-3 & 17-4</p> <p>Globalization was seen in transnational developments such as the formation of international organizations such as the United Nations, which attempted to create a forum for nations to resolve their differences and to work collaboratively on global issues. Knowledge of scientific and medical breakthroughs has spread worldwide through international efforts to address problems of disease, natural disasters, and environmental degradation. Key to economic globalization was the development of communications technology that enabled financial information and funds to move easily across borders. New technologies also facilitated the spread of consumer products and popular films, television shows, advertising, and other media events around the globe.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● Political and economic relationships on a global scale can result in social and environmental challenges 	<ul style="list-style-type: none"> ● How has globalization affected people, nations and capital?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<p>CHAPTER 17-3</p> <ul style="list-style-type: none"> ● that the World Bank, the International Monetary Fund, and World Trade Organization play important roles in the global economy ● that regional trade organizations, such as the EU, NAFTA increase the economic integration of their member states. <p>CHAPTER 17-4</p>	<ul style="list-style-type: none"> ● Identify and understand the costs and benefits of globalization ● Summarize the ways in which scientific discoveries and medical advancements have transformed society ● Explain responses to environmental challenges

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<ul style="list-style-type: none"> ● that scientific discoveries and medical advancements have transformed society ● that innovations in telecommunication, computer, and transportation technology have had profound economic and societal effects ● how society has responded to environmental challenges in the late twentieth and early twenty first centuries 	
UNIT OBJECTIVES TO BE ASSESSED	
<ul style="list-style-type: none"> ● Political and economic relationships on a global scale can result in social and environmental challenges. 	
UNIT ASSESSMENT:	
<ul style="list-style-type: none"> ● Technology Extension of Hands-On Chapter Project ● Inquiry Journal Workbook ● Interactive Graphic Organizers ● Written paragraphs ● Entry Test ● Chapter Assessments ● Chapter Tests ● Lesson Reviews ● Online Self-Check Quizzes ● Primary and Secondary Sources Activities ● Economics and History Activities ● Geography and History Activity ● To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year. 	
KEY ASSIGNMENTS	
<ul style="list-style-type: none"> ● STUDENT CHOICE project - students choose a contemporary topic, research it and then present ● Globalization Project 	
TEXTS	
<ul style="list-style-type: none"> ● McGraw-Hill Education. IMPACT California Social Studies. World History,Culture, & Geography: The Modern World. 2019. 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY

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<ul style="list-style-type: none"> ● globalization ● automation ● unions ● innovation ● interdependent ● investment ● capital ● financial ● markets ● multi-national 	<ul style="list-style-type: none"> ● globalization ● multinational corporations ● currency ● debt obligations ● collateralized ● subprime investments ● investments ● dynamic ● microchip ● manipulation ● ecology ● deforestation ● desertification ● greenhouse effect ● sustainable development
PRIORITY STANDARDS	SUPPORTING STANDARDS
<ul style="list-style-type: none"> ● 10.10.1 ● 10.11 	<ul style="list-style-type: none"> ● 10.9.8
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● Close reading & writing ● Guided reading & writing ● Cognitive modeling ● Text-based questioning strategies ● Graphic organizers/concept attainment ● Student-led groups ● Peer pairing 	