



World History *Curriculum, Instruction & Assessment (CIA)*

UHS HHH

Department: Social Studies

Teacher:

Distance Learning Course Summary

Course Description		Textbooks and other Curriculum Resources
<ul style="list-style-type: none"> Academic Handbook at UHS (for Course Descriptions) <p>World History 10 Credits UC/CSU: A Grade level: 10 World history provides students with a chronological survey of world history beginning with the development of democracy in the western world. Students will examine historical cause and effect, the role of values and attitudes in history, as well as cultural and political history. Topics include the French Revolution, 19th century nationalism, Imperialism, the World Wars, modern Asia, Middle East, and the former Soviet Union. Assessments will include projects, exams, presentations, and a research project.</p> <p>H World History 10 Credits UC/CSU: A Grade level: 9-10 Freshmen take honors world history and they may also take honors English I. This course covers world history from the French Revolution to the present. Subjects covered are consistent with the California Framework, utilizing methods and materials that will prepare students for further study in Advanced Placement. Critical reading and thinking and extensive analytical writing are emphasized. Students will complete an in-depth research project for History Day. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.</p>		<p>Online Textbook and Access</p> <ul style="list-style-type: none"> College Prep World History: Pearson, World History:The Modern World: California Edition Honors World History: McGraw-Hill, Traditions & Encounters: A Global Perspective of the Past, 6th Edition Savvas Realize (College Prep Online) Connected ED (Honors Online) GALE Databases Britannica School Proquest Databases
Grading Guidelines	Assignment Submission Guidelines	Required Materials for Class
<p>Traditional Grade Scale will be used</p> <p>A = 100% - 90%</p> <p>B = 89% - 80%</p> <p>C = 79% - 70%</p> <p>D = 69% - 60%</p> <p>F = Below 60%</p> <ul style="list-style-type: none"> The following assignments will be given a percentage grade: tests, performance tasks, writing, or other summative assignments 	<ul style="list-style-type: none"> All assignments can be completed for late credit until the end of the unit (teacher may give full credit at teachers' discretion) Tests and quizzes can be retaken for a new grade of up to 70%. All other summative assignments such as performance tasks, writing assignments, etc can be resubmitted for a higher grade up to 70% (excluding the final) 	<ul style="list-style-type: none"> Students should check out their textbook for use at home In class students can use the online version of the textbook through Savvas Realize. Students will need access to a reliable device daily. Chromebooks and/or hotspots are available through the district. If a students' Chromebook is damaged, they need to contact the appropriate person right away. When on campus students will have access to Chromebooks in their classrooms to utilize. They must take proper care of the

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<ul style="list-style-type: none"> Some formative assignments, like homework, could be given a Complete or Incomplete. Complete is worth 100% of the grade and Incomplete is worth 50% of the grade. Missing assignments will receive zero points. See individual teacher syllabus. Individual teachers will have more specific grading policies found on their syllabus. 		<p>device. If needed, they may be taking their Chromebook home daily and will be required to return daily with their fully charged Chromebook.</p>
Modes of Communication	Technology Programs For Course	Types of Assessments
<ul style="list-style-type: none"> Email: Students can contact teachers using their school GMail account. Students should ONLY use school account (not personal email) Office Hours: Availability in the classroom on assigned days/times or virtual office hours on designated days/times. Aeries Communications Remind App Google Classroom Blocksi Web Conferencing Google Meet Web Conferencing 	<ul style="list-style-type: none"> Savvas Realize Online Connected Ed Google Classroom Blocksi Kahoot Newsela CNN 10 Student News Seterra Geography EdPuzzle Google Meet Flipgrid PearDeck Screencastify Albert.io Discovery Education Kami Quizzes Google Suite Apps 	<ul style="list-style-type: none"> Formative Assessments could be open-note quizzes, Flipgrids, short written responses, projects, class discussions, pair or small group activities, or other tasks that help teachers determine progress toward standards. It can also be observations of student progress. Summative Assessments could be monitored tests (with Blocksi), performance tasks, projects or written responses.
Differentiation - Content (Engaging with the curriculum)	Differentiation - <u>Process</u> (Teaching Practices)	Differentiation - Product (Student Work)
<p>SPED:</p> <ul style="list-style-type: none"> Reduced level of curriculum to narrow focus on most important content standards and most appropriate skills. Reduced level of skills expectations based on student IEP 	<p>SPED & EL:</p> <ul style="list-style-type: none"> One-on-One help from teacher or instructional professional Positive peer influence, pairing or small group instruction Exemplifiers of work to guide student success Visuals and graphic organizers to assist with content organization and understanding. 	<p>SPED:</p> <ul style="list-style-type: none"> Reduced number of problems and/or work expected Opportunity to resubmit assignments and/or assessments when appropriate

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<ul style="list-style-type: none">● Focus on content standards that are most engaging to individual student to promote success● Focus on curriculum and skills that would help student reach IEP goals.● Leveled readings to make content more accessible● Access to tools (apps and extensions) that help aid students access to content and skills. <p>EL:</p> <ul style="list-style-type: none">● Reduced level of curriculum to narrow focus on most important content standards and skills.● Focus on content standards that are most engaging to individual student to promote success (i.e. emphasis on regional or cultural identification of student)● Focus on curriculum and skills that would help student reach EL proficiency and growth● Leveled and/or translated readings to make content more accessible● Access to tools (apps and extensions) that help aid students access to content and skills. <p>GATE/High Achieving:</p> <ul style="list-style-type: none">● Independent access to curriculum● Elevated expectations for skill mastery and content completion● High level activities (not longer) to keep interest and promote individual student growth● Regular practice of skills and intermingling of skills practiced within content● Ability to look at all content as a continuum and not as isolated events	<ul style="list-style-type: none">● Reteach opportunities and opportunities to resubmit assignments and/or assessments when appropriate● Timely teacher feedback that drives future success● Modified and/or shortened text● Step by step instructions● Simplified and/or visual instructions (video how-to)● Additional support outside classroom instruction● Collaboration with Case Carriers, skills Class teachers, EL Coordinator● Understanding and access to IEP, EL Level and testing results including lexile level● Choice Boards● Access to tools (apps and extensions) to promote understanding of material (talk to text, text read aloud, translations , etc.)● Differentiated rubrics to reflect student needs <p>GATE/High Achieving:</p> <ul style="list-style-type: none">● Opportunities to teach and/or tutor other students in content and/or skills● Choice Boards● Increased individual activities and expectations (with structure)● Utilize student work for exemplars	<ul style="list-style-type: none">● Different assignment when appropriate that addresses same/similar standard or content in way that is more accessible given student IEP● Modified grading expectations according to IEP <p>EL:</p> <ul style="list-style-type: none">● Allow student to complete work in home language when appropriate● Adjusted assignments that promote EL development and growth● Adjusted grading expectations according to EL level● Reduced number of problems and/or work expected● Opportunity to resubmit assignments and/or assessments when appropriate <p>GATE/High Achieving:</p> <ul style="list-style-type: none">● More complex student work with high level vocabulary and higher level thinking indications● Adjusted grading that indicates a higher level of expectation● Increased work expectations (not necessarily in length but in complexity)● Different assignments that allow student to demonstrate an array of skills within content.
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Blended Learning Course Summary

Course Description		Textbooks And Other Curriculum Resources
<ul style="list-style-type: none">Academic Handbook at UHS (for Course Descriptions) <p>World History 10 Credits UC/CSU: A Grade level: 10 World history provides students with a chronological survey of world history beginning with the development of democracy in the western world. Students will examine historical cause and effect, the role of values and attitudes in history, as well as cultural and political history. Topics include the French Revolution, 19th century nationalism, Imperialism, the World Wars, modern Asia, Middle East, and the former Soviet Union. Assessments will include projects, exams, presentations, and a research project.</p> <p>H World History 10 Credits UC/CSU: A Grade level: 9-10 Freshmen take honors world history and they may also take honors English I. This course covers world history from the French Revolution to the present. Subjects covered are consistent with the California Framework, utilizing methods and materials that will prepare students for further study in Advanced Placement. Critical reading and thinking and extensive analytical writing are emphasized. Students will complete an in-depth research project for History Day. Students are expected to complete a reading and writing assignment during the summer preceding enrollment.</p>		<p>Online Textbook and Access</p> <ul style="list-style-type: none">College Prep World History: Pearson, World History:The Modern World: California EditionHonors World History: McGraw-Hill, Traditions & Encounters: A Global Perspective of the Past, 6th EditionSavvas Realize (College Prep Online)Connected ED (Honors Online)GALE DatabasesBritannica SchoolProquest Databases
Grading Policy	Assignment Submission Policy	Required Materials for Class
<p>Traditional Grade Scale will be used A = 100% - 90% B = 89% - 80% C = 79% - 70% D = 69% - 60% F = Below 60%</p> <ul style="list-style-type: none">The following assignments will be given a percentage grade: tests, performance tasks, writing, or other summative assignmentsSome formative assignments, like homework, could be given a Complete or Incomplete. Complete is worth 100% of the grade and Incomplete is worth 50% of the grade. Missing assignments will receive zero points. See individual teacher syllabus.Individual teachers will have more specific grading policies found on their syllabus	<ul style="list-style-type: none">All assignments can be completed for late credit up until the end of the unit (teacher may give full credit at teachers' discretion)Tests and quizzes can be retaken for a new grade of up to 70%.All other summative assignments such as performance tasks, writing assignments, etc can be resubmitted for a higher grade up to 70% (excluding the final)	<ul style="list-style-type: none">Students should check out their textbook for use at homeIn class students can use the online version of the textbook through Savvas Realize.Students will need access to a reliable device daily. Chromebooks and/or hotspots are available through the district. If a students' Chromebook is damaged, they need to contact the appropriate person right away.When on campus students will have access to Chromebooks in their classrooms to utilize. They must take proper care of the device. If needed, they may be taking their Chromebook home daily and will be required to return daily with their fully charged Chromebook.

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Modes of Communication	Technology Programs For Course	Types of Assessments
<ul style="list-style-type: none">• Email: Students can contact teachers using their school GMail account. Students should ONLY use school account (not person email)• Office Hours: Availability in the classroom on assigned days/times or virtual office hours on designated days/times.• Aeries Communications• Remind App• Google Classroom• Blocksi Web Conferencing• Google Meet Web Conferencing	<ul style="list-style-type: none">• Savvas Realize Online• Connected Ed• Google Classroom• Blocksi• Kahoot• Newsela• CNN 10 Student News• Seterra Geography• EdPuzzle• Google Meet• Flipgrid• PearDeck• Screencastify• Albert.io• Discovery Education• Kami• Quizzes• Google Suite	<ul style="list-style-type: none">• Formative Assessments could be open-note quizzes, Flipgrids, short written responses, projects, class discussions, pair or small group activities, or other tasks that help teachers determine progress toward standards. It can also be observations of student progress.• Summative Assessments could be monitored tests (with Blocksi), performance tasks, projects or written responses.

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Sample Mapping Template

	First Quarter	Second Quarter
<p>Content Standards</p> <p>History, Social Science Framework</p> <p>Literacy and Anchor Standards</p>	<p>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.</p> <ol style="list-style-type: none">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. <p>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.</p> <ol style="list-style-type: none">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).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.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.	<p>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p> <ol style="list-style-type: none">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. <p>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.</p> <ol style="list-style-type: none">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).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.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 regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

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<p>Driving Questions/ Content</p> <p>History, Social Science Framework</p> <p>UHS Curriculum Maps</p> <p>Social Studies CIA Guide</p> <p>Best Practices for K-12 Online and Blended Learning</p> <p>Content Resources</p>	<p><u>Driving Questions</u></p> <p>The World in 1750</p> <ul style="list-style-type: none"> How were most societies organized in the 1700s? Who held power in the 1700s? Why? What was the divine right of kings? <p>1750–1917: Revolutions Reshape the World Democratic Revolutions</p> <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? How is national identity constructed? <p><u>Content</u></p> <ul style="list-style-type: none"> Moral and Ethical Principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity Self-Government and Individual Liberty in England, France and America 	<p><u>Driving Questions</u></p> <p>Industrial Revolution</p> <ul style="list-style-type: none"> 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? <p>The Rise of Imperialism and Colonialism</p> <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? <p><u>Content</u></p> <ul style="list-style-type: none"> Industrial Revolution New Imperialism
<p>Skills/ Key Vocabulary</p> <p>History and Social Science Analysis Skills</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> Ability to identify, understand and exposure to primary and secondary sources in all major content areas 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? Differentiate between the sources and purposes of law. Examine and classify the sources of Western political thought. Identify democratic ideals. Determine the significance of the revolutions to the spread of self- government and individual liberty. Judge which revolution was most important to the development of self-government. Assess the importance of the following documents to our lives today: Magna Carta, English Bill of Rights, American Declaration of Independence, French Declaration of the Rights of Man and the Citizen and the U.S. Bill of Rights. Recognize the contributions of the enlightenment philosophers. Understand differences of perspectives and points of view of Enlightenment figures 	<p><u>Skills</u></p> <ul style="list-style-type: none"> Ability to identify, understand and exposure to primary and secondary sources in all major content areas Illustrate the importance of steam power to population patterns. Understand urbanization and the effects on people (social, political, economic and cultural) and the environment Assess the merits and weaknesses of collective bargaining in that time. Evaluate and produce propaganda posters that exemplify the virtues of each economic system. Understand power struggles between factory workers and management and the concerns they have. Research an industry and discuss the growth and impact on the world today Deduce the motivations of colonizers from the regions that they colonized. Why did imperial powers seek to expand their empires? How did colonies respond? What were the legacies of these conquests? Understand Social Darwinism and how it relates to imperialism (“justified”)

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	<ul style="list-style-type: none">• Compare and contrast the American and French Revolutions.• Understand the impact of revolutions for future generations and today• Evaluate Napoleon's contributions to the growth and/or demise of democracy in France. <p><u>Moral and Ethical Principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity</u></p> <ul style="list-style-type: none">• Government Types: Democracy (indirect and direct), Republic, etc.)• Greece vs. Roman Law• Judaism• Christianity• Citizenship• Reason• Moral & Ethical Principles• Judeo-Christian values• Faith• Individualism• Equality vs Equal Access• Tyranny• Rule of Law vs Rule of Man• Civil Law vs Religious Law vs Natural Law <p><u>Self-Government and Individual Liberty in England, France and America</u></p> <ul style="list-style-type: none">• Rule of Law• Common Law• Due Process• Magna Carta and English Bill of Rights• Absolute Monarchy vs Constitutional Monarchy• Divine Right• Consent of the Governed• State of Nature• Natural Rights• Social Contract Theory• Enlightenment• Enlightenment Philosophers (John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau)• General Will• Habeas Corpus	<ul style="list-style-type: none">• Understand the Berlin Conference and its effects on both those colonizing and those colonized and future repercussions• Understand political cartoons from the viewpoint of the colonizers/colonized.• Identify on a map regions of the world affected by New Imperialism and those who colonized. <p><u>Industrial Revolution</u></p> <ul style="list-style-type: none">• Factors of production (Natural Resources/Land, Labor, Capital)• Factories• New inventions and innovations• Social class• Laissez-faire• Marxism• Utilitarianism• Unions, Strikes and Collective Bargaining• Suffrage• Raw Materials• Markets• Economic Systems: Capitalism, Socialism, Communism• Romanticism <p><u>New Imperialism</u></p> <ul style="list-style-type: none">• Imperialism• Raw Materials• Markets• Nationalism• European Racism• Social Darwinism• Assimilation• Paternalism• Colonies• Berlin Conference• Missionary Impulse/Religious imperialism• Geopolitics• Types of Imperialism• Choose 2 specific areas of focus: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
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	<ul style="list-style-type: none">• Glorious Revolution• American Revolution• Bill of Rights and US Constitution• Separation of Powers• Checks & Balances• Federal System• French Revolution• The Old Regime Estates• French Declaration of the Rights of Man and the Citizen• King Louis XVI• Marie Antoinette• Maximilien Robespierre• The Reign of Terror• Radical, Moderate, Conservative• Bourgeoisie• Napoleon Bonaparte• Napoleonic Code• Coup d' etat• Congress of Vienna• Nationalism• Balance of Power• Concert of Europe• Legitimacy	
Assessments	<ul style="list-style-type: none">• Objective test• Quiz• Multiple Choice Test or Exam• Written/short answer test• PowerPoint/Google Slide Presentation• Project (Poetry, Cartoon, Flip Book, Newspaper, Article, Brochure, Letter, Invitation, Bumper Sticker, Graphs/Charts/Tables Creations)• Essay• Reenactment• Debate	<ul style="list-style-type: none">• Objective test• Quiz• Multiple Choice Test or Exam• Written/short answer test• PowerPoint/Google Slide Presentation• Project (Poetry, Cartoon, Flip Book, Newspaper, Article, Brochure, Letter, Invitation, Bumper Sticker, Graphs/Charts/Tables Creations)• Essay• Reenactment• Debate
Performance Tasks	<ul style="list-style-type: none">• Short answer or Journal responses• Projects• Simulation or Role Plays	<ul style="list-style-type: none">• Short answer or Journal responses• Projects• Simulation or Role Plays

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	<ul style="list-style-type: none">• Exhibition• Illustration• Interviews• Speeches• Debates	<ul style="list-style-type: none">• Exhibition• Illustration• Interviews• Speeches• Debates
	Third Quarter	Fourth Quarter
Content Standards	<p>10.5 Students analyze the causes and course of the First World War.</p> <ol style="list-style-type: none">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. <p>10.6 Students analyze the effects of the First World War.</p> <ol style="list-style-type: none">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). <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p>	<p>10.8 Students analyze the causes and consequences of World War II.</p> <ol style="list-style-type: none">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. <p>10.9 Students analyze the international developments in the post–World War II world.</p> <ol style="list-style-type: none">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.

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	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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. <p>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.</p> <ol style="list-style-type: none">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. <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p> <p><i>*This standard is often embedded throughout the course and is rarely taught as its own unit of study.</i></p>
<p>Driving Questions/ Content</p> <p>History, Social Science Framework</p> <p>UHS Curriculum Maps</p>	<p><u>Driving Questions</u></p> <p>Causes and Course of World War I</p> <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? <p>Effects of World War I</p>	<p><u>Driving Questions</u></p> <p>Causes and Consequences of World War II</p> <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?

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<p>Social Studies CIA Guide</p> <p>Best Practices for K-12 Online and Blended Learning</p> <p>Content Resources</p>	<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 of 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? <p>Rise of Totalitarian Governments after World War I</p> <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? <p>Content</p> <ul style="list-style-type: none">• WWI Causes and Effects• Russian Revolution• Rise of Totalitarian Governments After WWI	<ul style="list-style-type: none">• How was World War II a total war? How did World War II’s actors, goals, and strategies compare with those of World War I?• How was the Holocaust carried out? <p>International Developments in the Post–World War II World</p> <ul style="list-style-type: none">• 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? <p>Nation-Building in the Contemporary World</p> <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? <p>Economic Integration and Contemporary Revolutions in Information, Technology, and Communications</p> <ul style="list-style-type: none">• How has globalization affected people, nations, and capital?• How has the post–Cold War world and globalization facilitated extremist and terrorist organizations? <p>Content</p> <ul style="list-style-type: none">• Causes and Consequences of WWII• Holocaust• International Developments in the Post WWII World: page 1, page 2• National Building, Economic Integration and Contemporary Revolutions in the Contemporary World/Global World• <i>*This standard is often embedded throughout the course and is rarely taught as its own unit of study.</i>
<p>Skills/ Key Vocabulary</p> <p>History and Social Science Analysis Skills</p>	<p><u>Skills</u></p> <ul style="list-style-type: none">• Ability to identify, understand and exposure to primary and secondary sources in all major content areas• Why was the modern period defined by global conflict and cooperation, economic growth and collapse, and global independence and connection?• Reorder on a timeline the events leading to World War II.• Extrapolate the consequences of the alliance system from 19th Century European treaties.• Appraise the role of propaganda in prosecuting World War I.	<p><u>Skills</u></p> <ul style="list-style-type: none">• Ability to identify, understand and exposure to primary and secondary sources in all major content areas• List and explain the causes of World War II.• Assess the War Guilt Clause and its impact on the effectiveness of Hitler’s nationalism message.• Differentiating Fascism from Communism.• Ascertain the need for raw materials upon Japan’s drive for an empire.• Judge the necessity of bombing Nagasaki.

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	<ul style="list-style-type: none">● Contrast the First World War with earlier wars.● Differentiate the various arguments from European leaders for entering WWI.● Understand the causes of the Great War.● Demonstrate visually the human cost of the Great War.● Understand unrestricted submarine warfare through different perspectives● Understand the end of WWI including the involvement of the US and the exit of the Russians● List the methods of Soviet control over the Russian people.● Examine the role and function of the Russian Revolution in terms of its impact on the First World War.● Extrapolate how life would change if one lived in a totalitarian state.● Trace the liberalism and conservatism of the Russian Czars from Alexander I to Nicholas II.● Chart the major events leading to the power obtained by Hitler, Stalin, Mussolini, and Franco.● Assess the impact of the policy of appeasement on the rise of totalitarian leaders.● Compare and contrast the national reconstruction policies of Hitler, Stalin, Mussoini and Roosevelt.● Appraise the role of the Great Depression on the rise of totalitarian regimes.● Understand the consequences of totalitarian regimes (social, political, economic and cultural) <p><u>WWI Causes and Effects</u></p> <ul style="list-style-type: none">● Causes (Nationalism, Imperialism, Alliance System, Militarism)● Franz Ferdinand's assassination● Total War● Allies● Central Powers● Schlieffen Plan● Trench Warfare● Propaganda● Armenian Genocide● Modern Weapons● Gas Warfare● Unrestricted submarine warfare● Global Conflict● Western and Eastern Fronts	<ul style="list-style-type: none">● Rank the battles in terms of importance of winning World War II.● Understand the impact the terms of Treaty of Versailles have on the outbreak of World War II● Why did leaders in the United States and Europe choose a policy of non-intervention and appeasement toward Germany, Italy and Japan?● Compare and contrast a communist economic system with a free market system answering the questions: What to produce? How to produce? For whom?● List and define the causes of the Cold War.● Describe the goals of the Marshall Plan and evaluate its success in averting war / and controlling Communism in Western Europe.● Explain the causes and course of the Chinese Civil War.● Compare the uprisings in Poland, Hungary, and Czechoslovakia and their effectiveness in resisting Communism.● Describe how these uprisings in the 1980s differed from those in the 1950s-60s.● Describe the role that the Holocaust placed in the establishment of Israel.● Describe the position of at least two Arab neighbors.● Describe the impact on the Palestinians and their response.● Create a Venn-Diagram which illustrates political, economic and social differences between● Differentiate Communist and Post-Communist Russia.● Describe the role played by three of the following five: the United Nations, Warsaw Pact, SEATO, NATO in two of the following conflicts: Korean War, Cuban Crisis, Vietnam● Understand changing geography during the Cold War● Understand effects of the Cold War in these Regions: Middle East, Africa, Mexico / Latin America● Analyze the challenges for these regions in terms of economic and political development in the Modern World.● Understand changing Life expectancy Infant Mortality/ Education / Literacy● Describe the relationships between these four areas and how to best help the developing nations.● List nations who have / want / or are working towards obtaining nuclear weapons today.● Create a Venn-Diagram which demonstrates vertical or horizontal proliferation of nuclear weapons. <p><u>Causes and Consequences of WWII</u></p> <ul style="list-style-type: none">● Invasion of Ethiopia, Czechoslovakia, Poland, Manchuria, Non-Aggression Pact● Isolationism
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	<ul style="list-style-type: none">• Key Battles and turning points• Entrance of US• Exit of Russia• Lost Generation• Treaty of Versaille <p><u>Russian Revolution</u></p> <ul style="list-style-type: none">• Bolshevik• Mensheviks• John Lenin• Treaty of Brest- Litovsk• Dictatorship of the Proletariat• Bourgeoisie• Totalitarian• White Army vs Red Army• New Economic Policy (NEP)• Communism• Dictatorship• Joseph Stalin• Great Purge• Propaganda• Command Economy• Censorship• Gulag• Collective Farming <p><u>Rise of Totalitarian Governments After WWI</u></p> <ul style="list-style-type: none">• Fascism vs Totalitarianism• Benito Mussolini• Fransico Franco• Adolf Hitler• Lebensraum• Weimar Republic• Isolationism• The Great Depression• Teddy Roosevelt• Stock Market Crash	<ul style="list-style-type: none">• Appeasement• Munich Conference• Allied & Axis powers• Atlantic Charter• Blitzkrieg• Battle of Britain• Pearl Harbor• D-Day• Battle of Midway• Battle of Stalingrad• Battle of El Alamein• French Resistance• Political/Military Leaders• Japanese Internment• Atomic Bomb• Civilian/military loss <p><u>Holocaust</u></p> <ul style="list-style-type: none">• Aryans• Holocaust• Ghettoes• Kristallnacht (Night of Broken Glass)• Final Solution• Nuremberg Laws• Nuremberg Trials• Concentration Camps• Jewish Resistance <p>International Developments in the Post WWII World: page 1, page 2</p> <ul style="list-style-type: none">• Yalta Conference• Arms Race• Marshall Plan• Iron Curtain• Proxy War• Truman Doctrine• Containment• Domino Effect
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	<ul style="list-style-type: none">• New Deal• Dawes Plan• Nazism• Appeasement• Munich Conference	<ul style="list-style-type: none">• Superpowers USSR and the US• Cultural Revolution• Great Leap Forward• Chinese Nationalists• Vietnamization• DeStalinization• United Nations• Division of Germany• Berlin Wall• Space Race• Communism• Prague Spring• Cuban Missile Crisis• Detente• SALT I & II• Star Wars• Jewish State• Balfour Declaration• Glasnost• Perestroika• Solidarity• Reunification• Dissidents• Satellites• Warsaw Pact• NATO• SEATO• Balfour Declaration• Religious Extremism• Tiananmen Square Uprising• Apartheid• Ethnic Cleansing• End of the Cold War• Ronald Reagan <p>National Building, Economic Integration and Contemporary Revolutions in the Contemporary World/Global World</p>
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World History *Curriculum, Instruction & Assessment*

		<i>*This standard is often embedded throughout the course and is rarely taught as its own unit of study.</i> <ul style="list-style-type: none">• Global Interdependence• Terrorism• World Economy• Technology/Communication• Revolution• National/Global Security• Popular Culture• Mass Media• Westernization• Economic Imperialism
Assessment	<ul style="list-style-type: none">• Objective test• Quiz• Multiple Choice Test or Exam• Written/short answer test• PowerPoint/Google Slide Presentation• Project (Poetry, Cartoon, Flip Book, Newspaper, Article, Brochure, Letter, Invitation, Bumper Sticker, Graphs/Charts/Tables Creations)• Essay• Reenactment• Debate	<ul style="list-style-type: none">• Objective test• Quiz• Multiple Choice Test or Exam• Written/short answer test• PowerPoint/Google Slide Presentation• Project (Poetry, Cartoon, Flip Book, Newspaper, Article, Brochure, Letter, Invitation, Bumper Sticker, Graphs/Charts/Tables Creations)• Essay• Reenactment• Debate
Performance Tasks	<ul style="list-style-type: none">• Short answer or Journal responses• Projects• Simulation or Role Plays• Exhibition• Illustration• Interviews• Speeches• Debates	<ul style="list-style-type: none">• Short answer or Journal responses• Projects• Simulation or Role Plays• Exhibition• Illustration• Interviews• Speeches• Debates