

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## World Cultures A and B

<b>Board Approval Date: June 18, 2020</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 10</b>	<b>Subject Area: History/Social Science Elective Area (if applicable):</b>
<b>Prerequisite(s):</b>	<b>Corequisite(s): None</b>
<b>CTE Sector/Pathway: N/A</b>	
<b>Intent to Pursue 'A-G' College Prep Status: Yes</b>	
<b>A-G Course Identifier: (a) History/Social Science</b>	
<b>Graduation Requirement: Yes</b>	
<b>Course Intent: District Course Program (if applicable):</b>	

### COURSE DESCRIPTION:

In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of major turning points in the shaping of the modern world. In addition, students draw upon their studies of world cultures to examine current world issues and the growing interdependence of people and cultures throughout the world. Materials, lesson plans and formative and summative assessments used could change depending on the needs of current students. All materials used in the course will be grade level and age appropriate and relative to the State of CA HSS content standards and framework for grade 10 students.

**DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1. Revolutions Reshape the World</b>	How did the origins of modern democratic thinking begin? How did the French Revolution both challenge and expand the new definitions of democracy in Europe?	*Stanford History Education Group(SHEG) document based questions *Vocabulary Quizzes *Multiple Choice Quizzes	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>2. The Industrial Revolution</b>	How did the Industrial Revolution impact the people of Europe?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>3. The Rise of Imperialism and Colonialism</b>	Why did the nations of Europe begin to create empires and what impact did it have on the people the conquered?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>4. World War I</b>	What were the causes of WW1? How was WWI unlike previous wars? How did WWI plant the seeds of WWII?	*Stanford History Education Group (SHEG) DBQ *Project Vocabulary Quizzes *Multiple Choice Quizzes *Journaling from Front writing prompts	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>5. Rise of Totalitarian Governments</b>	How did the interwar period lead to the rise of totalitarian rulers?	*Vocabulary Quizzes *Multiple Choice Quizzes	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>6. World War II</b>	What were the causes and consequences of WWII?	*Stanford History Education Group (SHEG) *Vocabulary Quizzes *Multiple Choice Quizzes *Journaling from Front writing prompts	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations

<b>7. The Cold War</b>	What are the origins of the Cold War? How did the Cold War impact the global community?	*Stanford History Education Group (SHEG) *Vocabulary Quizzes *Multiple Choice Quizzes	*Multiple Choice Exam *Short answer essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>8. Contemporary Global Issues</b>	What are the current major problems facing the world?	*Stanford History Education Group (SHEG) *Vocabulary Quizzes *Multiple Choice Quizzes	*Multiple Choice Exam *Short answer Essay *Extended Answer Essay *Unit Project *In Class Presentations

**ESSENTIAL STANDARDS:**

10th Grade Standards (Following district Guaranteed and Viable Curriculum for areas of mastery)

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.

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.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

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.

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

10.6 Students analyze the effects of the First World War.

10.7 Students analyze the rise of totalitarian governments after World War I.

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

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

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.

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

**RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

**Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<http://www.corestandards.org/ELA-Literacy/RH/9-10/>

**Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter15.pdf>

**Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

**Link to Program Content Area Standards (if applicable):**

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>Yes</i>		<i>World History, Culture, &amp; Geography: The Modern World</i>	Spielvogel, et al	McGraw Hill	N/A	

**Other Resource Materials**

- Stanford History Education Group(SHEG)
- Teacher’s Curriculum Institute (TCI)
- DBQ Project
- University of California History-Social Studies Project

**Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):