

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



World Cultures

Board Approval Date: March 18, 2021	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue ‘A-G’ College Prep Status: Yes	
A-G Course Identifier: (a) History/Social Science	
Graduation Requirement: Yes	
Course Intent: District Course Program (if applicable):	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625</p>	

COURSE DESCRIPTION: (Online Course)

In World History, Culture and Geography, students study the major turning points that shaped the modern world including the Enlightenment, industrialization, imperialism, nationalism, political revolutions, the world wars, the Cold War, decolonization, and globalization. By presenting content from multiple perspectives and through diverse primary and secondary source materials, this course provides students with a solid foundation in the history of the modern era and prepares students to be active and informed citizens of the world. Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources,

make arguments and take informed action. In written assignments, students address critical questions about the history of the modern era. In discussion activities, students respond to diverse opinions, take positions, and defend their own claims. Formative and summative assessments provide students — and teachers — with ample opportunities to check in, review, and evaluate students' progress in the course.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Welcome to Modern World History	Does studying history matter? How were most societies organized in the 1700s? Who held power in the 1700s? Why? What was the divine right of kings?	*Quizzes *Journals *Discussion activities	*Unit Test
2. Revolutions In Science and Industry	How did the scientific revolution come about? How can innovation affect ways of life? How were enlightened ideas a break from the past? What are individual or natural rights? Who received those rights in the eighteenth century? What were the results of the industrial revolutions? How was technology, and the environment transformed by industrialization?	*Quizzes *Journals *Discussion activities	*Unit Test
3. Political Revolutions and the Expansion of Rights	What causes a revolution? Why did civic reformers argue for representative governments? What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and	*Quizzes *Journals *Discussion activities	*Unit Test

	<p>North America? How do the French, American, and Haitian Revolutions compare to one another?</p>		
<p>4. Imperialism, Nationalism, and the Great War</p>	<p>How did colonization work? How was imperialism connected to race and religion? What were the causes and effects of the Mexican Revolution? How did native people respond to colonization? 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</p>	<p>*Quizzes *Journals *Discussion activities</p>	<p>*Unit Test</p>
<p>6. Modern World History Since 1917</p>	<p>What were the consequences of the postwar agreement? How did agreements dating from World War I and postwar periods impact the map of the Middle East? What were the effects of World War I on ordinary people? How did the post-World War I world order contribute to the collapse of the worldwide economy?</p>	<p>*Quizzes *Journals *Discussion activities</p>	<p>*Unit Test</p>
<p>7: From One World War to the Next</p>	<p>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,</p>	<p>*Quizzes *Journals *Discussion activities</p>	<p>*Unit Test</p>

	<p>and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?</p> <p>How did Nazis come to power? Why did ordinary people support them?</p> <p>How did technology affect World War II?</p> <p>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>		
8. Decolonization, Nation Building, and the Cold War	<p>How does economic exploitation lead to nationalist movements?</p> <p>How did the Cold War develop?</p> <p>How was the Cold War waged all over the world?</p> <p>How did former colonies respond to the Cold War and liberation?</p> <p>How and why did the Cold War end?</p> <p>How have nations struggled in similar and different ways to achieve economic, political, and social stability?</p>	<p>*Quizzes</p> <p>*Journals</p> <p>*Discussion activities</p>	*Unit Test
9. Contemporary Issues	<p>How has globalization affected people, nations, and capital?</p> <p>How has the post-Cold War world and globalization facilitated extremist and terrorist organizations?</p> <p>What influences global political and economic relationships?</p> <p>How do social and</p>	<p>*Quizzes</p> <p>*Journals</p> <p>*Discussion activities</p>	*Unit Test

	environmental issues affect countries differently?		
--	--	--	--

Apex Units 5&10: Review and Exams

ESSENTIAL STANDARDS:

- 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.

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

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

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>Apex: World History, Culture and Geography</i>		Apex Online courses	2019	

Other Resource Materials

Supplemental Materials

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