

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



World Cultures 1000

Board Approval Date: May 15, 2025	Course Length: 2 Semesters
Grading: Pass/Fail	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment	Corequisite(s): none
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: Yes	
Course Intent: N/A Program (if applicable): N/A	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement 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, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580	

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

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Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
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The District's nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

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. 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:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Introduction to World History	How Do We Study World History? What is History?	*Identify the cause or result of a historical event or period of time	*Unit assessment
CCR-R 6-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
2. Early Civilizations (~5,000 BCE - 476 CE)	What were the Stone Age Civilizations? What happened in Ancient Mesopotamia and Egypt? What happened in Ancient India and China? What happened in Ancient Greece? What happened in Ancient Rome?	*Identify physical and human features of societies of the past (e.g., early civilization of Egypt, India or China)	*Unit assessment
HSS 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.			
3. The Medieval Era and Renaissance (330 CE - 1600 CE)	What was the Byzantium Era and the Ottoman Empire? How did the Middle East and Islam expand? What happened in Medieval Europe? What happened in Mesoamerica? What was The Renaissance?	*Show how changes in countries have had positive or negative consequences (e.g., Ancient Greece, Rome)	*Unit assessment
HSS 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.			
4. Early Modernism (1500 CE -	What else happened during The Renaissance? Who were the North	*Use multiple sources to create a sequence of events from a historical period	*Unit assessment

1687 CE)	American Indigenous Peoples? How did the changes in Sub-Saharan Africa affect trade? What were the empires and dynasties of Asia and India? How did the Scientific Revolution change things?		
HSS 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.			
5. Revolutions (1687 CE - 1900 CE)	What happened during the Enlightenment? What happened during the French Revolution? What happened during the Latin American and Caribbean Revolutions? What was the impact of the Industrial Revolution? What was the impact of European Imperialism? What was the impact of globalization?	*Use multiple sources to create a sequence of events from a historical period	*Unit assessment
HSS 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. HSS 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.			
6. World War I (1900 CE - 1920 CE)	What were the setting events for World War I? Who were the Allies? Who were the Central Powers? What was the Treaty of Versailles?	*Describe consequences of conflict and explain ways of solving disagreements (e.g., war, treaties)	*Unit assessment
HSS 10.5 Students analyze the causes and course of the First World War. HSS 10.6 Students analyze the effects of the First World War.			
7. World War II (1920 CE - 1945 CE)	What were the setting events for World War II? What led to the Great Depression?	*Describe ways technology and innovation led to global change (transportation to other countries, exploration,	*Unit assessment

	What was the Holocaust? What happened at Pearl Harbor?	trade, etc.)	
HSS 10.7 Students analyze the rise of totalitarian governments after World War I. HSS 10.8 Students analyze the causes and consequences of World War II.			
8. The Cold War and the Modern Era (1945 CE - Present Day)	How did World War II change things? What happened during the Cold War in Russia and America? What happened during the Chinese Revolution? How did African Countries gain independence? What changes did the Civil Rights Movement bring? How has technology changed our society?	*Evaluate current national issues and their advantages or challenges to this country	*Unit assessment
HSS 10.9 Students analyze the international developments in the post–World War II world.			

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.

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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/be/st/ss/documents/histsocscistnd.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 apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>Unique Learning Systems</i>	various	n2y.com	online	