

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



IB History HL2

CAC Approval Date: April 29, 2026 Board Approval Date: May 21, 2026	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): Successful completion of IB History HL1	Corequisite(s): none
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (a) History/Social Science	
Graduation Requirement: Yes	
Course Intent: Site Specific Program (if applicable): IB	
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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:

**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 District 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:

IB History is a dynamic, evidence-based, interpretative discipline that engages with the past. The overarching emphasis of the IB History course is on teaching students to think historically. This means engaging students in different forms of historical inquiry. The course allows students to explore the past through a variety of contexts, concepts, content and skills. In this interpretative discipline, students will engage with diverse perspectives and evidence to reach their own judgements.

The IB History course is a world history course, grounded in a variety of global, regional and national themes, and allowing for a mixture of comparative, thematic and in-depth studies. It provides a balance of structure and flexibility, enabling the course to be implemented in a wide range of contexts. The DP History HL course also includes the History of the Americas regional study.

History is both an academic discipline and a part of the everyday, lived experience of all students. Through the course, students will develop an understanding and appreciation of history and how it informs identity, culture, society, politics, and the relationships between individuals and communities.

The IB History syllabus is organized around four integrated elements: the inquiry contexts, course content, specified concepts and historical skills. Together, these allow students to experience different forms of historical inquiry. The syllabus is organized into discrete sections, but there is no prescribed order in which the syllabus should be studied. Rather, the flexible syllabus structure allows teachers to design the course in a variety of ways.

In year 2 of the course, teachers select one Thematic Study from 4 options. These options are listed as Units 1-4 on this course outline. History HL also includes two studies within the regional study History of the Americas. Teachers will select the second regional study to be completed in Year 2. Options for the Regional Study are listed as units 5-10 in this course outline.

It is at the discretion of the IB History teachers to determine which options they choose for each of these elements to best prepare the students for the IB assessments at the end of year 2.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Thematic study Option 1: Conflict (from 750 CE onwards)	Why did conflict emerge? What determined the outcome of the conflict? How did the conflict affect people's lives? How was peace established?	*DBQs *Class discussion *Primary source document evaluations *OPCVL document analysis	*Unit exam essay modeled after IB exam paper *Debate *Socratic seminar *Practice IB test paper
Unit 1 Essential Standards 12.9.4–5 (Consequences of tyrannies and authoritarian conditions) – Helps explain conditions that led to conflicts and their outcomes. 11.7–11.9 (WWII, post-war foreign policy, and global conflicts) – Provides context for understanding the impacts of conflict on societies and international responses. 12.10 (Constitutional democracy tensions) – Illustrates how internal societal tensions can lead to conflict and the balance between authority and rights.			
2. Thematic study Option 2: Innovation and transformation (from 750 CE onwards)	Why did new innovations emerge? How did innovations transform societies? How were the innovations resisted? How did the innovations affect people's lives?	*DBQs *Class discussion *Primary source document evaluations *OPCVL document analysis	*Unit exam essay modeled after IB exam paper *Debate *Socratic seminar *Practice IB test paper

Unit 2 Essential Standards 12.9.1–3 (Political systems, economic policies, and social structures) – Explains how innovations interact with governance, economy, and social organization. 11.2 (Industrialization, migration, urbanization) – Shows the real-world effects of technological and societal innovations. 12.1 (Principles of democracy & historical influences) – Highlights the broader philosophical context for innovation in governance and society.			
3. Thematic study Option 3: Authoritarian rule (from 750 CE onwards)	Why did authoritarian rule emerge? How was authoritarian rule maintained? How did authoritarian rule affect people’s lives? How was authoritarian rule challenged?	*DBQs *Class discussion *Primary source document evaluations *OPCVL document analysis	*Unit exam essay modeled after IB exam paper *Debate *Socratic seminar *Practice IB test paper
Unit 3 Essential Standards 12.9.4–7 (Tyrannies, authoritarian regimes, and global revolutions) – Explains the causes, mechanisms, and challenges of authoritarian rule in different regions. 12.3.4 (Civil society under authoritarian systems) – Demonstrates how society responds or resists authoritarian control. 11.10 (Civil and human rights evolution) – Connects historical oppression to struggles for rights under authoritarian rule.			
4. Thematic study Option 4: Popular movements (from 750 CE onwards)	Why did popular movements emerge? How did popular movements create change? How were popular movements challenged? What was the impact of popular movements?	*DBQs *Class discussion *Primary source document evaluations *OPCVL document analysis	*Unit exam essay modeled after IB exam paper *Debate *Socratic seminar *Practice IB test paper
Unit 4 Essential Standards 11.10 (Civil rights & voting rights, women’s movements) – Provides examples of popular movements achieving social change in the US. 12.3 (Civil society and voluntary associations) – Shows the mechanisms through which people organize to influence government and society. 12.6.4–5 (Citizen participation in campaigns, referendums, and protests) – Connects the methods of popular movements to tangible political action and policy outcomes.			
5. Regional Study: The Americas, Option #7 -The Great Depression in the Americas (circa 1920-1939)	How did the causes and impacts of the Great Depression differ across countries in the Americas? To what extent did government responses reshape the role of the state in the economy?	*DBQs *Class discussion *Primary source document evaluations *OPCVL document analysis	*Unit exam essay modeled after IB exam paper *Debate *Socratic seminar *Practice IB test paper

	How did the Depression alter social structures and political ideologies?		
Unit 5 Essential Standards 11.6 (Causes and responses to the Great Depression) – Directly aligns with understanding economic collapse, New Deal policies, and federal government expansion. 12.5–12.6 (Economic behavior and international trade) – Connects domestic economic crises to broader global trade patterns and policy decisions. 11.8 (Post-WWII economic changes) – Offers context for how long-term societal and economic transformations were shaped by prior crises.			
6. Regional Study: The Americas, Option #8 - Emergence of the Americas in global affairs (1880-1945)	How and why did countries in the Americas expand their influence in global affairs during this period? To what extent did participation in global conflicts transform domestic societies? How did economic interests shape foreign policy decisions?	*DBQs *Class discussion *Primary source document evaluations *OPCVL document analysis	*Unit exam essay modeled after IB exam paper *Debate *Socratic seminar *Practice IB test paper
Unit 6 Essential Standards 11.4 (US rise as a world power, foreign policy) – Illustrates US expansion, global engagement, and responses to international events. 11.9 (Cold War origins and foreign policy) – Provides historical precedent for global conflicts shaping domestic and international policies. 12.6 (Economic & political interactions in international trade) – Explains the role of economic motivations in shaping global diplomacy.			
7. Regional Study: The Americas, Option #9 -The Americas during the Cold War (1945-1991)	How did Cold War tensions influence political developments in different countries of the Americas? To what extent were internal conflicts driven by local issues versus superpower rivalry? How did governments justify and respond to perceived threats of communism?	*DBQs *Class discussion *Primary source document evaluations *OPCVL document analysis	*Unit exam essay modeled after IB exam paper *Debate *Socratic seminar *Practice IB test paper
Unit 7 Essential Standards 11.9 (US foreign policy and Cold War events) – Directly addresses Cold War conflicts, proxy wars, and ideological competition. 12.9.4–5 (Tyrannies and authoritarian regimes) – Provides context for local regimes supported or opposed			

during the Cold War.

12.10 (Civil rights vs. state priorities) – Explains domestic impacts of anti-communist policies and national security concerns.

8. Regional Study: The Americas, Option #10 - Political developments in Latin America (1934-2020)

Why have cycles of authoritarianism and democracy occurred in Latin America?
To what extent have political reforms addressed inequality and social injustice?
How have external influences shaped political developments in the region?

*DBQs
*Class discussion
*Primary source document evaluations
*OPCVL document analysis

*Unit exam essay modeled after IB exam paper
*Debate
*Socratic seminar
*Practice IB test paper

Unit 8 Essential Standards

12.9.8 (Relatively new democracies and reforms) – Explains political transitions, reforms, and social challenges.

12.3 (Civil society & citizen influence) – Connects grassroots movements to political change.

12.6 (Citizen participation & campaigns) – Shows how political engagement affects democratic consolidation.

9. Regional Study: The Americas, Option #11 - Social movements in the Americas (1945-2020)

What factors contribute to the success or failure of social movements?
How have social movements reshaped laws, rights, and societal attitudes?
To what extent do social movements create lasting change versus temporary reform?

*DBQs
*Class discussion
*Primary source document evaluations
*OPCVL document analysis

*Unit exam essay modeled after IB exam paper
*Debate
*Socratic seminar
*Practice IB test paper

Unit 9 Essential Standards

11.10 (Civil rights and women's rights movements) – US-based movements provide historical parallels.

12.3 (Civil society and advocacy) – Highlights mechanisms for social change and influence on policy.

12.6.4–5 (Citizen participation & protest) – Explains strategies, impact, and challenges of social movements.

10. Regional Study: The Americas, Option #12 - Political developments in the USA and Canada (1960-2020)

How have political developments reflected changing social values in the USA and Canada?
To what extent have governments successfully addressed issues of inequality and rights?
How has political polarization influenced

*DBQs
*Class discussion
*Primary source document evaluations
*OPCVL document analysis

*Unit exam essay modeled after IB exam paper
*Debate
*Socratic seminar
*Practice IB test paper

	polycymaking and governance?		
Unit 10 Essential Standards 11.11 (Domestic social problems and policy issues) – Examines inequality, women’s roles, immigration, and policy responses. 12.4 (Roles of three branches of government) – Helps analyze how political developments and policies are implemented. 12.6–12.7 (Citizen participation and federal/state/local interactions) – Connects polarization, campaigns, and governance to social values.			

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/finaelaccsstandards.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://d16k74nzx9emoe.cloudfront.net/e6bed08a-9c09-4f9c-8823-0d1775c3ebbe/summary_history_framework.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://drive.google.com/file/d/1Pw0RUJJ186Ew6tyx1FeUYhIbiBph14dx/view?usp=sharing>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
<i>Text has been reviewed and will be adopted with the approval of this outline</i>	<i>Access to History for the IB Diploma: Authoritarian rule (from 1750 CE onwards)</i> 9781036014957	Andy Dailey	Hachette Learning	