

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



IB History HL1

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 at least one of the following: Honors World Cultures OR Honors US History	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 1 of the course teachers select one Focused Study from 5 prescribed options. These are listed as Units 1-5 on this course outline. IB History HL also includes two studies within the regional study History of the Americas. Teachers will select one regional study to complete in Year 1 of the course and the second will be completed in Year 2. Options for the Regional Study are listed as units 6-11 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. Focused Study Option1: Climate and Innovation	What factors prompted innovation? How did climate conditions shape innovation? What innovations took place?	*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 11.2.6 (Economic development & industrialization) – Parallels early technological innovations and responses to environmental or economic conditions. 12.1 (Principles of American Democracy) – Analyze historical influences on governance and ideas, relevant for understanding societal innovations and adaptation. 1 2.9.1 (Political systems across time) – Explains how different political and economic systems influence policies and innovations. 12.10 (Tensions within democracy) – Useful for considering societal adaptation and responses to environmental challenges.			
2. Focused Study Option 2: Independence and Identity	What prompted the emergence of the independence movement? How was independence achieved? How, and with what	*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

	challenges, was a new identity formed?		
Unit 2 Essential Standards 11.10.6–7 (Civil rights, women’s movements) – Provides context for understanding rights movements and post-independence social change. 12.9.6–7 (Revolutions & democracy in global context) – Explains causes, ideologies, and outcomes of revolutions. 12.2 (Rights and obligations) – Highlights the relationship between independence, citizenship, and civic identity. 12.3 (Civil society) – Helps connect social movements and identity formation.			
3. Focused Study Option 3: Political and economic transitions	What caused the transition to take place? How was the transition achieved? What challenges did society face after the transition?	*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 12.9.1–5 (Political systems, authoritarianism, tyranny) – Examines causes, structures, and outcomes of systemic transitions. 12.3 (Civil society) – Role of individuals and groups in transitions. 12.6 (Campaigns & citizen participation) – Explains citizen engagement in political change. 12.5 & 12.6 (Economics: national & international) – Relevant for economic restructuring after transitions.			
4. Focused Study Option 4: Conflict and displacement	What were the conditions that led to mass displacement? What was the national and international response to displacement? How was displacement experienced by different groups?	*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 11.7–11.9 (World War II, post-war US foreign policy) – Contextualizes global conflicts and international responses. 12.9.4–5 (Tyrannies, authoritarian control) – Explains conditions producing conflict/displacement. 12.10 (Constitutional tensions, civil rights) – Useful for linking human rights to refugee crises. 12.6.4 (Citizen participation, advocacy) – Links to responses to displacement.			
5. Focused Study Option 5: Protest and change	What led to the emergence of protest movements? How did the protest	*DBQs *Class discussion *Primary source document	*Unit exam essay modeled after IB exam paper

	movement challenge authority? What changes did the protest movement achieve, and with what limitations?	evaluations *OPCVL document analysis	*Debate *Socratic seminar *Practice IB test paper
Unit 5 Essential Standards 11.10 (Civil rights & voting rights) – US feminist movement case study. 12.3 (Civil society) – Explains social movements and collective action. 12.6.4–5 (Citizen participation, referendums) – Connects protests to policy change. 12.9.8 (Relatively new democracies) – Relevant for Tunisia and movements in emerging democracies.			
6. Regional Study: The Americas, Option #1 - Indigenous societies in the Americas (circa 750-1500)	How did geography and environment shape the political, economic, and cultural development of Indigenous societies? To what extent can Indigenous societies be considered “complex civilizations” using modern historical criteria? How did belief systems influence governance, social hierarchy, and daily life in different Indigenous societies?	*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 11.2.2–3 (Urbanization & landscape) – For environmental/geographical context. 12.3.3 (Role of religion) – Belief systems shaping governance. 12.9.1–3 (Political systems, economic policies, social structures) – Understand the functioning of societies.			
7. Regional Study: The Americas, Option #2 - Colonialism and the system of slavery in the Americas (circa 1492-1830)	To what extent was the development of colonial economies dependent on systems of forced labor and slavery? How did colonial rule transform social hierarchies and racial identities in the Americas? How and why did enslaved and Indigenous peoples resist colonial systems of oppression?	*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 12.9.6 (Mexican, Central & South American revolutions) – Includes causes, ideologies, and resistance. 11.2.4–5 (Populists & Progressives) – Can model responses to inequality.			

12.2.1–5 (Rights, obligations, civil society) – Resistance movements and societal responses.

8. Regional Study: The Americas, Option #3 - Independence movements in the Americas (1763-1860)

What were the most significant causes of independence movements across the Americas, and how did they vary by region?
To what extent did independence movements achieve their goals of political, social, and economic change?
How did leadership and ideology shape the success or failure of independence 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 8 Essential Standards

12.9.6–7 (Revolutions in Americas) – Direct alignment with independence movements.

12.2 & 12.3 (Rights and civil society) – How new governance structures and identities were formed.

9. Regional Study: The Americas, Option #4 - The US Civil War (1840-1877)

To what extent was the Civil War caused by economic differences versus the issue of slavery?
How did the Civil War and Reconstruction redefine citizenship and rights in the United States?
Was Reconstruction a success or a failure, and for whom?

*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

11.1.4 (Civil War & Reconstruction) – Direct alignment.

11.10 (Civil rights evolution) – Post-war rights and challenges.

12.2 (Citizenship and rights) – Understanding implications of Reconstruction.

10. Regional Study: The Americas, Option #5 - The formation of modern nations in the Americas (1860-1929)

How did industrialization and modernization shape national identity in different American countries?
To what extent did political stability depend on economic development during this period?

*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 inclusive were emerging national identities in the Americas?		
Unit 10 Essential Standards 11.2 (Industrialization, urbanization, immigration) – Domestic developments. 12.9.6–8 (New democracies & social change) – Political consolidation and modernization. 12.5–12.6 (Economic principles & trade) – Economic context of nation-building.			
11. Regional Study: The Americas, Option #6 - The Mexican Revolution (1884-1940)	What were the primary causes of the Mexican Revolution, and how did they evolve over time? To what extent did the الثورة achieve meaningful social and economic reform? How did different revolutionary leaders shape the direction and outcomes of the revolution?	*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 11 Essential Standards 12.9.6 (Latin American revolutions) – Directly aligns with causes, leadership, and outcomes. 12.2–12.3 (Civil society & rights) – Social and economic reforms, civil participation.			

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/finaelacssstandards.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/1Pw0RUJJl86Ew6tyx1FeUYhIbiBph14dx/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: Protest and change: Feminism in the USA (1960-1979) and Revolution in Tunisia (1989-2015)</i> 9781036014896	Serene Williams; Kristen Kelly; Else Saoud	Hachette Learning	