The EUHSD World History curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements – CA State approved curricular standards and frameworks, graduation requirements, transcript information
C. Instructional Materials References – adopted materials, adopted technology, assessment outline, etc.
D. Scope and Sequence Map – includes essential standards outlined by unit
E. References to key essential design and implementation documents

This course is aligned to the California Framework for History-Social Science: which is publicly available here: https://www.cde.ca.gov/ci/hs/cf/hssframework.asp

This comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-centered learning provides opportunity for collaboration and communication in a robust learning environment and provides opportunities for each and every student to meet the goals of the district’s Instructional Focus at the time of this completed revision: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The instructional shifts related to the California Common Core State Standards guide classroom teaching and student learning and provide the foundation of curriculum and instructional design for the EUHSD program of study. Key considerations of these instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/
World History Course Description

Students in World History study major turning points that shaped the modern world; they study world history from the late eighteenth century through the present day including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Furthermore, this course is designed to help students extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. This course emphasizes the concept of “thinking and working like a historian” and includes a variety of literacy-intensive project-based learning tasks, which require students to engage in inquiry, research, reading, collaboration, and writing. Students are also encouraged to use technology to enhance and publish their learning and work.

Note: Students at Del Lago Academy integrate the study of world history within their 10th grade humanities class which combines the content of their 10th grade English and World History into a single course that encompasses both the English literacy standards and world history content standards. Included in this document are sample assessments connected to the world history content standards used at DLA.

Course Requirements

<table>
<thead>
<tr>
<th>Course Length: 1 Year</th>
<th>Grade Level: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC/CSU Requirement: Meets UC/CSU “a” requirements</td>
<td>Graduation Requirement: Meets EUHSD History/Social Science World History graduation requirement</td>
</tr>
<tr>
<td>Course Numbers (P): 3418/3419</td>
<td>Transcript Abbreviation (P): WORLD HISTORY A P / WORLD HISTORY B P</td>
</tr>
<tr>
<td>Course Numbers (B): 3196/3198</td>
<td>Transcript Abbreviation (B): WRLD HISTORY A BAS / WRLD HISTORY B BAS</td>
</tr>
<tr>
<td>Credits: 5 History/Social Science World History</td>
<td>Course Repeatable for Credit: No</td>
</tr>
<tr>
<td>Required Prerequisite/s: None</td>
<td>Recommended Prerequisite/s: None</td>
</tr>
<tr>
<td>Board Approval Date (Curriculum): 5/15/18</td>
<td>Board Approval Date (Materials):</td>
</tr>
<tr>
<td>Core Instructional Material/s: California Edition Prentice Hall World History “The Modern World” by Ellis &amp; Esler. Copyright 2007 ISBN: 0-12-129977-8</td>
<td>Supplemental Instructional Material/s: A variety of supplemental instructional materials have been written into the Scope and Sequence and will be updated in developing Unit Plans.</td>
</tr>
<tr>
<td>Technology Resource/s:</td>
<td></td>
</tr>
<tr>
<td>• Individual student computers as needed, access to the internet, supplemental technological resources as required by the instructor.</td>
<td></td>
</tr>
<tr>
<td>• Agricultural Government: lab/facilities, variety of classroom laboratory equipment and tools (see specific units)</td>
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<tr>
<td>Assessment/s:</td>
<td></td>
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<tr>
<td>• Each unit of instruction outlines key performance based tasks required in order to address specific CA history-social studies concepts and skills as delineated in the state standards and curricular framework.</td>
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<tr>
<td>• More specific unit/lesson plans are developed by teacher leaders and instructors through the PLC process and will contain key unit formative and summative assessments aligned to the aforementioned state standards and framework.</td>
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<tr>
<td>Meeting the Needs of ELs:</td>
<td></td>
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<tr>
<td>Our student information system is used by site leaders and instructors to acquire the language levels of EUHSD English Learners to ensure they are identified and their specific needs are met. Our approach to supporting English learners in based on the CA Department of Education (CDE) adopted language level proficiency descriptors and updated ELD Learning Standards. Visit the following website to learn more about those new descriptors and corresponding standards: <a href="http://www.cde.ca.gov/sp/el/cr/documents/eldstdnpubication14.pdf">http://www.cde.ca.gov/sp/el/cr/documents/eldstdnpubication14.pdf</a>, EUHSD uses the ELA-ELD Framework to inform pedagogical practices related to supporting English Learners in order to support both designated and integrated forms of language support for all English Learners.</td>
<td></td>
</tr>
<tr>
<td>Please Visit the following URL to learn more about the new frameworks which describe in detail specific research-based best practices used to support English Learners: <a href="http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf">http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>
# Scope and Sequence Guide

The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected to know and do in order to meet College and Career Readiness expectations. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit-learning objectives. The document will be updated annually with input from all stakeholders.

All History/Social-Science courses require the full integration of the Standards for Literacy in History/Social-Studies, which can be found in their entirety here: https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf.

These standards guide the creation of the curriculum as well as provide parent/guardians insights into what their children are learning as they progress through the grade levels. The following standards provide specific examples of the Anchor Literacy Standards for Reading and Writing from which the specific standards in each unit-of-study are built:

- **By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely band proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)**
- **Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)**
- **“To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Anchor Standards for Speaking/Listening)**

All EUHSD History-Social Science courses are aligned to and deliver the key concepts and skills as delineated the California History-Social Science Content Standards which can be found on the California Department of Education’s website at the following location: [https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf](https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf)

Key design considerations in the creation of this guiding document also come directly from California’s History-Social Science Framework and focus on vital shifts in pedagogy/instructional practice including the way teaching, learning, and assessment are organized and delivered. The following statement from the framework effectively sums up the key changes used to revise this course: “The subject areas covered in this framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. History, civics and government, geography, and economics are integral to the mission of preparing California’s children for college, careers, and civic life.” – Chapter 1, page 1 of California’s History-Social Science Framework [https://www.cde.ca.gov/ci/hs/cf/hsframework.asp](https://www.cde.ca.gov/ci/hs/cf/hsframework.asp)
# World History Scope and Sequence

## Unit 1 – The World in 1750 and the Development of Modern Political Thought

**Length:** 4 Weeks

**Unit Description:** This introductory unit provides a foundation for the entire course as students analyze the nature of societies, governments and trade at the end of the pre-modern world and examine how shifting ideas made way for democratic revolutions. Students begin tenth grade world history with a review of general geography skills then move into a survey of the world in 1750. Before students explore the impact of political and industrial revolutions, they focus on the ideas that gave rise to these key events including notions of Athenian democracy, English constitutional laws, the Enlightenment, and other traditions of European political thought, as well as the emphasis on the rule of law, reason, individual rights, republicanism, and citizenship. Teachers may approach Unit 1 in a variety of ways, choosing to focus more-or-less on the variety of topics under the broad umbrella of the “Development of Modern Political Thought.” Students will view this unit through the lens of this essential overarching question: How did ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions develop and impact civil society?

## World History Standards:

### 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. (adapted to fit Key Questions)

- **Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, and James Madison).**

- **Trace the development of Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s Republic and Aristotle’s Politics.**

## Literacy Standards

- RH9-10.1 Cite specific textual evidence . . .
- RH9-10.2 Determine the central ideas . . .
- WHST9-10.1 Write arguments . . .
- WHST 9-10.4 Produce clear and coherent writing . . .
- WHST9-10.7 Conduct short as well as more sustained research . . .
- WHST9-10.8 Gather relevant information from multiple authoritative print and digital sources . . .

## Learning Objectives:

**Students will…**

- Describe the impact ideas associated with the Enlightenment, the Scientific Revolution, and the Age of Reason had on civil society *(See CDE framework).*
- Determine the main idea of a text. *(RH2)*
- Students will be able to determine the difference between primary and secondary sources. *(RH1)*
- Source and contextualize texts. *(RH1)*
- Locate key places and gather relevant information using multiple sources. *(WHST7/WHST8)*
- Respond to text based questions. *(W4)*
- Introduce precise claims. *(W1a)*
- Participate in a range of conversations and collaborate with diverse partners. *(SL1)*
- Discuss and respond to the following questions:
  - How were most societies organized in the 1700s? *(W1a)*
  - Who held power in the 1700s? *(W1a)*
  - What was the divine right of kings? *(W1a)*
  - How were enlightened ideas a break from the past? *(W1a)*
  - How did the “social contract” affect ordinary people? *(W1a)*
  - What are individual or natural rights? Who received those rights in the eighteenth century? *(W1a)*
  - Why did civic reformers argue for representative governments? *(W1a)*

## Sample Key Assignments and Assessments:

- **Students may review Historical Thinking and the difference between Primary and Secondary Sources. Use this document as a guide: World History Unit 1 Key Assignment Introducing Historical Thinking.**
- **Students should read a variety of information texts in order to practice the historical thinking skills of sourcing and contextualizing. Use these documents for lesson ideas and texts: World History Unit 1 Key Assignment Divine Right Essential Questions and World History Unit 1 Key Assignment Enlightenment Essential Questions.**
- **Students write short constructed responses to Text Based Questions tied to primary source documents.**
- **For an inquiry-based assignment, students read a primary or secondary source about divine right then respond to the question: what might the thinkers of the Enlightenment have wanted to change?**

### Sample Performance Task:

**Unit 1 provides an opportunity for a diagnostic writing assessment. Teachers use the essential question below to formatively assess students’ knowledge and ability to write a thesis/claim/topic sentence. Have students write a constructed response and include specific evidence from their reading. Prompt: How were enlightened ideas a break from the past?**

**Adapted Rubric**

**Del Lago Academy Sample Performance Task Assessment/Competency:**

Students will compile research, write an argument, and then engage in a Structured Academic Controversy.
World History Scope and Sequence

Unit 2 – Revolutions Reshape the World

Length: 4 Weeks

**Unit Description:** Unit 2 provides students the opportunity to see the impact of the ideas presented in Unit 1 by exploring and analyzing specific politically revolutionary ideas. In doing so, students begin to learn about the effects of these ideas and how they influenced and continue to shape the world today. Students describe the impact the ideas associated with the Enlightenment, the Scientific Revolution, and the Age of Reason had throughout North America, Europe Latin America, and other parts of the world as time permits. This unit concludes by looking at how national identity is constructed with the emergence of nation-states. Students explore the ways shared language, religion, literacy, and culture created connections between people that served as a foundation for the development of a national identity. Arguments over the definition of citizenship, who was included and excluded in the nation-state continue into the contemporary period and therefore provide opportunities for students to further develop their own understanding of the rights and responsibilities of citizens. Students will continue to address the overarching question presented in Unit 1: How did ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions develop and impact civil society?

### Unit Focus Standards:

**World History**

10.1.2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s Republic and Aristotle’s Politics.

10.1.3. Consider the influence of the U.S. Constitution on political systems in the contemporary world. (adapted)

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.

10.2.2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791). (adapted)

10.2.3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

10.2.5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Sample Unit Assignments and Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will…</td>
<td>• Students continue to build document analysis and writing skills as well as gather relevant and sufficient evidence to be able to complete the end of unit task. Teachers should provide ample opportunities to practice writing and provide feedback on the skill of claim/thesis writing and integrating evidence.</td>
</tr>
<tr>
<td>• Describe the impact ideas associated with the Enlightenment, the Scientific Revolution, and the Age of Reason had on civil society. <em>(Framework)</em></td>
<td>○ French Estates</td>
</tr>
<tr>
<td>• Make geographic connections with course content <em>(Historical Analysis Skill 3)</em></td>
<td>○ Comparing Revolutions</td>
</tr>
<tr>
<td>• Determine the main idea of a text. <em>(RH2)</em></td>
<td>To build writing skills, students write a body paragraph to address the essential question: How is national identity constructed?</td>
</tr>
<tr>
<td>• Source and contextualize texts. <em>(RH1)</em></td>
<td>Sample Performance Task: Unit 2 provides an opportunity for students to be introduced to longer more sustained writing assignments. Consider the examples below:</td>
</tr>
<tr>
<td>• Locate key places and gather relevant information using multiple sources. <em>(W7/W8)</em></td>
<td>• DBQ Writing Task on causes of French Revolution <em>This task can be used as a project or a writing assessment. Students will need teacher support if analyzing documents for the first time.</em></td>
</tr>
<tr>
<td>• Introduce precise claims or introduce a topic. <em>(W1a or W2a)</em></td>
<td>• End of Unit Assessment. To assess the overarching question for Units 1 and 2, assess students regarding this and similar questions: How did ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions develop and impact civil society?</td>
</tr>
<tr>
<td>• Provide relevant and sufficient evidence. <em>(W1b or W2b)</em></td>
<td>• Students can work in groups to create a poster, mind map, presentation or song for a specific Enlightenment or Scientific Revolution idea. The project will trace the idea’s development and impact on one or more democratic revolution. Groups will create a claim and provide evidence to</td>
</tr>
<tr>
<td>• Participate in a range of conversations and collaborate with diverse partners. <em>(SL1)</em></td>
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<tr>
<td>• Discuss and respond to the following questions:</td>
<td></td>
</tr>
<tr>
<td>○ How did the “social contract” affect ordinary people?</td>
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</tr>
<tr>
<td>○ What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America?</td>
<td></td>
</tr>
<tr>
<td>○ How do the French, American, and Haitian Revolutions compare to one another?</td>
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<tr>
<td>Literacy Standards</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>RH9-10.1 Cite specific textual evidence . . .</td>
<td>RH9-10.2 Determine the central ideas . . .</td>
</tr>
<tr>
<td>WHST9-10.1.a or WHST9-10.2.a Introduce precise claim(s) . . .</td>
<td>or Introduce a topic and organize ideas, concepts . . .</td>
</tr>
</tbody>
</table>

- What were the causes and effects of the Mexican Revolution?
- How is national identity constructed?

Rubric Options:
- **Common Core Presentation Rubric** (Adapt the rubric if students are not presenting.)
- **Rubric for Songs**
- **Mind Map Resource**
- **Animation Resource**

*Del Lago Academy Sample Performance Task Assessment/Competency* The successful completion of the writing task/DBQ on the French Revolution is used as the primary measure for the competencies on which this unit focuses.
World History Scope and Sequence
Unit 3 – Industrial Revolutions
Length: 4 Weeks

**Unit Description:** Unit 3 provides students the opportunity to explore the development of the modern world through the study of industrialization. The unit contrasts life before industrialization with the immense changes in technology, communication, and the way people live. Students also explore the positive and negative impacts of industrialization as well as the evolution of market economies and the political reactions to economic developments. The following overarching questions drive student inquiry and research throughout the unit: *What were the results of the Industrial Revolutions? How was technology, and the environment transformed by industrialization?*

**Unit Focus Standards:**

**World History**
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

**Literacy Standards**
RH9-10.9 Compare and contrast findings presented in a text . . .
WHST9-10.1 Write arguments . . .
WHST9-10.1.b Develop claim(s) and counterclaims fairly . . .

**Learning Objectives:**
*Students will...*
- Discuss the impacts of the Industrial Revolution. *(Framework)*
- Write an argument to support a claim using relevant and sufficient evidence. *(W1)*
- Develop counterclaims. *(W1b)*
- Compare and contrast treatments of the same topic in several primary and secondary sources. *(RH9)*
- Present information and evidence. *(SL4)*
- Discuss and respond to the following questions:
  - How did industrialization affect ordinary people, families, and work?
  - How did industrial revolutions affect governments, countries, and national identity in similar and different ways?
  - Why did socialist ideologies emerge and what were their key tenets?
  - Should this era of industrial revolution be called an Industrial Revolution? Why or why not?

**Sample Unit Assignments and Assessments:**
- Unit 3 should feature a variety of reading and writing tasks. The examples below are samples. This document contains a variety of assignments to teach the key questions and key objectives for this unit: *Industrial Revolution Key Assignment Options*
- Student debate on the question: *Should this era of industrial revolution be called an Industrial Revolution? Why or why not?*
- Create a Political Cartoon conveying a key understanding of the time period.
- End of unit project ideas: storyboard, presentations, prezi, create a kahoot.

**Sample Performance Task Assessment:** This unit is a good one for a student project. *Industrial Revolution Argument DBQ*

Del Lago Academy Sample Performance Task Assessment/Competency: Successful completion of a series of constructed response prompts tied to a variety of informational texts will serve as the primary competency for the standards in this unit. Students will read a series of informational texts and respond to text dependent questions with evidence from the texts.
**World History Scope and Sequence**
**Unit 4 – The Rise of Imperialism and Colonialism**
**Length: 4 Weeks**

**Unit Description:** In this unit, students will explore the topics of imperialism and colonialism as a reaction to the industrial revolution’s requirement for natural resources and new markets. Both the perspective of the imperialists and those being colonized are analyzed in this unit. Students work together to read, analyze, and respond to texts to better understand how imperialism shaped the modern world including politics, languages and cultures. Students analyze these topics through the lens of the following essential questions: Why did imperial powers seek to expand their empires? How did colonies respond? What were the legacies of these conquests? How does imperialism continue to shape our lives today?

**Unit Standards:**

<table>
<thead>
<tr>
<th>World History</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</td>
</tr>
<tr>
<td>10.4.2 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</td>
</tr>
<tr>
<td>10.4.3 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standards</th>
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</thead>
<tbody>
<tr>
<td>RH9-10.1 Cite specific textual evidence . . .</td>
</tr>
<tr>
<td>RH9-10.2 Determine the central ideas . . .</td>
</tr>
<tr>
<td>RH9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims . . .</td>
</tr>
<tr>
<td>WHST9-10.2 Write informative/explanatory texts . . .</td>
</tr>
<tr>
<td>WHST9-10.1b or WHST9-10.2b Develop claim(s) and counterclaims fairly . . . or Develop the topic with well-chosen, relevant, and sufficient facts . . .</td>
</tr>
</tbody>
</table>

**Learning Objectives:**

<table>
<thead>
<tr>
<th>Students will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain why industrialized nations embarked on imperial ventures and how imperialism was connected to race and religion (Framework).</td>
</tr>
<tr>
<td>Locate key places and gather relevant information using multiple sources. (W7/W8)</td>
</tr>
<tr>
<td>Determine the main idea of a text. (RH2)</td>
</tr>
<tr>
<td>Source and contextualize texts. (RH1)</td>
</tr>
<tr>
<td>Corroborate information across texts. (RH8)</td>
</tr>
<tr>
<td>Introduce precise claims or introduce a topic. (W1a or W2a)</td>
</tr>
<tr>
<td>Provide relevant and sufficient evidence. (W1b or W2b)</td>
</tr>
<tr>
<td>Participate in a range of conversations and collaborate with diverse partners. (SL1)</td>
</tr>
<tr>
<td>Discuss and respond to the following questions:</td>
</tr>
<tr>
<td>o Why did industrialized nations embark on imperial ventures?</td>
</tr>
<tr>
<td>o How was imperialism connected to race and religion?</td>
</tr>
<tr>
<td>o How did colonization work?</td>
</tr>
<tr>
<td>o How did native people respond to colonization?</td>
</tr>
<tr>
<td>o How was imperialism similar and different between colonies in Africa, Asia, and Latin America?</td>
</tr>
</tbody>
</table>

**Sample Unit Assignments and Assessments:**

- The following resource provides a variety of sample tasks/assignments to teach the key questions and key objectives for this unit: [Imperialism Key Assignment Options](#).
- Because geography is so important in this unit, consider having students engage in a project like this one: [Map Project Idea](#).

**Sample Performance Task Assessment:** Students will demonstrate their learning in this unit by presenting research findings via a variety of writing and other “outputs” that allow them to demonstrate their understanding of key concepts and the ability to apply them to questions and problems. Because this unit falls at the end of the semester, consider assessing this unit as part of a final exam. This document contains assessment ideas for this unit: [Imperialism Assessment Ideas](#).

**Del Lago Academy Sample Performance Task Assessment/Competency:**
As a competency for this unit, students will complete a series of constructed response writing tasks to demonstrate their mastery of unit standards.
World History Scope and Sequence
Unit 5 – Causes and Course of World War I
Length: 4 Weeks

Unit Description: In this unit, students engage in research to identify the causes of WWI, what made it a “total war” as well as the consequences of the war on nations, ethnic groups and civilians. The Great War, later called World War I, began in 1914 as a result of nationalist tensions in Europe and the subsequent militarization that resulted from clashes between these states over colonial resources and markets. The question “Why did the Great War become a World War?” guides students’ initial investigation into the conflict. Students will also research a variety of texts to answer the following overarching questions: What were the consequences of World War I for nations, ethnic groups, and people? What were the effects of World War I upon ordinary people (home front)?

Unit Standards:

World History
10.5 Students analyze the causes and course of the First World War.
   1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”
   2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate).
   3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
   4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
   5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.
   1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States.
   2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

Learning Objectives:

Students will...
- Determine the main idea of a text. (RH2)
- Locate key places and gather relevant information using multiple sources. (WHST7/WHST8)
- Respond to text based questions. (W4)
- Describe the causes and impacts of WWI. (10.5 and 10.6)
- Analyze visual images to determine point of view and bias. (RH6).
- Discuss and respond to the following questions:
  - Why did The Great War become a World War?
  - How was World War I a total war?
  - What were the consequences of World War I for nations, ethnic groups, and people?
  - How did World War I End? What were the consequences of the postwar agreement?
  - What were the effects of World War I upon ordinary people?
  - How did the agreements dating from the WWI and post-war period’s impact the map of the Middle East?

Sample Unit Assignments and Assessments:
- Students examine a collection of wartime propaganda and political cartoons by utilizing one of the many primary-source analysis tools available online. Students develop a visual analysis of the imagery to understand the link between claim and evidence in these texts. Based on wartime propaganda, students can find similarities and differences in terms of how nations portrayed their enemy states—for example, through dehumanizing their enemy or highlighting threats to their own liberty.
- Students can create their own political cartoon or propaganda piece then present their creation to the class.
- Students can create a photo essay providing evidence that WWI was a “total war.”
- Students can create a storyboard communicating the causes of WWI.
- Students can create a model of an event in WWI.

Sample Performance Task – Students will respond to a series of DBQ style writing tasks in which they create a well-supported argument for who is to blame for WWI using the variety of texts and media resources with which they were presented or curated as part of the unit work.

Del Lago Academy Sample Performance Task Assessment/Competency:
Students will participate in a collaborative project to research, respond and present their findings on one or more of the unit essential questions. Mastery of this project will serve as the competency for this unit’s standards.
<table>
<thead>
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## World History Scope and Sequence

### Unit 6 – Rise of Totalitarian Governments Between the Wars

**Length: 5 Weeks**

**Unit Description:** In this unit, students analyze the rise of totalitarian governments and do so primarily by researching the key links (e.g. events, political debates, etc.) that occurred between World Wars I and II. Students will review the impact of the first World War and how the war provided the conditions for totalitarian leaders to emerge and come to power in Italy, Germany, and the Soviet Union. Students will contrast communism and fascism as government forms, as well as identify social and economic features of the post war period. Throughout the unit, students will read and analyze a variety of texts and primary sources to help them understand the causes and consequences of the historical events in question.

**Unit Standards:**

**World History**

10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.  
10.7 Students analyze the rise of totalitarian governments after World War I.  
1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).  
2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).  
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.  
10.6 Students analyze the effects of the First World War.  
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.  
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

**Learning Objectives:**

**Students will...**

- Determine the main idea of a text. (RH2)  
- Cite evidence from texts. (RH1)  
- Identify totalitarian leaders and compare and contrast totalitarian governments. (10.7)  
- Locate key places and gather relevant information using multiple sources. (WHST7/WHST8)  
- Discuss and respond to the following questions:  
  - Why did the Russian Revolution develop and how did it become popular?  
  - Why did communism and fascism appeal to Europeans in the 1930s?  
  - What were the key ideas of communism? How were those ideas translated on the ground?  
  - How did Nazis come to power? Why did ordinary people support them?  
  - Why does the term “lost generation” refer to those that lived through or came of age during these years?  
  - How did the post-World War I world order contribute to the collapse of the worldwide economy?

**Sample Unit Assignments and Assessments:**

- Students will analyze Nazi propaganda to address the essential question – Why did ordinary people support the Nazis?  
  - Students discuss and analyze primary source photos about inflation in Europe and the Great Depression to address the essential question - How did the post-World War I world order contribute to the collapse of the worldwide economy?  
- Students should read a variety of informational text primary and secondary sources and respond to text based questions to drive their inquiry-based research and to provide information which they can create arguments around.

**Sample Performance Task:** Students will research one of the totalitarian dictators’ rise to power and share their findings with peers. Students will address the essential questions about how this leader came to power and became popular: Why did ordinary people support them?

**Del Lago Academy Sample Performance Task Assessment/Competency:** Students will craft a well-thought out argumentative text/essay which responds to a prompt using evidence from the literary work *Animal Farm* and research the Russian Revolution and its connections to this famous piece of literature as well as other art and political thought of the time period. (WHST9-10.1)
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World History Scope and Sequence
Unit 7 – Causes and Consequences of World War II
Length: 4 Weeks

Unit Description: This unit acts as an extension of unit 6 in many ways; in it, students delve into the study of World War II and explore and analyze its connections and similarities to World War I. Students examine the causes and consequences of the war from a variety of perspectives, not just from the American point of view. Students also identify how changing military technologies increased the death toll as well as the impact of the Holocaust on Europe.

Unit Standards:

World History
10.8 Students analyze the causes and consequences of World War II.
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

Literacy Standards
RH9-10.1 Cite specific textual evidence . . .
RH9-10.2 Determine the central ideas . . .
WHST9-10.2 Write informative/explanatory texts . . .

Learning Objectives:
Students will...
- Analyze the causes and consequences of World War II. Determine the main idea of a text. (RH2)
- Cite evidence from texts. (RH1)
- Locate key places and gather relevant information using multiple sources. (WHST7/WHST8)
- Discuss and respond to the following questions:
  - How was the war mobilized on different fronts?
  - What were the key goals of the Axis and Allied Powers?
  - How did technology affect WWII?
  - Why was the death toll so high during WWII?
  - How was the Holocaust carried out?

Sample Unit Assignments and Assessments:
- Students read various informational primary and secondary sources about the war including images. Sample texts can be found HERE.
- Students analyze charts or graphs about the death toll in WWII in order to address the essential question – Why was the death toll so high during WWII?

Sample Performance Task: Students gather evidence throughout the unit to use in an end-of-unit writing task(s) which require them to address an overarching question such as the following: To what extent was WWII the last “good war?” Did the costs of WWII outweigh the benefits? Del Lago Academy Sample Performance Task Assessment/Competency: Students will read informational and literary texts including excerpts from Night and/or Maus as well as primary source memoirs from POWs in Japan and Holocaust victims. Students synthesize their understanding of this unit by creating a propaganda poster using elements and learnings from these texts and the associated tasks and discussion and are then asked to present and explain their text/presentation. They will present to an audience of their peers. (WHST1)
World History Scope and Sequence

Unit 8 – International Developments in the Post-World War II Period or Cold War Around the World

Length: 4 Weeks

**Unit Description:** In the aftermath of WWII, students examine the development of two superpowers with their competing ideologies. Instructors have various options regarding their approach to the second half of this unit but primarily use case studies on cold war conflicts throughout the world to ensure students effectively analyze the international developments that took place after World War II and focus on the following key nations and their progress since that time: China, Korea, Vietnam, Cuba, Central America, Cambodia, and Afghanistan. Students have choice in what they research as well and may choose to analyze a different nation or a set of nations to complete their research and to demonstrate the key concepts and skills of the unit.

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<td><strong>World History</strong>&lt;br&gt;10.9 Students analyze the international developments in the post–World War II world.</td>
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<td>• Students can chart the various competitions between the United States and the Soviet Union including science and technology, the space race, and popular culture.</td>
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<td><strong>Literacy Standards</strong>&lt;br&gt;RH9-10.1 Cite specific textual evidence . . .&lt;br&gt;RH9-10.2 Determine the central ideas . . .&lt;br&gt;RH9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics . . .&lt;br&gt;RH9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims . . .&lt;br&gt;WHST9-10.1.b or WHST9-10.2.b Develop claim(s) and counterclaims fairly or develop the topic with well-chosen, relevant, and sufficient facts . . .</td>
<td>Students will…&lt;br&gt;• Analyze the international developments in the post–World War II world.&lt;br&gt;• Determine the main idea of a text. (RH2)&lt;br&gt;• Cite evidence from texts. (RH1)&lt;br&gt;• Identify totalitarian leaders and compare and contrast totalitarian governments. (10.7)&lt;br&gt;• Discuss and respond to the following questions:&lt;br&gt;  o How did the Cold War develop?&lt;br&gt;  o How was the Cold War waged all over the world?&lt;br&gt;  o How and why did the Cold War end?&lt;br&gt;  o How did former colonies respond to the Cold War and liberation?&lt;br&gt;  o How have developing nations worked together to identify and attempt to solve challenges?</td>
<td>Sample Performance Task:&lt;br&gt;Students examine political cartoons from the time period to understand perspective and bias and provide an in-depth look into the political and economic context in which these political cartoons were created in order to demonstrate their understanding of the key concepts of the unit. Del Lago Academy Sample Performance Task Assessment/Competency: Students will extend the sample task by looking at additional works of art—including novels and paintings—that were influenced by the events of the period and that sought to influence or communicate with their audience regarding the decisions and events of that time.</td>
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**World History Scope and Sequence**

**Unit 9 – The Contemporary World**

**Length:** 3 Weeks

**Unit Description:** In this, the culminating unit for World History, students are exposed to a modern conflict such as genocide in Rwanda, the ongoing conflicts in the middle east such as the Syrian crisis, Arab Spring, terrorism, conflicts in Afghanistan, Venezuela and other nations, NAFTA, etc. Students are provided with tasks and text-based questions that require them to connect these modern issues and current events to the historical events and conflicts they studied throughout the year. This unit features a wide variety of texts including primary sources, multimedia, and current events and provides a series of robust opportunities for student discussion, research, and the demonstration of their collective and individual learning with an emphasis on how they can apply their learning now and in the future in school and beyond.

**Unit Standards:**

**World History**

- 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.
- 10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
- 10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).

**Literacy Standards**

- RH9-10.1 Cite specific textual evidence . . .
- RH9-10.2 Determine the central ideas . . .
- RH9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics . . .
- RH9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims . . .
- WHST9-10.1.b or WHST9-10.2.b Develop claim(s) and counterclaims fairly or develop the topic with well-chosen, relevant, and sufficient facts . . .

**Learning Objectives:**

**Students will...**

- Discuss the important trends in the regions today and whether or not they appear to serve the cause of individual freedom and democracy.
- Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
- Determine the main idea of a text. (RH2)
- Cite evidence from texts. (RH1)
- Identify totalitarian leaders and compare and contrast totalitarian governments. (10.7)
- Discuss and respond to the following questions:
  - How has globalization affected people, nations and capital?
  - How has the post-Cold War world and globalization facilitated extremist and terrorist organizations?
  - How have nations organized in the Post-Cold World?
  - How have nations struggled in similar and different ways to achieve economic, political, and social stability?
  - How have developing nations worked together to identify and attempt to solve challenges?

**Sample Unit Assignments and Assessments:**

- Students are given several prompts that require them to read about current challenges in specific regions of the world today, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

**Sample Performance Task:**

Students work in groups to explore one of the key areas in modern world history and create a project or presentation that requires them to connect these modern issues and current events to the historical events and conflicts they studied throughout the year. This collaborative project with both group and individual components will act as an end-of-the-year cumulative performance task.