



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">World History</div> <p> <input type="checkbox"/> New  <input checked="" type="checkbox"/> Revised         </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">102021 &amp; 102022</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p><b>CREDIT TYPE EARNED:</b>      <b>CALPADS CODE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="padding: 2px;">World History</td> <td style="padding: 2px;">9172</td> </tr> </table> <p><b>Was this course <u>previously approved by UC</u> for PUHSD?</b></p> <p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No          (Will be verified by Ed Services)       </p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">A History/Social Science</div> <p><b>Submitted by:</b> Matthew Thomas  <b>Site:</b> SSC/Educational Services  <b>Date:</b> 11/28/23  <b>Email:</b> Matthew.Thomas@puhsd.org</p>	World History	9172	<p><b>Subject Area:</b></p> <p> <input checked="" type="checkbox"/> Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input type="checkbox"/> World Languages  <input type="checkbox"/> Visual or Performing Arts  <input type="checkbox"/> College Prep Elective  <input type="checkbox"/> Other         </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p> <p>If yes, which pathway does this course align to?          Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p><b>Credential Required to teach this course:</b>  <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">         Single Subject: Social Science          Specific Supplementary Auth: world History          Specific Subject Matter Auth: History       </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%; text-align: center; padding: 5px;"> </td> <td style="width: 30%; text-align: center; padding: 5px;">         12/14/23       </td> </tr> <tr> <td style="text-align: center;"><b>Signature</b></td> <td style="text-align: center;"><b>Date</b></td> </tr> </table> <p><b>Unit Value/Length of Course:</b></p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent)  <input checked="" type="checkbox"/> 1.0 (one-year equivalent)  <input type="checkbox"/> 2.0 (two-year equivalent)  <input type="checkbox"/> Other:         </p>		12/14/23	<b>Signature</b>	<b>Date</b>
World History	9172						
	12/14/23						
<b>Signature</b>	<b>Date</b>						
<p><b>Approvals</b></p> <p>Director of Curriculum &amp; Instruction</p> <p>Asst. Superintendent of Educational Services</p> <p>Governing Board</p>	<p><b>Name/Signature</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div>	<p><b>Date</b></p> <p>12/14/23</p> <p>12/15/23</p>					

**Prerequisite(s) (REQUIRED):**

None

**Corequisite(s) (REQUIRED):**

None

**Brief Course Description (REQUIRED):**

The content encompassed within this tenth-grade curriculum is extensive, and discipline-specific skills associated with this subject are equally rigorous. To underscore significant developments, trends, and events, educators are encouraged to employ guiding questions as the foundational framework for their instructional plans. Structuring the curriculum around questions of historical significance not only facilitates a comprehensive exploration of the content but also enables students to cultivate a profound understanding of the subject matter. These guiding questions afford educators the flexibility to prioritize content and emphasize particular skills through students' investigative analyses of the past.

Furthermore, a comprehensive examination of individual events and notable figures enables students to delineate the evolution of overarching themes such as the pursuit of liberty and justice, the influence and redefinition of national identity, and the rights and responsibilities of individual citizens. Each instructional unit, denoted as a topic, will feature a Quest Inquiry project meticulously crafted to ignite curiosity and can serve as a project-based performance task.

**B. COURSE CONTENT****Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

As students learn about modern world history, they should be encouraged to develop reading, writing, speaking, and listening skills that will enhance their understanding of the content. As in earlier grades, students should be taught that history is an investigative discipline, one that is continually reshaped based on primary-source research and on new perspectives that can be uncovered. Students should be encouraged to read multiple primary and secondary sources; to understand multiple perspectives; to learn about how some things change over time and others tend not to; and to appreciate that each historical era has its own context. It is up to the student of history to make sense of the past on these terms and by asking questions about it.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**Topic 3: Absolutism and Revolutions**

Students will learn about the events of the age of Absolutism and Revolution. They will examine different ideas about what rights people are entitled to. This unit will focus on the absolute monarchy in Spain and France, the rise of Austria, Prussia, and Russia, the triumph of parliament in England, the Enlightenment, the American Revolution, the beginning of the French Revolution, the Radical Phase, and the Age of Napoleon. Students will address the following essential question: How much power should the government have?

**Topic Quest Inquiry: Becoming a Human Rights Advocate**

What rights should everyone have? In this Quest, you will examine different ideas about what rights people are entitled to. Then your team will draft a human rights bill with the group's conclusion about the rights everyone should have.

**Unit Assignments:**

- **Gravestone/Poster Presentation:** During the Age of Enlightenment (18th century), new ideas about government rapidly spread throughout the world. These ideas put forth by Enlightenment thinkers changed the face of government and society tremendously. In this project, you will uncover some of these remarkable thinkers and their influence on society and revolutions.
  - Given specific websites, class notes, and our class textbook, students will research a famous Enlightenment thinker. Students will uncover information about their thinker and his or her beliefs/ideas about government by creating a gravestone poster for the thinker along with a written biography or essay. Students will be required to present their findings to the class.
- **French Revolution One-Pager: E.Q. What were the causes and effects of the French Revolution?**
  - Given lecture notes and our class textbook, students will demonstrate their understanding of the causes and effects of the French Revolution by creating a one-pager. Students will provide a combination of visuals, quotes, and short paragraphs to discuss and explain any four causes and four effects of the French Revolution.
- **Napoleon Bonaparte brochure: What led to the Rise and Fall of Napoleon?**
  - Given lecture notes, our class textbook, and reliable websites, students will create a brochure that highlights the rise (accomplishments) and fall of Napoleon Bonaparte.
  - Students will demonstrate their knowledge of Napoleon by providing specific examples connected to his life and accomplishments. Students will also discuss some of the mistakes Napoleon made that led to his downfall.

**Topic 4: Industrial Revolution**

Students will learn about the events of The Industrial Revolution. Students will do policy research that will

help improve the nation's living standards. This unit will focus on the beginning of the Industrial Revolution, the social impact of industrialism, the Second Industrial Revolution, and the changing ways of life and thought. Students will be addressing the following essential question: How do science and technology affect society?

### **Topic Quest Inquiry: Making Policy Decisions**

Your team is part of a government think tank on economics. You will do important research that will be used to make important decisions. Your current study is about the economic policies that will help improve the nation's living standards. There are many questions. In this Quest, you will explore one: Who Should Control Economic Decisions?

### **Industrialization Project(s) options:**

- The Industrial Revolution produced numerous advancements in technology, while advancements in science and medicine altered the lives of people living in the new industrial cities; cultural changes soon followed. In this project imagine you are living in England during the beginning of the Industrial Age. You have saved up enough capital, and private funding, to fund one invention or theory to help aid the continued growth of your village. Which do you choose?
- Given specific websites, class notes, lessons, and our class textbook, students will be assigned one of 3 types of people: scientist, inventor, and economist in order to create an advertisement to sell your individual's ideas. Students advertisements must include factual evidence:
  - Identify which of the following 3 types of people.
  - Include dates for the important ideas or inventions this person was responsible for.
  - Identify what major ideas each person was responsible for.
  - How did their ideas influence the IR?
- **Industrial Revolution Children's Book:** Given lecture notes, our class textbook, and reliable websites, students will create a children's book that highlights key events of the Industrial Revolution. In this Industrial Revolution (mid-1700 to late-1800s ) students will trace the beginnings of the Industrial Revolution from the Agricultural Revolution (enclosure movement) through the second Industrial Revolution. In this children's book, students will demonstrate knowledge of key events that include the enclosure movement, urbanization, industrialization, important inventors/inventions, and the two economic systems of Karl Marx and Adam Smith.

### **Topic 6: The Age of Imperialism**

Students will learn about the events of the Age of Imperialism. Students examine industrialized nations' worldwide imperial expansion, fueled by demand for natural resources and markets and aided by ideological motives of a "civilizing mission." This unit will focus on New Imperialism, European colonies in Africa, Europe and the Muslim World, India becoming a British colony, China and the West, the modernization of Japan, Southeast Asia and the Pacific, and the Americas in the Age of Imperialism. Students will address the following essential question: Why do people move?

### **Topic Quest Inquiry: Explore the Impact of Imperialism**

How did imperialism affect India? In this Quest, you will write an essay that addresses the effects.

**Imperialism Foldable about the causes & effects of Imperialism:** The Industrial Revolution led to the rise of Imperialism in the 19th century throughout the world. Through this project, students will give an overview of the causes and effects of Imperialism by examining five key concepts: economic, political, ideological, and religious. Students specifically examine the impact of Imperialism in Africa and Asia. Given class notes and our history textbook, students will demonstrate their knowledge of Imperialism by making a foldable that summarizes the specific key concepts in the unit.

- **Imperialism: Political Cartoon Inspired Skits:** Students will represent a playwright living during the Age of Imperialism and decide to create a play based on political cartoons about Imperialism. Students will write a short play involving the characters shown in an assigned political cartoon. Each character must have at least four complete sentences of dialogue and the conversation must be relevant to the issue of Imperialism in your specific country. The student play must also accurately use certain vocabulary words. Topics could include Imperialism in China, Japan, Africa, and India.
- **Imperialism political cartoon analysis:** With a partner or in small groups, students will analyze a variety of political cartoons and maps that highlight the causes of European Imperialism. As students analyze and examine each source, they will answer specific questions. At the end of the analysis, students will write a detailed summary answering the essential question. Students must provide specific evidence and details. Another option for students will be to have them write a thesis statement that highlights their proof of the causes of European Imperialism. Students will use the TOP model to write their thesis statement: topic, opinion, and proof.

### **Topic 7: World War 1 and the Russian Revolution**

Students will learn about the events of World War I and how the war changed the lives of civilians, soldiers, and leaders. This unit will focus on the beginning of World War I, fighting the Great War, World War I ending, and the Revolution in Russia. Students will address the following essential question: When is war justified?

#### **Topic Quest Inquiry: Create a Video Docudrama about World War I**

How did the war change the lives of civilians, soldiers, and leaders? In this Quest, you will read about the changes, and then create a docudrama of people's experiences during that time.

- **Franz Ferdinand Assassination News Article:** Students will create a newspaper article reporting the news of the assassination of Franz Ferdinand. The article should include who F.F. is, how the assassination happened, and the possible ripple effects that this assassination could have. The students will be writing as if they are predicting war and need to explain why.
- **Over the Top: A WWI Adventure:** Students listen, read, and write about a World War I scenario about life in the trenches. Throughout the story, students will answer questions to check for understanding. Students will summarize the conclusion of the story in the form of a 3-5 sentence paragraph.
- **Letters Home: How did WWI impact the lives of individuals?** World War I (1914-1918) changed the lives of people around the world. Both military and civilian casualties resulted from a war that had many fronts. Allied and Central Powers soldiers and civilians experienced life-changing events. Given class notes, and our class textbook, students will write six letters from the perspective of WWI participants such as a soldier, nurses, diplomats, or civilians. These letters will demonstrate an

understanding of the main aspects of WWI and the global impact of the war. Each letter will be a paragraph long providing specific examples and evidence from the notes and textbook.

### **Topic 8: The World Between the Wars**

Students will learn about the events that largely occurred between the world wars. This unit will focus on Revolution and Nationalism in Latin America, Nationalists Movements in Africa and the Middle East, India seeking self-rule, new forces in China, the West After World War I, fascism emerging in Italy, the Soviet rule under Stalin, and the rise of Nazi Germany. Students will address the following essential question: What should governments do?

#### **Topic Quest Inquiry: Civic Discussion: Lenin and Stalin**

After the death of Bolshevik leader Lenin, Stalin gained control of the Communist party. In this Quest, you will prepare a discussion to address whether Lenin sowed the seeds for Stalin's brutal dictatorship.

- **Life-like Dictator Project & Gallery Walk based on the following Essential Question: Who were the key dictators of the mid-1900s and how did they rise to power?** In small groups and given class notes, our class textbook, and reliable websites, students will create a life-like poster of a totalitarian leader. Through this project, students will demonstrate their understanding of their assigned dictator by answering the essential questions. To answer the question, students will gather information about their dictator's background, political beliefs, methods of power and aggression, and racial views. Students will be required to draw a life-like poster of their dictator and in that poster, they will write and present their findings to the class. Each group will participate in a gallery walk. As students present, the rest of the class will gather information in a graphic organizer.
- **Students will create a one-pager** reviewing the rise of Mussolini, Hitler, or Stalin in the form of Surreal or Dada Art which arose during the same period.
- **Animal Farm:** Students read Animal Farm throughout the semester, which relates to the rise of totalitarianism. At the end, students will complete a class discussion and written response assignment reviewing how the book relates to historical context.

### **Topic 9: World War II**

Students will learn about the events of World War II and explore life during World War II. This unit will focus on aggression, appeasement and war, the Axis power advance, the Holocaust, the Allies turning the tide, and victory for the Allies. Students will address the essential question: When is war justified?

#### **Topic Quest Inquiry: Create a World War II Tribute**

The arrival of war always changes the usual pace of life. Much is sacrificed and rearranged for the national good. In this Quest, you will explore life during World War II and commemorate a special tribute to a person or an event.

- **Minority Contribution Awards:** Students read about four different minority groups and their contributions to WWII. They will then make an award certificate with a two-sentence summary of what they learned along with an illustration.
- **Parallel Universe:** Students will describe what the world would be like should the Axis Powers have won the war. What other countries would most likely have joined the Axis Powers and why? What

other countries would have fallen next to these countries and what effects would this have had on the world and impacted the world today?

- **Argumentative Essay: Should the U.S. have dropped the Atomic Bombs?** In August 1945, the United States unleashed its most deadly weapon, the atomic bomb, in Hiroshima and Nagasaki, killing more than 200,000 people and forcing Japan to surrender. Japan's surrender finally brought WWII to an end. Through this essay, students will demonstrate their understanding of the impact of the Atomic Bombs. Students will use class notes, the class textbook, and reliable online sources to complete their research prior to writing the essay. Students will be required to do a rough draft and to participate in peer editing.

### **Topic 10: The Cold War Era**

Students will learn about the events of the Cold War era. This unit will include a new global conflict, the Western democracies and Japan, communism in East Asia, the war in Southeast Asia, and the ending of the Cold War. Students will address the following essential question: How should we handle conflict?

#### **Topic Quest Inquiry: Launching a Seminar**

Did the end of the Cold War make the world safer? You are part of an international affairs seminar for a Cold War Studies institute. In this Quest, you will prepare a presentation that addresses that question.

- **Cold War Timeline:** Students will create a timeline of the Cold War beginning with the end of WW2 and ending with the dissolution of the Soviet Union. Significant events/people should be accompanied by an image, caption, and annotation detailing what and why this entry is on the timeline as significant. Through this project, students will learn how two major governments handled conflict in the past.
- **Vietnam War Stations:** Students will read, write, and listen to policies, music, and statistics relating to the Vietnam War.
- **Vietnam War Primary Source Analysis Top Secret:** Students will read and analyze the primary source to understand the U.S. foreign policy in Vietnam. Then they will summarize their learning using context clues and discussion with a partner.

### **Topic 11: Developing Nations Emerge**

Students will learn about the events that occurred as nations emerged and developed after World War II. This unit will focus on new nations in South Asia and Southeast Asia, rapid developments in China and India, African nations winning independence, challenges for African nations, the modern Middle East taking shape, conflicts in the Middle East, and Latin American nations moving toward democracy. Students will address the following essential question: What should governments do?

#### **Topic Quest Inquiry: Present a Position Paper**

Is genocide a preventable crime? You are part of the global conversation about this topic at the United Nations. Review the outcome of the Genocide Convention at the United Nations in 1948. In this Quest, you will research and explore this issue.

- **Decolonization Visual Project:** The Age of Imperialism was a crucial period in world history that

was met with the clash of cultures and dominion by powerful nations over others. The process of decolonization spurred the inception of new nations gaining their independence. In that process, nations grappled with ways to move forward in a post-imperialism world. Students will choose a present-day country that was imperialized. Then, they will analyze the process of decolonization, independence, and the lasting effects decolonization has had on their chosen country.

### **Topic 12: The World Today**

Students will learn about issues and events in the world today. They will examine the difference between developed and developing countries. This unit will focus on the developing world, the more developed world, globalization and trade, social and environmental issues, international security, and advances in science and technology. Students will address the following essential question: What are the benefits and risks of interdependence/

#### **Topic Quest Inquiry: Comparing Developed and Developing Countries**

What are the differences between developed and developing countries? In this Quest, you will research this question and then write an essay in response.

- **Current Events Reading and Writing Prompt:** Students will read a primary source relating to events going on in the world today. Once they have read the source, the students will provide a summary and opinion paragraph, then create a presentation for the entire class.

#### **Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

### **Topic 3 Assignments: Absolution and Revolution**

- **Gravestone/Poster Presentation:** During the Age of Enlightenment (18th century), new ideas about government rapidly spread throughout the world. These ideas put forth by Enlightenment thinkers changed the face of government and society tremendously. In this project, you will uncover some of these remarkable thinkers and their influence on society and revolutions.
  - Given specific websites, class notes, and our class textbook, students will research a famous Enlightenment thinker. Students will uncover a variety of information about their thinker and his or her beliefs/ideas about government by creating a gravestone poster for the thinker along with a written biography or essay. Students will be required to present their findings to the class.
- **French Revolution One-Pager: E.Q. What were the causes and effects of the French Revolution?**
  - Given lecture notes and our class textbook, students will demonstrate their understanding of the causes and effects of the French Revolution by creating a one-pager. Students will provide a combination of visuals, quotes, and short paragraphs to discuss and explain any four causes and four effects of the revolution.



- **Napoleon Bonaparte brochure: What led to the Rise and Fall of Napoleon?**
  - Given lecture notes, our class textbook, and reliable websites, students will create a brochure that highlights the rise (accomplishments) and fall of Napoleon Bonaparte.
  - Students will demonstrate their knowledge of Napoleon by providing specific examples connected to his life and accomplishments. Students will also discuss some of the mistakes Napoleon made that led to his downfall.

#### **Topic 4 Assignments: Industrial Revolution**

##### **Industrialization Project(s) options:**

- During Industrialization, advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities; cultural changes soon followed. In this project imagine you are living in England during the beginning of the Industrial Age. You have saved up enough capital, and private funding to fund one invention or theory to help aid the continued growth of your village. Which do you choose?
- Given specific websites, class notes, lessons, and our class textbook, students will create an advertisement to sell a unique idea/invention. Students will be assigned 3 types of people: a scientist, an inventor, and an economist.. The advertisements must include factual evidence:
  - Identify which of the following 3 types of people.
  - Include dates for the important ideas or inventions this person was responsible for.
  - Identify what major ideas each person was responsible for.
  - How did their ideas influence the IR?
- **Industrial Revolution Children's Book:** Given lecture notes, our class textbook, and reliable websites, students will create a children's book that highlights key events of the Industrial Revolution. In this Industrial Revolution (mid-1700 to late-1800s ) students will trace the beginnings of the Industrial Revolution from the Agricultural Revolution (enclosure movement) through the second Industrial Revolution. In this children's book, students will demonstrate knowledge of key events that include the enclosure movement, urbanization, industrialization, important inventors/inventions, and the two economic systems of Karl Marx and Adam Smith.

#### **Topic 6 Assignments: The Age of Imperialism**

- **Imperialism Foldable about the causes & effects of Imperialism:** The Industrial Revolution led to the rise of Imperialism in the 19th century throughout the world. Through this project, students will give an overview of the causes and effects of Imperialism by examining five key concepts: economic, political, ideological, and religious. Students specifically examine the impact of Imperialism in Africa and Asia. Given class notes and our history textbook, students will demonstrate their knowledge of Imperialism by making a foldable that summarizes the specific key concepts in the unit.
- **Imperialism: Political Cartoon Inspired Skits:** Students will represent a playwright living during the Age of Imperialism and decide to create a play based on political cartoons about Imperialism. Students will write a short play involving the characters shown in an assigned political cartoon. Each character must have at least four complete sentences of dialogue and the conversation must be relevant to the issue of Imperialism in your specific country. The student play must also accurately use certain

vocabulary words. Topics could include Imperialism in China, Japan, Africa, and India.

- **Imperialism political cartoon analysis:** With a partner or in small groups, students will analyze a variety of political cartoons and maps that highlight the causes of European Imperialism. As students analyze and examine each source, they will answer specific questions. At the end of the analysis, students will write a detailed summary answering the essential question. Students must provide specific evidence and details. Another option for students will be to have them write a thesis statement that highlights their proof of the causes of European Imperialism. Students will use the TOP model to write their thesis statement: topic, opinion, and proof.

### **Topic 7 Assignments: World War 1 and the Russian Revolution**

- **Franz Ferdinand Assassination News Article:** Students will create a newspaper article reporting the news of the assassination of Franz Ferdinand. The article should include who F.F. is, how the assassination happened, and the possible ripple effects that this assassination could have. The students will be writing as if they are predicting war and need to explain why.
- **Over the Top: A WWI Adventure:** Students listen, read, and write about a World War I scenario about life in the trenches. Throughout the story, students will answer questions to check for understanding. Students will summarize the conclusion of the story in the form of a 3-5 sentence paragraph.
- **Letters Home: How did WWI impact the lives of individuals?** World War I (1914-1918) changed the lives of people around the world. Both military and civilian casualties resulted from a war that had many fronts. Allied and Central Powers soldiers and civilians experienced life-changing events. Given class notes, and our class textbook, students will write six letters from the perspective of WWI participants such as a soldier, nurses, diplomats, or civilians. These letters will demonstrate an understanding of the main aspects of WWI and the global impact of the war. Each letter will be a paragraph long providing specific examples and evidence from the notes and textbook.

### **Topic 8 Assignments: The World Between the Wars**

- **Life-like Dictator Project & Gallery Walk based on the following Essential Question: Who were the key dictators of the mid-1900s and how did they rise to power?** In small groups and given class notes, our class textbook, and reliable websites, students will create a life-like poster of a totalitarian leader. Through this project, students will demonstrate their understanding of their assigned dictator by answering the essential questions. To answer the question, students will gather information about their dictator's background, political beliefs, methods of power and aggression, and racial views. Students will be required to draw a life-like poster of their dictator and in that poster, they will write and present their findings to the class. Each group will participate in a gallery walk. As students present, the rest of the class will gather information in a graphic organizer.
- **Students will create a one-pager** reviewing the rise of Mussolini, Hitler, or Stalin in the form of Surreal or Dada Art which arose during the same period.
- **Animal Farm:** Students read Animal Farm throughout the semester, which relates to the rise of totalitarianism. At the end, students will complete a class discussion and written response assignment reviewing how the book relates to historical context.

### **Topic 9 Assignments: World War II**

- **Minority Contribution Awards:** Students read about four different minority groups and their contributions to WWII. They will then make an award certificate with a two-sentence summary of what they learned along with an illustration.
- **Parallel Universe:** Students will describe what the world would be like should the Axis Powers have won the war. What other countries would most likely have joined the Axis Powers and why? What other countries would have fallen next to these countries and what effects would this have had on the world and impacted the world today?
- **Argumentative Essay: Should the U.S. have dropped the Atomic Bombs?** In August 1945, the United States unleashed its most deadly weapon, the atomic bomb, in Hiroshima and Nagasaki, killing more than 200,000 people and forcing Japan to surrender. Japan's surrender finally brought WWII to an end. Through this essay, students will demonstrate their understanding of the impact of the Atomic Bombs. Students will use class notes, the class textbook, and reliable online sources to complete their research prior to writing the essay. Students will be required to do a rough draft and to participate in peer editing.

### **Topic 10 Assignments: The Cold War Era**

- **Cold War Timeline:** Students will create a timeline of the Cold War beginning with the end of WW2 and ending with the dissolution of the Soviet Union. Significant events/people should be accompanied by an image, caption, and annotation detailing what and why this entry is on the timeline as significant. Through this project, students will learn how two major governments handled conflict in the past.
- **Vietnam War Stations:** Students will read, write, and listen to policies, music, and statistics relating to the Vietnam War.
- **Vietnam War Primary Source Analysis Top Secret:** Students will read and analyze the primary source to understand the U.S. foreign policy in Vietnam. Then they will summarize their learning using context clues and discussion with a partner.

### **Topic 11 Assignments: Developing Nations Emerge**

- **Decolonization Visual Project:** The Age of Imperialism was a crucial period in world history that was met with the clash of cultures and dominion by powerful nations over others. The process of decolonization spurred the inception of new nations gaining their independence. In that process, nations grappled with ways to move forward in a post-imperialism world. Students will choose a present-day country that was imperialized. Then, students will analyze the process of decolonization, independence, and the lasting effects decolonization has had on their chosen country.

### **Topic 12 Assignments: The World Today**

**Current Events Reading and Writing Prompt:** Students will read a primary source relating to events going on in the world today. Once they have read the source, the students will provide a summary and opinion paragraph, then create a presentation for the entire class.


INSTRUCTIONAL MATERIALS (REQUIRED)	
<b>Textbook #1</b>	
Title: World History Interactive, The Modern Era	Edition:
Author(s): Elisabeth Gaynor Ellis, Anthony Esler	ISBN: 978-1418332938
Publisher: Savvas Learning Company	Publication Date: January 1, 2022
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$5960.00	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$5960.00

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

**Topic 3 Quest Inquiry: Becoming a Human Rights Advocate**

What rights should everyone have? In this Quest, you will examine different ideas about what rights people are entitled to. Then your team will draft a human rights bill with the group's conclusion about the rights everyone should have.

**Topic 4 Quest Inquiry: Making Policy Decisions**

Your team is part of a government think tank on economics. You will do important research that will be used to make important decisions. Your current study is about the economic policies that will help improve the nation's living standards. There are many questions. In this Quest, you will explore one: Who Should Control Economic Decisions?

**Topic 6 Quest Inquiry: Explore the Impact of Imperialism**

How did imperialism affect India? In this Quest, you will write an essay that addresses the effects.

**Topic 7 Quest Inquiry: Create a Video Docudrama about World War I**

How did the war change the lives of civilians, soldiers, and leaders? In this Quest, you will read about the changes, and then create a docudrama of people's experiences during that time.

**Topic 8 Quest Inquiry: Civic Discussion: Lenin and Stalin**

After the death of Bolshevik leader Lenin, Stalin gained control of the Communist Party. In this Quest, you will prepare a discussion to address whether Lenin sowed the seeds for Stalin's brutal dictatorship.

**Topic 9 Quest Inquiry: Create a World War II Tribute**

The arrival of war always changes the usual pace of life. Much is sacrificed and rearranged for the national good. In this Quest, you will explore life during World War II and commemorate a special tribute to a person or an event.

**Topic 10 Quest Inquiry: Launching a Seminar**

Did the end of the Cold War make the world safer? You are part of an international affairs seminar for a Cold War Studies institute. In this Quest, you will prepare a presentation that addresses that question.

**Topic 11 Quest Inquiry: Present a Position Paper**

Is genocide a preventable crime? You are part of the global conversation about this topic at the United Nations. Review the outcome of the Genocide Convention at the United Nations in 1948. In this Quest, you will research and explore this issue.

**Topic 12 Quest Inquiry: Comparing Developed and Developing Countries**

What are the differences between developed and developing countries? In this Quest, you will research this question and then write an essay in response.

<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be used.
Instruction will include a combination of lectures, group work, project-based learning, inquiry learning, think-pair-share, collaboration, and presentation.
<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.
Assessments will include a combination of inquiry writing, project-based assessments, essay writing, collaborative projects, and end-of-unit tests.