

\* **Subject Area:** History / Social Science

\* **Category:** World History / Geography / Cultures

\* **Grade Level  
for which this  
course has been  
designed:**

9  10  11  12

\* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

\* **Is this course classified as a Career Technical Education:** No

#### \* **Brief Course Description**

Students will study major turning points that shaped the modern world from the late 18th century through the present including the cause and course of the two World Wars, 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. They will extrapolate from the American experience that democratic ideals are often achieved through a high price and develop an understanding of current world issues and relate them to their historical, geographic, political, economic and cultural contexts.

Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives. Topics will include the growth of self-government in England, the Enlightenment, the Age of the French Revolution and Napoleonic Era, the Industrial Revolution and the philosophical reactions to it as both a constructive and destructive force, World War I, World War II, Communism, Facism and the Holocaust.

#### **Pre-Requisites**

#### **Co-Requisites**

**Context for Course  
(optional)****History of Course Development  
(optional)****Textbooks****TEXTBOOK 1**

\* **Title:** World History: Modern Times

\* **Edition:** California

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**Publication  
Date:** 2006

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**Publisher:** Glencoe McGraw Hill

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**Author(s):** Cunha, et. al.

**URL  
Resource:**

\* **Usage:** Primary Text

Read in entirety or near entirety

**TEXTBOOK 2**

\* **Title:** Modern World History: Patterns of Interaction

**TEXTBOOK 2**

\* **Edition:** California

\*  
**Publication Date:** 2003

\*  
**Publisher:** McDougal Littell

\*  
**Author(s):** Bolla, et al

**URL Resource:**

\* **Usage:** Primary Text

Read in entirety or near entirety

**Supplemental Instructional Materials**

- National Center for History in the Schools – Bring History Alive! A Sourcebook for Teaching World History

**\* Course Purpose**

Students will be able to synthesize, analyze, and describe:

- Unresolved Problems of the Modern World
- The Rise of Democratic Ideas as Connected with prior learning
- The Industrial Revolution
- The Rise of Imperialism and Colonialism
- World War I and Its Consequences
- Totalitarianism in the Modern World
- Nazi Germany
- Stalinist Russia

- World War II: Its Causes and Consequences
- Nationalism in the Contemporary World
- The Soviet Union and China
- The Middle East: Israel and Syria
- Sub-Saharan Africa: Ghana and South Africa
- Latin America: Mexico and Brazil
- Historical and Social Sciences Analysis Skills

### \* Course Outline

Students will study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. Through the use of the textbook, web assignments, original documents, and modern analysis, 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. They 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. Students in the tenth grade will continue their focus on the making of the modern world. Topics will include the growth of self-government in England, the Enlightenment, the Age of the French Revolution and Napoleonic Era, the Industrial Revolution and the philosophical reactions to it, Imperialism, Nationalism as both a constructive and destructive force, World War I and World War II, Communism and Facism in the Twentieth Century, the Holocaust, and post World War II international developments.

### \* Writing Assignments

Students will periodically analyze causes and effects of political, cultural, domestic and foreign policies, people groups, revolutionary changes, and developments and demonstrate understanding through defined essays of 500 or more words. In addition, students will respond to standardized questions as presented in the text, with both short and essay answers as appropriate.

### \* Key Assignments

Assignments will include but not be limited to regular review and extrapolation from the text. In addition, students will be expected to complete extensive internet and web based research assignments, which will be formatted for group work, individual essays, and oral presentations. Topics will include the Enlightenment, the Age of the French Revolution and Napoleonic Era, the Industrial Revolution and the philosophical reactions to it, Imperialism, Nationalism as both a constructive and destructive force, World War I and World War II, Communism and Fascism in the Twentieth Century, the Holocaust, and post World War II international developments.

### \* Instructional Methods and/or Strategies

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose to meet weekly with their Personalized Learning Teacher and/or Highly Qualified Teacher instead. The same instructional methods are used in either case.

- Presentation: Concepts and reading assignments are introduced, explained, and demonstrated during weekly class/teacher (Personalized Learning and Highly Qualified) meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension.
- Discussion: Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings. Students work in small groups or one-on-one whenever possible to increase participation.
- Reading: Students read all required reading: primary novels in their entirety. supplemental materials in part, some text books in their entirety.
- Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics and text book readings. Activities vary from summary, short answer to extended essay. Research papers, response to literature, and literary analysis. Papers are graded according to rubrics detailing: expected organization of work; clarity of thesis statement; format of formal papers; content or message; flow of writing; and grammar and punctuation conventions.
- Oral Presentation: Students present information during weekly class meetings both formally and informally. Presentations include Power Point, debate, and discussion, and always include an outline or handout and audio-visual aides.
- Library/Internet Research: Students research topics that are relevant to the

reading assignments and give written and oral reports of their findings.

**\* Assessment Methods and/or Tools**

- Attendance at Resource Center Class twice weekly OR weekly review of work by Personalized Learning Teacher/Highly Qualified Teacher
- Written assignments evaluated by provided writing rubrics
- Oral presentations
- Discussions: classroom participation and small group work. If not enrolled in Resource Center class then weekly discussions with Personalized Learning Teacher/Highly Qualified Teacher.
- Weekly homework assignments
- Chapter/Unit tests
- Comprehensive midterm/final

Assessment tools may also include the following:

- Participation in weekly lab activity with graded lab manual (science courses)
- Student demonstrations
- Student work samples
- Research Projects
- Projects: Power Point Presentation, brochures, community service, etc.

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher. Feedback is provided on all written work with student revision and rewrite completed when appropriate.

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