

## High School Course Description for SDC World History

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**Course Title:** SDC World History

**Curricular Area:** Social Studies/Special Education

**Course Number:** SDC501/502

**Length:** One year

**Grade Level:** 10-12

**Prerequisites:** IEP Placement

**Meets a UC a-g Requirement:** No

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:**  
World history/Social Studies

### Course Description

This course provides students with a historical background for major turning points that shaped the modern world, from the late eighteenth century through the present, including the causes and course of the two world wars. They trace the rise of the 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 context. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

### Alignment

This course is aligned to the 1998 California Content Standards for *Grade Ten: World History, Culture and Geography: The Modern World*.

### Instructional Materials

#### Required Textbook(s)

- *PaceMaker World History*.  
Pearson AGS Globe, 2008.  
ISBN# 978-0-7854-6391-7

#### Supplemental Materials

- *PaceMaker World History Student Workbook*. Pearson AGS Globe, 2008. ISBN# 978-0-7854-6394-8

### Exit Criteria

Grades for the SDC World History course will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

#### Activities:

Assignments from both quarters of the semester	20%
Performance Participation	20%
Intergrated curriculum project	20%
Homework	20%
<u>Final</u>	<u>20%</u>
<b>TOTAL</b>	<b>100%</b>

### Development Team

This Course of Study was updated in April 2009 by Beti Kyeyune-Nyombi, Janice Morrison, & Michael Parshall.

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC WORLD HISTORY**

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**SEMESTER ONE**

First Quarter		
Week	Unit/Chapter(s)	Standards
1-4	Unit 1: Development of Western Political Thought <ul style="list-style-type: none"> <li>○ Chapters 3-4</li> <li>○ Chapters 7-9</li> <li>○ Chapters 11-13</li> </ul>	10.1.1 10.1.2
5-8	<b>Unit 2: Revolution and Nationalism in Europe</b> <ul style="list-style-type: none"> <li>○ Chapter 14</li> <li>○ Chapters 17-18</li> <li>○ Magna Carta</li> </ul>	10.2.2
9	Review and Quiz	N/A

Second Quarter		
Week	Unit/Chapter(s)	Standards
10-11	Unit 3: The Rise of the Industrial Revolution <ul style="list-style-type: none"> <li>○ Chapter 19</li> </ul>	10.3
12-16	Unit 5: World War 1 <ul style="list-style-type: none"> <li>○ Chapters 25-26</li> </ul>	10.5, 10.6
17	Review and Semester Finals	N/A

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## SEMESTER TWO

Third Quarter		
Week	Unit/Chapter(s)	Standards
18-23	Unit 6: Fascism, Militarism, and World War 11 <ul style="list-style-type: none"> <li>○ Chapters 27-28</li> </ul>	10.8.1, 10.8.5,
24-26	Unit 7: The Cold War, Democracy and Reform <ul style="list-style-type: none"> <li>○ Chapter 29</li> </ul>	10.9.2, 10.9.3, 10.9.6, 10.9.1, 10.9.4, 10.9.5, 10.9.8
27	Review and Quiz	N/A

Fourth Quarter		
Week	Unit/Chapter(s)	Standards
28-31	Unit 8: Independence and National Globalism <ul style="list-style-type: none"> <li>○ Chapters 30-33</li> </ul>	10.10
	CST/STAR Testing	N/A
32-34	Group/Individual Alternative Projects	N/A
35	Semester Exams	N/A

## Unit Guides for **SDC WORLD HISTORY**

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### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the World History and CAHSEE standards with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Questioning strategies
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Overall student participation in class discussions and activities
- Graphic organizers/concept attainment
- Student-led groups/peer pairing
- Oral responses to teacher guided assessment.
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning Responses to chapter tests.

### **Links To ESLRs:**

- Critical Thinking Skills – Reading, listening, quantifying, collecting data, solving problems, making decisions, gathering and processing information, and thinking critically.
- Communication Skills – Writing, speaking, performing, creating, and using technology as forms of expression.
- Personal and Interpersonal skills – Cooperation, responsible citizenship, respect for cultural diversity, physical well-being, and career-preparedness.

### **Determining Acceptable Evidence:**

- oral assessment exercises.
- Group presentations
- Chapter tests.

### **Support for English Language Learners:**

SDAIE strategies  
Flexible grouping  
Peer pairing  
Realia  
Texts/materials in first language  
Instructional Aide

### **Support for Special Education Students:**

As this is an SDC class, it is designed to meet the needs of the class and of individuals. All students' IEP goals and accommodations will be addressed using a combination of the following:

- Instructional Aide
- Audio & visual aids
- Modified texts
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction

### **Stretching the Lesson for GATE Students:**

Independent study supplemented with mentoring/tutoring  
Depth & Complexity icons  
Enriched materials and learning experiences

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