

Year-at-a-Glance

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Focus Standards	SL: 1 RHSS: 3, 5 WHSS: 2	SL: 3,4 RHSS: 4, 6 WHSS: 1	SL: 2, 5 RHSS: 2, 7 WHSS: 2	SL: 2, 5 RHSS: 8, 9 WHSS: 1
Recursive Standards	SL: 2-6 RHSS: 1, 2, 4, 6-10 WHSS: 1, 4-10 L: 1-6	SL: 1, 2, 5, 6 RHSS: 1-3, 5, 7-10 WHSS: 2, 4-10 L: 1-6	SL: 1, 3, 4, 6 RHSS: 1, 3-6, 8-10 WHSS: 1, 4-10 L: 1-6	SL: 1, 3, 4, 6 RHSS: 1-7, 10 WHSS: 2, 4-10 L: 1-6
Unit Number	Unit 1	Unit 3	Unit 5	Unit 7
Unit Title	Introduction/Historical Thinking Skills Unit	Industrial Revolution	WWI	WWII cont.
Unit Length	3 weeks	4 weeks	4 weeks	4 weeks
	Unit 2	Unit 4	Unit 6	Unit 8
	Ideological Revolutions	Imperialism	Rise of Totalitarian Leaders	Cold War
	4 weeks	5-6 weeks	4 weeks	4 weeks
			Unit 7	Unit 9
			WWII	Globalization

Quarter 1

Unit 1: Introduction/Historical Thinking Skills Unit

Big Idea	What does it mean to think like a historian?
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none">• What does history mean?• Why does history matter in a culture?• How does history affect your life today?• Why does (some) history change?
CA H/SS Content Standards	
<i>C3 Dimensions</i>	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none">• D1.1.9-12 Explain how a question reflects an enduring issue in the field.• D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none">• D2.His.9.9-12 Classify the kinds of historical sources used in a secondary interpretation.• D2.His.11.9-12 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none">• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • D4.4.9-12 Critique the use of claims and evidence in arguments for credibility. • D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations. 		
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS3 & WHSS2 Prompt: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>		
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>			
<p><i>Suggested Texts</i></p>			
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>	

Quarter 1

Unit 2: Ideological Revolution

Big Idea

Natural Rights

Compelling Questions
(AC to choose 1)

- Why do people fight for freedom?
- What is the government's role in protecting the rights of its citizens?
- How can new ideas alter the course of history?
- What are your (or citizens) responsibilities in a democratic society?

**CA H/SS
Content Standards**

- **10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**
- **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.**
- 10.2.1. 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, James Madison).
- 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).
- 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.

C3 Dimensions

Dimension 1
R1
W7
SL1

- D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • D2.His.6.9-12 Analyze the ways in which the perspectives of those writing history shaped the history that they produced. • D2.His.10.9-12 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS3 & WHSS2 Prompt: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the article, write a response in which you analyze in detail a series of events described in the article and determine whether earlier events caused later ones or simple preceded them.</p>

Suggested Texts

Primary	Secondary	Tertiary
<ul style="list-style-type: none"> ● The declaration of Human Rights ● The Declaration of Independence ● The Declaration of the Rights of Man ● The English Bill of Rights ● Art of the French Revolution ● The Bill of Rights, both draft and final form 	<ul style="list-style-type: none"> ● Time magazine article about recently found copy of original Magna Carta ● The Magna Carta and its legacy in America ● The writing of the Declaration of Independence 	<ul style="list-style-type: none"> ● MWH Textbook – Patterns of Interactions <ul style="list-style-type: none"> ○ Prologue 1-(pg. 2-11) ○ Prologue 2-(pg. 12-15) ○ Prologue 3-(pg. 18-23) ○ Prologue 4-(pg. 24-29) ○ Chapter 5.5-(pg. 180-183) ○ Chapter 6.2-(pg. 195-200) ○ Chapter 6.3-(pg. 202-205) ○ Chapter 6.4-(pg. 206-211) ○ Chapter 7.1-(pg. 217-221) ○ Chapter 7.2-(pg. 222-228) ○ Chapter 7.3-(pg. 229-233) ○ Chapter 7.4-(pg. 234-237)

Quarter 2

Unit 3: Industrial Revolution

<p>Big Idea</p>	<p>Modernization</p>
<p>Compelling Questions (AC to choose 1)</p>	<ul style="list-style-type: none"> ● What is progress? ● What is the relationship between the Industrial Revolution and the development of democratic ideas? ● Can industrialization happen without capitalism and can capitalism exist without industrialization? ● Did the Industrial Revolution lead to progress?

<p>CA H/SS Content Standards</p>	<ul style="list-style-type: none"> ● 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. ● 10.3.1 Analyze why England was the first country to industrialize. ● 10.3.2 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). ● 10.3.3 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. ● 10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
<p><i>C3 Dimensions</i></p>	
<p>Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> ● D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. ● D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> ● D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> ● D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> ● D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS9 & WHSS1 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>	
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Did the Industrial Revolution lead to progress? After reading the selected texts, write an essay in which you address the question and argue whether or not the Industrial Revolution led to progress. Support your position with evidence from the text.</p>	
<p><i>Suggested Texts</i></p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> • Beyond the Bubble Select Stanford Education Group then World History Lessons then Factory Life • Modern History Sourcebook: Industrial Revolution This site contains Industrial Revolution primary source documents; documents related to the social and political effects of the industrial revolution and literary responses to the Industrial Revolution (excerpts from the writings of Charles Dickens and Elizabeth Gaskell). • Library of Congress Search European Industrial Revolution for wide assortment of primary resources 	<ul style="list-style-type: none"> • Industrial Revolution Video Clips <i>Select Industrial Revolution</i> • Charles Dickens "5 Facts on the Author and Some Gruesome Truths about Victorian England" • Includes article, video clips and 11 pictures of industrial inventions • Select European Industrial Revolution: web page, video clips, and images • ProCon.org Select Industrial Revolution: Two sites are Issues Energy Timeline and Global Climate Change • TCI Free Lesson Plans Select World 	<ul style="list-style-type: none"> • MWH Textbook – Patterns of Interactions <ul style="list-style-type: none"> o Chapter 8.4 -(pg. 264-241) o Chapter 9.1 -(pg. 283-288) o Chapter 9.2 -(pg. 289-294) o Chapter 9.3 -(pg. 295-299) o Chapter 9.4 -(pg. 300-306)

<ul style="list-style-type: none"> • ABC-CLIO World History Database Select Topics--Industrial Revolution; Select Perspectives--Industrial Revolution 	<p>Connections-Industrial Revolution</p> <ul style="list-style-type: none"> • The British Museum Search Industrial Revolution for artifacts, images, and articles • For Teachers: <i>Inventing Human Rights: A History</i> by Lynn Hunt • <i>The Relentless Revolution: A History of Capitalism</i> by Joyce Appleby 	
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Quarter 2

Unit 4: Imperialism

<p>Big Idea</p>	<p>Domination</p>
<p>Compelling Questions (AC to choose 1)</p>	<ul style="list-style-type: none"> • Why do people/countries want to conquer other people/countries? • Does might make right? • How could Imperialism be a 'good thing'? • What is the relationship between the Industrial Revolution and Imperialism?
<p>CA H/SS Content Standards</p>	<ul style="list-style-type: none"> • 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. • 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). • 10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. • 10.4.3 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.

C3 Dimensions

Dimension 1
R1
W7
SL1

- D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Dimension 2
R1-10
W7
SL1
L6

- D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people’s perspectives.
- D2.His.7.9-12 Explain how the perspectives of people in the present shape interpretations of the past.
- D2.His.8.9-12 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Dimension 3
R1-10
W1, 2, 7-10
SL11

- D3.3.9-12 Identify evidence the draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Dimension 4
R1
W 1-8
SL1-6

- D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.

**Common Assignment
Template**

(Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)

RHSS9 & WHSS1 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)

<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Does Imperialism have value? After reading the text set, write a speech in which you address the question and argue whether or not Imperialism has value. Support your position with evidence from the text.</p>
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Suggested Texts

Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • European Imperialism in Africa (Visual) • American Imperialism (Visual) • John A. Hobson: <i>Imperialism</i> (1902) (Excerpt) • American Anti-Imperialist League Platform (1899) • Berlin Conference General Act (1885) • Jaja: article on his deposition (1888) • The Opium War (Visual) • Viscount Palmerston: memorandum with instructions on opium (1841) • U.S. Pressure to end Japanese Isolation (Visual) • From Trading Posts to Empire (Visual) • Indian Mutiny: account of the mutiny in Meerut (1857) • Imperialism Cartoon English Octopus • Imperialism Cartoon China Pizza • Imperialism Cartoon European Imperilism - "The Plumb-pudding in danger." • Imperialism Cartoon American Imperialism - "School Begins" • Imperialism Cartoon - China - "Commerce Versus Conquest" • Imperialism Cartoon - "Growth of Imperialism" 	<ul style="list-style-type: none"> ● The Role of Social Darwinism in European Imperialism (Gr. 9-10) ● 15 Minute History - Episode 3 The Scramble for Africa 	<ul style="list-style-type: none"> • MWH Textbook - Patterns of Interactions <ul style="list-style-type: none"> ○ Chapter 11.1 -(pg. 339-344) ○ Chapter 11.2 -(pg. 345-351) ○ Chapter 11.4 -(pg. 357-361) ○ Chapter 11.5 -(pg. 362-365) ○ Chapter 12.1 -(pg. 371-375) ○ Chapter 12.2 -(pg. 376-379) ○ Chapter 12.3 -(pg. 382-387)

Quarter 3

Unit 5: WWI

Big Idea

Competition and Devastation

Compelling Questions

(AC to choose 1)

- Is there such thing as a 'glorious war'?
- What problems did WWI resolve?
- How do rivalries create conflict in the form of military action? (Imperialism/I.R., Nationalism, Militarism, Alliances)
- How did WWI alter people's view of warfare?

CA H/SS Content Standards

- **10.5 Students analyze the causes and course of the First World War.**
 - 10.5.1 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."
 - 10.5.2 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, climate).
 - 10.5.3 Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
 - 10.5.4 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.
 - 10.5.5 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.**
 - 10.6.1 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's rejection of the League of Nations on world politics.
 - 10.6.2 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.
 - 10.6.3 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

C3 Dimensions

Dimension 1 R1 W7 SL1	<ul style="list-style-type: none">● D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.● D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none">● D2.His.13.9-12 Critique the appropriateness of the historical sources used in a secondary interpretation.● D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none">● D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source.
Dimension 4 R1 W 1-8 SL1-6	<ul style="list-style-type: none">● D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.



Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)	After reading the selected texts on the Armenian Genocide, write a report in which you analyze why it is called the first genocide of the 20 th century, providing examples to clarify your analysis.
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<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS2 & WHSS2 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content), providing examples to clarify your analysis. (LDC Template: IE5)</p>
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Suggested Texts

Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • Battle of the Somme • WWI primary source documents • World War I <ul style="list-style-type: none"> ○ Path to the War ○ Resistance to War ○ Literary Response ○ Aftermath • Hodgepodge of World War I artifacts-- Search at #9 • World War One Maps • World War I: Economic Mobilization • World War I: German Ambition • World War I: Terrifying New Technologies • World War I: Treaty of Versailles • World War I: Causes of World War I • World War I: War to End All Wars • World War I: Russian Revolution • <i>Goodbye to All That</i>--an autobiography by Robert Graves 	<ul style="list-style-type: none"> • Trench Warfare--interactive site • WWI leaders, generals, scientists and spies such as Mata Hari • <i>Face of Battle</i> by Sir John Keegan--chapter on "The Somme" • <i>All Quiet on the Western Front</i> by Erich Maria Remarque • <i>A Farewell to Arms</i> by Ernest Hemingway 	<ul style="list-style-type: none"> • World War I Videos--Search World War One at • Images--videos-web pages for WWI MWH Textbook – Patterns of Interactions <ul style="list-style-type: none"> ○ Chapter 13.1 -(pg. 407-410) ○ Chapter 13.2 -(pg. 411-415) ○ Chapter 13.3 -(pg. 416-422) Chapter 13.1 -(pg. 407-410) Chapter 13.2 -(pg. 411-415) Chapter 13.3 -(pg. 416-422)

Quarter 3

Unit 6: Rise of Totalitarian Leaders

Big Idea	Aggression
Compelling Questions	<ul style="list-style-type: none">• Why do people allow a dictator to rise to power?• Why do people continue to support tyrannical leaders even as their freedoms are taken away?• How can the erosion of rights by a single leader result in a totalitarian state?
CA H/SS Content Standards	<ul style="list-style-type: none">• 10.7 Students analyze the rise of totalitarian governments after World War I.• 10.7.1 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).• 10.7.2 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).• 10.7.3 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.
<i>C3 Dimensions</i>	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none">• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> ● D2.His.2.9-12 Analyze change and continuity in historical eras. ● D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. ● D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. ● D2.His.15.9-12 Distinguish between long-term causes and triggering events in developing a historical argument.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> ● D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source. ● D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> ● D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS2 & WHSS2 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content), providing examples to clarify your analysis. (LDC Template: IE5)</p>
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write an essay in which you analyze the causes and consequences of the Russian Revolution, providing examples to clarify your analysis.</p>

<i>Suggested Texts</i>		
Primary	Secondary	Tertiary
		MWH Textbook – Patterns of Interactions <ul style="list-style-type: none"> ○ Chapter 14.1 -(pg. 433-439) ○ Chapter 14.2 - (pg. 440-447) ○ Chapter 15.3 – (pg. 476-480) ○ Chapter 15.4 -(pg. 481-487)
Quarter 3-4		
Unit 7: WWII		
Big Idea	Justification	
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> ● Is there such thing as “the good fight”? ● When is war justified? 	
CA H/SS Content Standards	<ul style="list-style-type: none"> ● 10.8 Students analyze the causes and consequences of World War II. ● 10.8.1 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. ● 10.8.2 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. ● 10.8.3 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. ● 10.8.4 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). ● 10.8.5 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. ● 10.8.6 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. 	

C3 Dimensions

Dimension 1 R1 W7 SL1	<ul style="list-style-type: none">• D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none">• D2.His.11.9-12 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.• D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.• D2.His.17.9-12 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none">• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
Dimension 4 R1 W 1-8 SL1-6	<ul style="list-style-type: none">• D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.

Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)	RHSS2 & WHSS2 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content), providing examples to clarify your analysis. (LDC Template: IE5)
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<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write a speech in which you analyze the human costs of war, providing examples to clarify your analysis.</p>
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Suggested Texts

Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • Munich Pact • Nazi-Soviet Pact (Stalin-Hitler Pact of 1939) • Rape of Nanking (NYT Article 12/18/1937) • The Atlantic Charter • The Tehran Conference • The Yalta Conference • United States Note to Japan November 26, 1941 • FDR to the Emperor of Japan December 6, 1941 • Japanese Note to the United States United States December 7, 1941 • The Bataan Death March • Invasion of Normandy: A Civilians View • Neville Chamberlain “Peace in Our Time” • Hitler’s Speech To Germans After the Invasion of the Soviet Union • Nazi Propaganda Posters • Hitler Youth Quotation Posters • Winston Churchill “We Shall Fight on The Beaches” speech - • Winston Churchill “Blood, Toil, Tears” speech - 	<ul style="list-style-type: none"> • The Beginning of World War II, 1939 (Hitler Receives an Ultimatum) 	<ul style="list-style-type: none"> • Nazi Propaganda Lesson Sources (Stanford) • Rape of Nanking Lesson Sources (Stanford) • TED-Ed The United Nations (Video) • The History Channel - WWII <p>MWH Textbook – Patterns of Interactions</p> <ul style="list-style-type: none"> o Chapter 16.1 -(pg. 491-496) o Chapter 16.2 -(pg. 497-501) o Chapter 16.3 -(pg. 502-505) o Chapter 16.4 -(pg. 506-513) o Chapter 16.5 -(pg. 514-517)

<ul style="list-style-type: none"> • Winston Churchill “We Shall Never Surrender” speech (audio) • Adolf Hitler The Obersalzberg Speech (Prior to Invasion of Poland) • Winston Churchill “We Shall Fight on The Beaches” speech • Winston Churchill “Blood, Toil, Tears” speech • Winston Churchill “We Shall Never Surrender” speech (audio) • Adolf Hitler The Obersalzberg Speech (Prior to Invasion of Poland) 		
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Quarter 4

Unit 8: Cold War

Unit 8: Cold War

Big Idea	Division
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • How did the conflict between the two major opposing economic and political systems create global conflict? • Who is to blame for the Cold War? • What effect did the Cold War have on the rest of the world?
CA H/SS Content Standards	<ul style="list-style-type: none"> • 10.9 Students analyze the international developments in the post-World War II world. • 10.9.1 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

	<ul style="list-style-type: none"> • 10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile. • 10.9.3 Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa. • 10.9.4 Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising). • 10.9.5 Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control. • 10.9.7 Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics. • 10.9.8 Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.
<i>C3 Dimensions</i>	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> • D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> • D2.His.12.9-12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • D2.His.17.9-12 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> • D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. 	
<p align="center">Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>		
<p align="center">Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>		<p>After reading the selected texts, write an essay in which you compare the causes of the Cold War and argue which cause is the most significant. Support your position with evidence from the text.</p>
<p><i>Suggested Texts</i></p>		
<p align="center">Primary</p>	<p align="center">Secondary</p>	<p align="center">Tertiary</p>
<ul style="list-style-type: none"> Marshall Plan (1947) Truman Doctrine (1947) Joseph Stalin: interview on Churchill's "Iron Curtain" speech (1946) UN forces cross the 38th parallel (photo) Marshall Plan (photo) Soviet atomic bomb test (photo) Korean War: Estimated Deaths (chart) Jawaharlal Nehru: speech on economic development and nonalignment (1956) Sukarno: speech at the opening of the Bandung Conference (1955) Tanks face off at Checkpoint Charlie (Photo) John F. Kennedy: Cuban Missile Crisis speech (1962) 		<ul style="list-style-type: none"> History Channel Cold War Museum Beginnings of the Cold War (Overview) <p>MWH Textbook – Patterns of Interactions</p> <ul style="list-style-type: none"> o Chapter 17.1 -(pg. 531-537) o Chapter 14.3 -(PG. 448-452) o Chapter 17.2 -(pg. 538-541) o Chapter 17.3 -(pg. 542-547) o Chapter 17.4 -(pg. 548-553) o Chapter 17.5 -(pg. 554-557) o Chapter 18.4 -(pg. 583-584) o Chapter 18.5 -(pg. 590-593) o Chapter 19.3 -(pg. 612-617) o Chapter 19.4 -(pg. 618-624) o Chapter 19.5 -(pg. 625-627)

<ul style="list-style-type: none"> • <i>Peace activists organize Vietnam War protest (Photo)</i> • <i>Anti-Ballistic Missile Treaty talks (photo)</i> • <i>Chinese student faces a tank in Tiananmen Square (photo)</i> 		
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Quarter 4

Unit 9: Globalization

Big Idea	Globalization
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • Has democracy and capitalism help secure global stability? • What are the legacies of modern world history (Imperialism, Democracy, wars and Industrialization) on the developing world?
CA H/SS Content Standards	<ul style="list-style-type: none"> • 10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

	<ul style="list-style-type: none"> • 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. • 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, computers).
<p><i>C3 Dimensions</i></p>	
<p>Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> • D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • D2.His.3.9-12 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source. • D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • D4.7.9-12 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. • D4.8.9-12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>		
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts on the arguments for and against globalization, write a speech in which you compare both perspectives on globalization and argue which side has the stronger argument. Support your position with evidence from the text.</p>	
<p><i>Suggested Texts</i></p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> • <u>US Recognition of the State of Israel</u> 	<ul style="list-style-type: none"> • <u>Israeli-Palestinian Conflict Pro and Con</u> 	<ul style="list-style-type: none"> • <u>40 maps that explain the middle east</u> • <u>Country Profiles from Countdown to 2015</u> (United Nations 2015 Health goals) • <u>Global Internet Map</u> • NY Times comparing Revolutions • <u>CIA World Factbook</u> • MWH Textbook – Patterns of Interactions <ul style="list-style-type: none"> o Chapter 14.3 -(pg. 448-450) o Chapter 14.4 -(pg. 453-459) o Chapter 18.3 -(pg. 578-582) o Chapter 18.4 -(pg. 584-589) o Chapter 19.1 -(pg. 599-605) o Chapter 19.2 -(pg. 606-611) o Chapter 19.5 -(pg. 628-629) o Chapter 20.1 -(pg. 637-640)

		<ul style="list-style-type: none">o Chapter 20.2 -(pg. 641-646)o Chapter 20.3 -(pg. 648-652)o Chapter 20.5 -(pg. 659-663)o EPILOGUE
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C3 Framework Inquiry Arc

<i>C3 Framework Inquiry Arc</i>			
Dimension 1 Developing Questions and Planning Inquiries	Dimension 2 Applying Disciplinary Tools and Concepts	Dimension 3 Evaluating Sources and Using Evidence	Dimension 4 Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries <ul style="list-style-type: none"> • Constructing Compelling Questions • Constructing Supporting Questions • Determining Helpful Sources 	Civics <ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation: Applying Civic Virtues and Democratic Principles • Process, Rules, and Laws 	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions <ul style="list-style-type: none"> • Communicating Conclusions • Critiquing Conclusions
	Economics <ul style="list-style-type: none"> • Economic Decision Making • Exchange and Markets • The National Economy • The Global Economy 		
	Geography <ul style="list-style-type: none"> • Geographic Representations: Spatial Views of the World • Human-Environment Interactions: Places, Regions, and Culture • Human Population: Spatial Patterns and Movements • Global Interconnections: Changing Spatial Patterns 	Developing Claims and Using Evidence	Taking Informed Action
	History <ul style="list-style-type: none"> • Change, Continuity, and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation 		

Expanded C3 Inquiry Arc

Dimension 1 Developing Questions and Planning Inquiries	Dimension 2 Applying Disciplinary Tools and Concepts	Dimension 3 Evaluating Sources and Using Evidence	Dimension 4 Communicating Conclusions and Taking Informed Action
<p>Questions are the starting point for inquiry and come in two forms: compelling and supporting. Compelling questions focus on enduring issues and concerns while supporting questions focus on descriptions, definitions and processes. Students develop inquiry by determining the data sources needed to answer both forms of questions. <i>Adapted from the C3 Framework</i></p>	<p>Each discipline offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. This dimension focuses on the concepts and tools students need to develop a deep and enduring understanding of the disciplinary ideas. <i>Adapted from the C3 Framework</i></p>	<p>Students need to analyze information and come to conclusions in an inquiry. Through the rigorous analysis and evaluation of sources, students make evidence-based claims that will form the basis for their conclusions. <i>Adapted from the C3 Framework</i></p>	<p>Dimension 4 provides an opportunity for students to formalize their conclusions and represent their ideas in a variety of forms. Students collaborate with others as they communicate and critique their conclusions in public venues. Civic engagement serves as both a means of learning and applying social studies knowledge. <i>Adapted from the C3 Framework</i></p>
Anchor Standards	Anchor Standards	Anchor Standards	Anchor Standards
R1, W7, SL1	R1-10, W7, SL1, L6	R1-10, W1, 2, 7-10, SL1	R1, W1-8, SL1-6
Grade Band Indicators	Grade Band Indicators	Grade Band Indicators	Grade Band Indicators
<ul style="list-style-type: none"> ● D1.1.9-12 Explain how a question reflects an enduring issue in the field. ● D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. ● D1.3.9-12 Explain points of agreement and disagreement 	<ul style="list-style-type: none"> ● D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. ● D2.His.2.9-12 Analyze change and continuity in historical eras. ● D2.His.3.9-12 Use questions generated about individuals and groups to assess how the significance of their actions 	<ul style="list-style-type: none"> ● D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● D3.2.9-12 Evaluate the credibility of a source by examining how experts 	<ul style="list-style-type: none"> ● D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with

<p>experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <ul style="list-style-type: none"> ● D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. ● D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 	<p>changes over time and is shaped by the historical context.</p> <ul style="list-style-type: none"> ● D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. ● D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people’s perspectives. ● D2.His.6.9-12 Analyze the ways in which the perspectives of those writing history shaped the history that they produced. ● D2.His.7.9-12 Explain how the perspectives of people in the present shape interpretations of the past. ● D2.His.8.9-12 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. ● D2.His.9.9-12 Classify the kinds of historical sources used in a secondary interpretation. ● D2.His.10.9-12 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.11.9-12 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. ● D2.His.12.9-12 Use questions 	<p>value the source.</p> <ul style="list-style-type: none"> ● D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 	<p>significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.</p> <ul style="list-style-type: none"> ● D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. ● D4.4.9-12 Critique the use of claims and evidence in arguments for credibility. ● D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations. ● D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. ● D4.7.9-12 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
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	<p>generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <ul style="list-style-type: none">● D2.His.13.9-12 Critique the appropriateness of the historical sources used in a secondary interpretation.● D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past.● D2.His.15.9-12 Distinguish between long-term causes and triggering events in developing a historical argument.● D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.● D2.His.17.9-12 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. <p><i>Teachers are encouraged to use indicators from the civics, economics, and geography disciplinary sections when appropriate.</i></p>		<ul style="list-style-type: none">● D4.8.9-12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
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Definitions

- **What is a big idea?**

A big idea is an abstract and transferable concept, theme or process at the heart of a subject or topic. (Wiggins and McTighe)

- **What is a compelling question?**

“Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.” C3 Glossary

- **What is a supporting question?**

“Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response.” C3 Glossary

- **What are California History/Social Science Content Standards?**

The California History/Social Science Content Standards provide the grade level or subject matter specific knowledge, concepts, and skills that students should acquire at each grade level. California H/SS teachers are required to teach to these content standards.

- **What are C3 Indicators?**

Each of the Four Dimensions has subsections or categories. Those subsections are broken down into indicators that suggest how students might develop proficiency for a particular skill or concept according to their grade band. Adapted from C3 page 13