



HIGH SCHOOL COURSE OUTLINE

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|-----------------------------------|--|------------------------------------|-------------------------------|--------------------------------|-------------------------|---|
| Course Code | 2278 | | Course Title | Modern World History SDAIE/PLS | | |
| Department | History/Social Science | | Short Title | Mod Wrld Hist SDAIE/PLS | | |
| Course Length | 2 semesters | | Grade | 9-10 | Credits/Semester | 5 |
| Required for Graduation | Yes | Meets H.S. Grad Requirement | | Yes | Elective Credit | |
| Meets UC "a-g" Requirement | Yes (a) | | Meets NCAA Requirement | | Yes | |
| Prerequisites | Currently enrolled in ELD 1 & 2 | | | | | |
| Teacher Certification | BCLAD, BCC or CLAD, LDS, SB 1969, or SB 395 and a Bilingual Aide | | | | | |

COURSE DESCRIPTION:

World History, Culture and Geography” the Modern World SDAIE/PLS is a ninth or tenth grade course designed for English Language Learners who are at the Beginning and Early Intermediate levels of listening, speaking, reading and writing in English. English Language Learners in this SDAIE/PLS course cover the same essential content and utilize the same basic textbook, supplemented with content parallel materials at an easier reading level, as their Fluent English Speaker counterparts. In addition, primary language materials will be provided, when available, to facilitate the preview and review of essential content. The course varies in the pacing, instructional methodology, and supplemental materials used which are designed to provide depth vs. breadth of the content standards, more comprehensible input, primary language support, and literacy development through the content area.

This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Components of this class include: Historical Linkage, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, Totalitarianism, World War II and Nationalism. Students should develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review.

GOALS:

1. Strive to make connection between historical events and present day issues.
2. Gain an appreciation and understanding of one's own history while discovering one's place in a world of diverse people and cultures.
3. Compare and contrast the patterns of political, social, economic, cultural and intellectual development from the 18th century.
4. Use available technology to become competent in gathering and organizing data for class discussions and projects.
5. View history as an exciting and interesting story, which includes romance, struggle, victory, defeat and personal triumph of men and women who lived during different historical periods.
6. Continue to increase reading, writing and social science skills while using primary and secondary sources.

Academic Literacy in SDAIE Content-Area Classes for ELLs at Levels 1, 2

The ELD Standards of reading, writing, listening and speaking describe the linguistic pathway that ELLs take to achieve academic literacy in English. SDAIE content area classes play an important role in developing and strengthening students' progress towards this goal. Students should be encouraged to expand their English skills, even though grammatical and vocabulary approximations will occur during this process.

When content-area information and materials have been made comprehensible through instruction in the SDAIE class, ELLs at each level will progress through the following phases of developing academic literacy in English. The students' degrees of literacy in their primary language will significantly affect the pace that students move through these levels.

ELD Level 1

Upon entering ELD Level 1, students have little or no academic English proficiency and varying levels of academic literacy skills and concepts in their first language. ELLs progressing through this level will:

- Participate in group/class projects, discussions and presentations with non-verbal responses (e.g., gestures, drawings, graphic organizers, role-playing) and/or single words, phrases and simple sentences with assistance (e.g., using the academic participation cards).
- Participate orally in some content area reading strategies (especially pre-reading, KWL, academic participation cards, anticipation guides) with single words, phrases and/or simple sentences to analyze concepts from taught texts and other course reading materials.
- Respond to Curriculum Embedded Assessment prompts (read to them and clarified for them) nonverbally (e.g., graphic organizers with drawings) and/or orally with single words, phrases and simple sentences in an outline format.
- Use writing in a variety of ways such as, but not limited to, guided class note-taking, learning logs, interactive notebooks, representing information on pictures, lists, charts and tables using single words, phrases or simple sentences, and completing student handouts, selected homework, and modified class projects.
- Understand the need for using test-taking strategies (using taught vocabulary) on the required district/state assessments, such as, End of Course Exams (with alternate presentation and response), and the California Standards Test (CST) in History-Social Science.

ELD Level 2

Upon entering ELD Level 2, students have some academic English proficiency about topics that have been explicitly taught to them. ELLs progressing through this level will:

- Participate in group/class projects, discussions and presentations with simple sentences and many attempts at more complex sentences.
- Use content area reading strategies (especially pre-reading, KWL, academic participation cards, anticipation guides, Reciprocal Teaching and Question/Answer Relationships) to analyze concepts from taught texts and other course reading materials.
- Respond to Curriculum Embedded Assessment prompts (read to them and clarified for them) orally and with simple and some complex sentence structures in at least three paragraphs.
- Use writing in a variety of ways such as, but not limited to, class note-taking, learning logs, interactive notebooks, response logs, and completing student handouts, homework, and class projects.
- Understand the need for using test-taking strategies (using taught vocabulary) on the required district/state assessments, such as, End of Course Exams (with alternate presentation and response), and the California Standards Test (CST) in History-Social Science.

STATE 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 world wide on the political expectations for self-government and individual liberty.
- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 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.
- 10.5 Students analyze the causes and course of the First World War.
- 10.6 Students analyze the effects of the First World War.
- 10.7 Students analyze the rise of totalitarian governments after World War 1.
- 10.8 Students analyze the causes and consequences of World War II.
- 10.9 Students analyze the international developments in the post-World War II world.
- 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 part of Latin America and China.
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

PERFORMANCE STANDARDS:

The Long Beach Unified School District has common assessments and assignments that are required. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the proficient level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

Proficiency Criteria

| | Not Proficient | Partial Proficient | Proficient | Advanced Proficient |
|-------------------------------------|----------------|--------------------|------------|---------------------|
| Tests and Quizzes | Below 60% | 60-69% | 70-84% | At least 85% |
| Classwork, Homework Notebooks | Below 60% | 60-69% | 70-84% | 85% |
| Projects | Below 60% | 60-69% | 70-84% | At least 85% |
| Semester Exam End of Course Exam | Below 45% | 45-59% | 60-84% | 85 - 100% |

**2005 California State Board of Education
Performance Standards for History-Social Science**

| Grade Level | Far Below Basic | | | Below Basic | | | Basic | | | Proficient | | | Advanced | | |
|-------------|-----------------|-----------|---------|-------------|-----------|---------|------------|-----------|---------|------------|-----------|---------|------------|-----------|---------|
| | % Students | # Correct | % Items | % Students | # Correct | % Items | % Students | # Correct | % Items | % Students | # Correct | % Items | % Students | # Correct | % Items |
| Grade 10 | 20% | <18 | N/A | 22% | 18 | 30% | 34% | 23 | 38% | 17% | 34 | 74% | 7% | 44 | 73% |

OUTLINE OF CONTENT (based on *Modern World History, Patterns of Interaction, McDougal-Littell, 2006*) AND SUGGESTED TIME ALLOTMENT: This course outline identifies the *primary language support* materials that are available to teachers and students to ensure success in learning the content and should be used in conjunction with the resources identified in the *Teacher's Edition* of the textbook.

Unit One: The Development of Western Political Thought

3 Weeks

Standard 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.

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|--|---|--|--|
| <p>10.1 3. Consider the influence of the United States Constitution on political systems in the contemporary world.</p> | <ul style="list-style-type: none"> ▪ The Influence of the U.S. Constitution <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Natural Rights ▪ Ethics ▪ Republic ▪ Democracy ▪ Equality ▪ Representative Government ▪ United States Constitution ▪ Bill of Rights | <ul style="list-style-type: none"> ▪ <u>CA Modified Lesson Plans for English Learners:</u> pages 9 – 12 ▪ <u>Chapters in Brief:</u> pages 2 – 3 ▪ <u>Reading Guide in Spanish:</u> pages 9 – 14 ▪ Reading Study Guide in Spanish Audio CDs • <u>Multi-Language Glossary</u> | <p>Assorted books and posters</p> <p>Items available at History Resource Center, TRC Room 11</p> |

Unit Two: Rise of Democratic Ideals

5 Weeks

Standard 10.2 Students compare and contrast the glorious Revolution in England the American Revolution, and the French Revolution and their enduring effect worldwide on the political expectation for self-government and individual liberty.

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|---|--|---|---|
| <p>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. 2. List the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, and United States Bill of Rights. 4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> | <ul style="list-style-type: none"> ▪ Origin of Political Thought ▪ The French Revolution ▪ The Latin America Revolution ▪ The American Revolution <p>Vocabulary:</p> <ul style="list-style-type: none"> • Enlightenment • Civil liberty • Natural Rights • Equality • Revolution • Separation of Powers • Balance of Power • Tyranny • Reign of Terror | <ul style="list-style-type: none"> ▪ <u>CA Modified Lesson Plans for English Learners:</u> pages 49 – 76 ▪ <u>Chapters in Brief:</u> pages 21 - 36 ▪ <u>Reading Guide in Spanish:</u> pages 51– 94 ▪ Reading Study Guide in Spanish Audio CDs • <u>Multi-Language Glossary</u> | <ul style="list-style-type: none"> • Assorted books and posters • Jackdaw Primary Sources The American Revolution • <u>The American Revolution: A History in Documents</u> • <u>Landmarks of the American Revolution</u> <p>Items available at History Resource Center, TRC Room 11</p> |

Unit Three: Industrial Revolution

4 Weeks

Standard 10.3 Students analyze the effects of the Industrial Revolution in English, France, Germany, Japan, and the United States.

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|--|--|--|--|
| <p>10.3</p> <p>3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial revolution.</p> <p>4. Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> <p>5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p> <p>7. Describe the emergence of romanticism in art and literature, social criticism and the move a way from Classicism in Europe.</p> | <ul style="list-style-type: none"> ▪ Science and Technology ▪ How the Industrial Revolution led to economic, social and political changes. ▪ Growth of Cities and Environmental Changes <p>Vocabulary:</p> <ul style="list-style-type: none"> • Industrialization • Manufacturing • Capitalism • Labor union • Urbanization • Pollution • Romanticism • Socialism • Natural Resources | <ul style="list-style-type: none"> ▪ <u>CA Modified Lesson Plans for English Learners:</u> pages 77 – 92 ▪ <u>Chapters in Brief:</u> pages 37 - 44 ▪ <u>Reading Guide in Spanish:</u> pages 95 – 114 ▪ Reading Study Guide in Spanish Audio CD • <u>Multi-Language Glossary</u> | <ul style="list-style-type: none"> • Jackdaws Primary Sources James Watt and Steam Power Assorted books and posters Items available at History Resource Center, TRC Room 11 |

Unit Four: Imperialism and Colonialism

4 Weeks

Standard 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions of countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|--|---|--|---|
| <p>10.4</p> <p>1. Describe the rise of industrial economies and their link to imperialism and colonialism.</p> <p>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.</p> <p>3. Explain imperialism from the perspective of the colonizers and the colonized and the</p> | <ul style="list-style-type: none"> ▪ The Age of Imperialism and Empire Building ▪ The Impact of Colonialism on Asia and Africa <p>Vocabulary:</p> <ul style="list-style-type: none"> • Colonialism • Colonial Rule • Cultural diffusion • Social Darwinism • Ethnocentrism • Resource distribution • Social structure | <ul style="list-style-type: none"> ▪ <u>CA Modified Lesson Plans for English Learners:</u> pages 93 – 110 ▪ <u>Chapters in Brief:</u> pages 45 - 52 ▪ <u>Reading Guide in Spanish:</u> pages 115– 136 • <u>Multi-Language Glossary</u> | <ul style="list-style-type: none"> ▪ Assorted books and posters Items available at History Resource Center, TRC Room 11 |

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|---|---------------------------------|--------------------------|------------------------------------|
| varied immediate and long-term responses by the people under colonial rule. | | | |

Unit Five: The Causes and Course of and World War I

5 Weeks

Standard 10.5 Students analyze the causes and course of the First World War.

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|---|---|---|--|
| <p>10.5</p> <p>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”.</p> <p>2. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p> <p>5. Discuss human rights violations and genocide, including the Ottoman's government's actions against Armenian citizens.</p> | <ul style="list-style-type: none"> ▪ Concept of Nationalism ▪ Colonial competition ▪ Militarism ▪ Alliances ▪ New Technology ▪ Concept of Total War <p>Vocabulary:</p> <ul style="list-style-type: none"> • Alliances, • Disarmament • Isolationism • Propaganda • Genocide | <ul style="list-style-type: none"> ▪ CA Modified Lesson Plans for English Learners: pages 111 – 117 ▪ Chapters in Brief: pages 53 – 56 ▪ Reading Guide in Spanish: pages 137– 146 • Multi-Language Glossary | <p>Jackdaws</p> <ul style="list-style-type: none"> • WW1 • Russian Revolution <ul style="list-style-type: none"> • “A Moment in Time” WW1 <ul style="list-style-type: none"> ▪ Assorted books and posters <p>Items available at History Resource Center, TRC Room 11</p> |

Unit Six: Totalitarianism and World War II

6 Weeks

Standard 10.6 Students analyze the effects of the First World War.

Standard 10.7 Students analyze the rise of totalitarian governments after World War I.

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|--|--|---|---|
| <p>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 rejection of the League of Nations on world politics.</p> <p>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.</p> <p>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.</p> <p>3. Analyze the rise, aggression, and human costs of totalitarian regimes in Germany, Italy and the soviet Union, noting especially their common and dissimilar traits.</p> | <ul style="list-style-type: none"> ▪ A Flawed Peace – The League of Nations ▪ Stalin and the Russian Revolution ▪ Nationalism and Totalitarianism ▪ Hitler, the Holocaust and Human Rights. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Fourteen Points • League of Nations • Communism • Nazism • Totalitarianism • Authoritarianism • Genocide • Indoctrination • Racism • Aggression • Anti-Semitism • Appeasement • Occupation | <ul style="list-style-type: none"> ▪ <u>CA Modified Lesson Plans for English Learners:</u> pages 117 – 130 ▪ <u>Chapters in Brief:</u> pages 55 – 64 ▪ <u>Reading Guide in Spanish:</u> pages 143– 160 • <u>Multi-Language Glossary</u> | <ul style="list-style-type: none"> ▪ Assorted books and posters ▪ Jackdaw Primary Sources The Russian Revolution Lenin <p>Items available at History Resource Center, TRC Room 11</p> |

Unit Seven: Causes and Consequences of World War II

3 Weeks

Standard 10.8 Students analyze the causes and consequences of World War II

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|--|---|--|--|
| <p>10.8</p> <p>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.</p> <p>4. Describe the political, diplomatic, and military leaders during the war.</p> <p>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.</p> <p>6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russian, Germany, Britain, and the United States, China, and Japan.</p> | <ul style="list-style-type: none"> ▪ Nazism: Racial Purity and the Holocaust ▪ New Technologies and Total War ▪ Two Front War ▪ Economic and Human Costs of War <p>Vocabulary:</p> <ul style="list-style-type: none"> • Axis Powers • Third Reich • Allied Powers • Total War • D-Day • Pearl Harbor • Holocaust • "Final Solution" • Atomic Bomb • Hiroshima • Rationing | <ul style="list-style-type: none"> • <u>CA Modified Lesson Plans for English Learners:</u> pages 131 – 142 • <u>Chapters in Brief:</u> pages 65 - 68 • <u>Reading Guide in Spanish:</u> pages 161 - 175 • <u>Multi-Language Glossary</u> | <ul style="list-style-type: none"> ▪ Strategic Battles in Europe ▪ Jackdaws Primary Sources WWII Holocaust • Life and Death in Hitler's Europe • Picture Pak WWII • 100 Wars that Shaped World History <p>Items available at History Resource Center, TRC Room 11</p> |

Unit Eight: Post World War II

2 Weeks

Standard 10.9 Students analyze the international developments in the post World War II world.

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
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| <p>10.9</p> <p>1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the developments of nuclear weapons, soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p> <p>2. Analyze the causes of the cold War, with the free world on one side</p> | <ul style="list-style-type: none"> ▪ Yalta Conference and the Postwar Plan ▪ The Spread of Communism: the Soviet Block, China and Southeast Asia ▪ The Cold War and the Superpowers ▪ Nuclear Technology and Proliferation | <ul style="list-style-type: none"> ▪ <u>CA Modified Lesson Plans for English Learners:</u> pages 143 - 154 ▪ <u>Chapters in Brief:</u> pages 69 - 72 ▪ <u>Reading Guide in Spanish:</u> pages 175 - 190 • <u>Multi-Language Glossary</u> | <ul style="list-style-type: none"> • Cobblestone <u>The Cold War</u> ▪ Assorted books and posters ▪ Moments in Time <u>The Cold War</u> • Nexttext the <u>Vietnam War</u> • Moment In Time <u>The Vietnam War</u> |

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|--|--|--------------------------|---|
| and soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile. | <p>Vocabulary:</p> <ul style="list-style-type: none"> • United Nations • Iron Curtain • Marshall Plan • Containment • The Cultural Revolution • Vietnam • Third World • Détente | | Items available at History Resource Center, TRC Room 11 |

Unit 9: The Contemporary World

3 Weeks

Standard 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 American, and China.

Standard 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions.

| Curriculum Objective | Essential Concepts & Vocabulary | Primary Language Support | Primary Sources, Artifacts, Realia |
|---|---|--|---|
| <p>10.10</p> <ol style="list-style-type: none"> 1. Understand the challenges in the regions, including their geopolitical cultural, military, and economic. 2. Describe the recent history of the regions, including political divisions and system, key leaders, religious issues, natural features, resources, and population patterns. 3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy. <p>10.11</p> <ol style="list-style-type: none"> 1. Analyze the integration of countries into the world economy and the information, technological, and communications revolutions. | <ul style="list-style-type: none"> • The Colonies Become Nations • Conflict in the Middle East • Struggles for Democracy • Global Interdependence <p>Vocabulary:</p> <ul style="list-style-type: none"> • Apartheid • Autonomy • Military Rule • Intolerance • Segregation • Decentralization • Trade Bloc • Solidarity • International commerce • Global economy • Terrorism | <ul style="list-style-type: none"> ▪ <u>CA Modified Lesson Plans for English Learners:</u> pages 155 – 184 • <u>Chapters in Brief:</u> pages 73 - 83 ▪ <u>Reading Guide in Spanish:</u> pages 191 - 226 • <u>Multi-Language Glossary</u> | <ul style="list-style-type: none"> ▪ Assorted books and posters <p>Items available at History Resource Center, TRC Room 11</p> |

APPLICATION OF COURSE CONTENT:

Career Connection:

Related Career Resources

There are many web sites that will help with career selection such as Equidance.com, BRIDGES.com, and icouldb. The software package COIN JR also has career information.

Related Career Titles

Examples of Job Titles for History Majors:

Some of these jobs require education beyond the bachelor's degree.

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|------------------------------|----------------------------|-----------------------------|
| Anthropologist | FBI / CIA Agent | Journalist |
| Archeologist | Foreign News Correspondent | Lawyer |
| Archivist | Foreign Service Officer | Lecturer |
| Biographer | Genealogist | Legal Assistant / Paralegal |
| Clergy | Government Official | Librarian |
| Community Relations Director | Historian | Lobbyist |
| Congressional Aide | Historic Preservationist | Market Research Analysis |
| Consumer Advocate | Historic Site Tour Guide | Media Consultant |
| Counselor | historical Society Staff | Museum Curator |
| Criminologist | Sociologist | Museum Tech. & Specialist |
| Demographer | Insurance Agent / Broker | Park Ranger |
| Economist | Intelligence Analyst | Peace Corps / Vista |
| Editor | International Relations | Political Scientist |
| Psychologist | Teacher, Social Studies | Urban Administrator |
| Public Relations Specialist | Technical Writer | Urban Planner |
| Research Assistant | Travel Agent | Writer / Author |

Related History Major Skills

| | |
|---|-------------------------------|
| Explaining Ideas | Interpreting events and ideas |
| Writing and presenting information | Examining evidence |
| Analyzing ideas and information | Developing a world view |
| Explaining the present by referring to the past | Decision making |
| Seeing relationships between factors | |

METHODS: A variety of instructional strategies are used to accommodate ELL students and their learning styles. Lesson plans reinforce academic literacy and social studies skills while learning historical content.

Lesson Design and Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

| | |
|---|--|
| <p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p> | <p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check For Understanding Guided Practice Closure Independent Practice</p> |
|---|--|

Some components may occur once in a lesson, but others will recur many times. Checking For Understanding occurs continually; Input, Modeling, Guided Practice and Closure may occur several times. There may even be more than one Anticipatory Set when more than one content piece is introduced.

Active Participation Strategies for insuring consistent, simultaneous involvement of the minds of all students

Covert Strategies

- Recall
- Imagine
- Observe
- Consider

Overt Strategies

- Restate in Journal/Notes
- Hand Signals
- Model with Manipulatives
- Cooperative Groups
- Choral Response

- Stand Up/Sit Down
- Response Boards
- Graphic Organizers
- Give One/Get One
- Point to Examples

- Idea Wave
- Pair-Share
- Folded Paper
- "Foggiest" Point
- Brainstorm

Baldrige Quality Tools

- Affinity Diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Rubric
- Scatter Diagram

Significant, Proven Strategies for ALL History/Social Science Students

- Inquiry Activities
- Written/Oral Presentations
- Short/Long-term projects
- Essential Questions
- Current Events
- Peer Teaching
- Guest Speakers
- Summarization

| | | |
|---|---|---|
| <p>Reading Strategies in History/Social Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning Logs <input type="checkbox"/> Pre-teaching <input type="checkbox"/> Vocabulary <input type="checkbox"/> Pre-reading <input type="checkbox"/> Text Structures <input type="checkbox"/> Trail Markers <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Functional Text | <p>SDAIE Strategies for English Learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) <input type="checkbox"/> Grouping Strategies <input type="checkbox"/> Multiple Intelligences <input type="checkbox"/> Adapt the Text <input type="checkbox"/> Interactive Learning (Manipulatives, Visuals) <input type="checkbox"/> Acquisition Levels <input type="checkbox"/> Language Sensitivity <input type="checkbox"/> Lower the Affective Filter (including Processing Time) <input type="checkbox"/> Home/School Connection (including Cultural Aspects) | <p>Primary Language Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preview/review Grouping <input type="checkbox"/> Parallel Texts <input type="checkbox"/> Cognates <p>Differentiation for Advanced Learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Acceleration <input type="checkbox"/> Depth and Complexity <input type="checkbox"/> Independent Study |
|---|---|---|

MATERIALS USED IN TEACHING THE COURSE:

In addition to the basic text, a variety of instructional tools may be used to assist ELL students in achieving a proficient level of performance of the enduring knowledge for the course of study. Support materials may included, but not be limited to:

Basic Text: Modern World History and the Patterns of Interaction, 2006; and the support materials provided by McDougall-Littell.

Support for English Language Learners

- Lesson Summaries of the basic text in five languages
- Language Support Activities for ELL's accompany the basic text.
- History Resource Center

Teachers' Curriculum Institute - History Alive!, Modern World History Program Technology resources that may include Internet Access and Computer Software Audio-Visual Support Material that may include slides, videos and transparencies

Supplemental non-fiction and historical literature

- Primary Sources
- Maps and Atlases
- Music and Songs
- Newspapers and Magazines
- SPICE
- Realia
- Timelines
- Guest Speakers
- Current Events

EVALUATION:

Student achievement is measured using multiple and on-going assessment tools that are aligned with the content standards and curriculum objectives. At all times students should have an understanding of what is considered to be a proficient level of performance in history.

Required Assessments:

- Semester Exam
- End of Course Exam (*alternate method of response/presentation is permissible*)

Additional Assessments:

- Tests and quizzes
- Writing products including journals and essays
- Visual products
- Oral presentations of projects, plays, readers theater, and interviews
- Individual and/or group culminating projects
- Use of technology such as PowerPoint, slide shows, videos, and audio tapes
- Teacher observations
- Class participation

| Form of Assessments | | | |
|--------------------------------|--|--|---|
| | Diagnostic | Monitor | Evaluate |
| State Assessment | | | <ul style="list-style-type: none"> Content Standards Test (CST) |
| District Developed Assessments | | <ul style="list-style-type: none"> Study Guide | <ul style="list-style-type: none"> Semester Exam End-Of-Course Exam |
| McDougal-Littell | <ul style="list-style-type: none"> Interpreting timeline, graphs, charts, and diagrams Analyze primary and secondary sources for point of view, audience and purpose. Interpret political cartoon | <ul style="list-style-type: none"> Chapter and Unit Tests Test Bank CD-ROM | |

Suggested Grading Policy: A common weighted grading policy ensures consistency between schools and classrooms across the district:

| | |
|---------------------|-----|
| Homework | 10% |
| Classwork, Notebook | 30% |
| Tests and Quizzes | 35% |
| Research Projects | 15% |
| Cumulative Exam | 5% |
| Class Participation | 5% |

Grading Policy:

The assignment of letter grades will be based on the following grading scale:

- A = 90 – 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 0 - 59%

| GRADING SCALE | | | |
|---------------------------|--------------|------------|--------------------------------|
| | Letter Grade | Percentage | Four Point Rubric Score* |
| Advanced Proficient | A | 90 – 100% | Advanced Proficient 4 |
| Proficient | B | 80 – 89% | Proficient 3 |
| | C | 70 – 79% | |
| Partially Proficient | D | 60 – 69% | Partially Proficient 2 |
| Non or Limited Proficient | F | Below 60% | Non or Limited Proficient 1 |

*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

School/Office History/Social Science Office

Revised Date: 8/19/06

Hscourse/histsocsci/modwrlhdhistsdapl9