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| <p align="center"><b>Course Title: WORLD HISTORY AND GEOGRAPHY, COLLEGE PREP B</b></p>  | <p align="center"><b>Course Description</b></p>  |
| <p><b>Course No.</b> 4452                      <b>Grade level:</b> 9-12</p> <p><b>Text and Resource Options:</b><br/> A. <i>Modern World History: Patterns of Interaction</i>, Part II; McDougal-Littell<br/> B. <i>World History: The Human Experience, The Modern Era</i>, Part II; Glencoe McGraw-Hill<br/> C. <i>World History: The Human Experience</i>, Part II; Glencoe McGraw-Hill</p>  | <p><b>Course Value:</b> *One Semester</p> <p><b>Credit Value:</b> 1-5</p>  |
| <p align="center"><b>Course Content: Key Content Standards and Course Objectives</b></p> <p>The topics to be covered are based on the following Grade 10 History-Social Science Standards:</p> <ol style="list-style-type: none"> <li>1. Students analyze the rise of totalitarian governments after World War I (10-6).</li> <li>2. Students analyze the causes and consequences of the Second World War. (10-8).</li> <li>3. Students analyze the international developments in the post-World War II world (10-9).</li> <li>4. Students analyze instances of nation-building in the contemporary world in two of the following regions or counties: The Middle East, Africa, Mexico and other parts of Latin American, or China (10-10).</li> <li>5. Students analyze the integration of countries into the world economy and the information, technological and communications revolutions (10-11).</li> </ol> <p><u>Historical and Social Science Analysis Skills</u></p> <p>Students will demonstrate the grades 9-12 social science intellectual, reasoning, reflection and research skills.</p> | <p>This course will more rigorously cover the World History and Geography Standards than the general high school level curriculum. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students will 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 consider multiple accounts of events in order to understand international relations from a variety of perspectives.</p> <p>In addition to the World History content standards for grades 9-12, students will have opportunities to demonstrate the 9-12 intellectual, reasoning, reflection and research skills.</p> <p>*Open entry/open exit</p> |
| <p align="center"><b>Methods of Study</b></p> <ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>   | <p align="center"><b>Evaluation of Performance Standards</b></p> <ol style="list-style-type: none"> <li>1. Students will complete all assignments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> <li>3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> <li>4. Letter grades are optional and require a higher level of performance.</li> </ol>   |

WORLD HISTORY AND GEOGRAPHY COLLEGE PREP B  
**Course Outline: 4452**

**I. Textbook Assignment Options:**

- A. *Modern World History: Patterns of Interactions*, Part II (5.0 credits)
- Read Chapters 12-Epilogue.
  - Complete “Section Assessment” exercises; **omit** “Connect to Today”.
  - Complete: all “Chapter Assessments – Terms & Names, Main Ideas, Critical Thinking (choose 3 out of 5) and Standards-Based Assessment”.
  - Complete two of the Extension Activities listed below.
- B. *World History: The Human Experience*, Part II (5.0 credits)
- Read Chapters 25, 27-37.
  - Complete “Section Review” questions 1-3 only.
  - Complete two of the Extension Activities listed below.
- C. *World History: The Human Experience, The Modern Era*, Part II (5.0 credits)
- Read Chapters 17-26.
  - Complete all “Section Review” questions 1-3 only.
  - Complete: all “Reviewing Facts”, and Skill Practice” activities in the “Chapter Assessments.”
  - Complete two of the Extension Activities listed below.

**II. Extension Activity Options**

1. Using the Internet, research one of the totalitarian leaders from World War II (examples: Adolf Hitler, Benito Mussolini, Joseph Stalin, etc.) Write a 2-page essay or prepare a 15-slide PowerPoint presentation based upon your research. Include the rise to power, the affect his rule had on his nation, how his nation was led into WWII, the role he played in the war, and a description of the leader’s role after WWII. Use Writing Rubric Exp. CP.
2. Using the Internet (Key words: “United States Holocaust Museum” or “Holocaust”), or other library materials, research Hitler’s movement against the Jews (the Holocaust) from Kristallnacht to the end of WWII. Write a 2-page essay based upon your research. Include Hitler’s hatred of the Jews, the final solution, the concentration camps, as well as specific examples of the treatment of Jews from the ghettos to the camps. Use Writing Rubric Exp. CP.
3. Using the Internet, or other library materials, research the Berlin Wall. In a 2-page essay describe why it was put up and how it affected the people living on either side of the wall. As a part of your essay, describe how you might have felt had the wall affected you. Use Writing Rubric Exp. CP.
4. Teacher generated activity, approved by the site administrator.

### **III. Evaluation**

- See your teacher for a unit test.
- All writing assignments must meet the proficient level of the writing rubric provided by the teacher.
- All textbook work must meet 70% accuracy level for a “C” grade.