

World History
SOCIAL STUDIES

**SUMMER
SCHOOL**

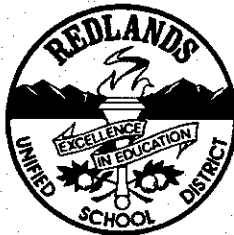
2007

Credit Recovery

SCOPE

&

SEQUENCE



Redlands Unified School District

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REDLANDS UNIFIED SCHOOL DISTRICT
SCOPE AND SEQUENCE
Competency-Based/Credit-Recovery Program

TEXTBOOKS & MATERIALS:

English – *Timeless Voices, Timeless Themes* by Prentice Hall, Writing and Grammar Exercise Workbook and Student Packet
World History – *Modern World History: Patterns of Interaction* by McDougal-Littell
US History – *The Americans: Reconstruction to the 21st Century* by McDougal-Littell
Earth Science – *Earth Science* by McDougal-Littell
Biology – *Modern Biology* by Holt, Rinehart, Winston
Algebra I – *Algebra I Concepts and Skills* by McDougal-Littell
Functional Algebra I – *Algebra I Concepts and Skills* by McDougal-Littell and Student Packet
Geometry – *Geometry* by McDougal-Littell
Algebra II – *Algebra 2* by Glencoe

INTRODUCTION:

The curriculum for the competency-based Credit-Recovery Program was developed by committees of high school teachers. The curriculum was designed to focus solely on essential State Standards as defined by the blueprints for the California Standards Tests and the California High School Exit Exam. With this in mind, teachers must use the *Scope and Sequence* as the core of their instruction. Everything in the *Scope and Sequence* must be presented according to the timeline specified for each unit of study. *The Credit-Recovery Scope & Sequence* presents the curriculum in six defined units (3 units per semester). The Test Support column specifies core lessons in **bold**. Lessons in italics are optional. Additionally, there may be suggested support lessons for English Language Learners contained within a double box. There may also be suggested tutorial or extra support lessons contained within a dotted box. The Standard column specifies the essential standards to be addressed with each lesson or group of lessons. **While other standards may be secondarily addressed with the core lessons, only those standards that are included on the competency assessment for that unit are listed and must be explicitly taught.**

The heading of each unit specifies the pacing for that unit in terms of number of summer school days as well as how that breaks down in terms of hours. Each summer school day is 4.75 hours broken into two sessions with a 15 minute break between them. Therefore, if a unit specifies 3.5 days, the expectation is for that unit to be completed by the end of Session 1 on the fourth day and that the next unit will begin after the break during Session 2 of the fourth day. Administering the competency assessment is to be included in the time allotted for each unit.

The competency assessment is to be given at the end of each unit within a reasonable time frame to stay on track for completion of all three semester units. Each competency assessment should be administered according to the testing schedule provided by the site administrator. All assessments should be administered in a quiet environment. Students are to complete the assessments individually with no open notes, open books, or calculators.

For more details regarding instruction and assessment for the competency –based program refer to the document on Program Procedures, Policies & Guidelines.



REDLANDS UNIFIED SCHOOL DISTRICT
SCOPE & SEQUENCE: *World History*
Summer School – Credit Recovery

Grade: 10

Semester 1

Standard	Text Support
	UNIT 1 – (4 days/18 hours)
<p>10.1.1 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s <i>Republic</i> and Aristotle’s <i>Politics</i>.</p> <p>10.1.2 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).</p>	<p>Prologue, Section 2 Judeo-Christian Tradition, TE pp. 12-15</p> <p>Prologue, Section 1 Legacy of Ancient Greece and Rome, TE pp. 5-11</p> <p>Prologue, Section 3 Democracy Develops in England, TE pp. 18-23</p> <p><u>English Learners:</u> <i>Guided Reading, IDRS* pg. 11, 12, 13</i> <i>Primary Sources: from the Magna Carta, IDR* Unit 1 pg. 10</i></p>
<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 (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</p>	<p>Chapter 6, Lesson 1 The Scientific Revolution, TE pp. 186-194</p> <p>Chapter 6, Lesson 2 The Enlightenment in Europe, TE pp. 195-201</p> <p><u>English Learners:</u> <i>Guided Reading, IDRS pg. 52, 53</i> <i>Geography Application, IDR Unit 2 pg. 57</i></p>
<p>10.2.2 Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p>	<p>Chapter 6, Lesson 3 The Enlightenment Spreads, TE pp. 202-205</p> <p>Chapter 6, Lesson 4 The American Revolution, TE pp. 206-213</p> <p><u>English Learners:</u> <i>Guided Reading, IDRS, pg. 54, 55</i></p>

Standard	Text Support
<p>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.</p>	<p>Chapter 7, Lesson 1 The French Revolution Begins, TE pp. 216-221</p> <p>Chapter 7, Lesson 2 Revolution Brings Reform and Terror, TE pp. 222-228</p> <p>Chapter 7, Lesson 3 Napoleon Forges an Empire, TE pp. 229-233</p> <p>Chapter 7, Lesson 4 Napoleon's Empire Collapses, TE pp. 234-237</p> <p><i>English Learners:</i> <i>Guided Reading, IDRS pg. 59, 61, 62</i> <i>Guided Reading, IDR Unit 2 p. 161</i> <i>Geography Application, IDR Unit 2 pg. 166</i> <i>Interpreting Maps, IDRS pg. 64</i></p> <p>UNIT 1 COMPETENCY ASSESSMENT</p>

Standard	Text Support
<p>10.3.1 Analyze why England was the first country to industrialize.</p> <p>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).</p> <p>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>	<p style="text-align: center;">UNIT 2 – (3 days/13.5 hours)</p> <p>Chapter 9, Lesson 1 Beginnings of Industrialization, TE pp. 282-288</p> <p>Chapter 9, Lesson 4 Reforming the Industrial World, TE pp. 300-307</p> <p>Chapter 10, Lesson 4 Nineteenth Century Progress, TE pp. 328-333</p> <p><i>English Learners:</i> <i>Guided Reading, IDRS pg. 74, 77, 84</i> <i>Skillbuilder Practice, IDRS pg. 78, 85</i></p>
<p>10.4.1 Describe the rise of industrial economies and their link to imperialism and colonial-ism (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).</p> <p>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.</p>	<p>Chapter 11, Lesson 1 The Scramble for Africa, TE pp. 339-344</p> <p>Chapter 11, Lesson 2 Imperialism, TE pp. 345-352</p> <p>Chapter 11, Lesson 4 British Imperialism in India, TE pp. 357-361</p> <p>Chapter 11, Lesson 5 Imperialism in SE Asia, TE pp. 362-365</p> <p>Chapter 12, Lesson 1 China Resists Outside Influence, TE pp. 371-375</p> <p><i>English Learners:</i> <i>Guided Reading, IDRS pg. 88, 89, 90, 91, 92</i></p> <p><i>Extra Support:</i> <i>Guided Reading, IDR Unit 3, pg. 47, 48, 49, 50, 51</i> <i>Vocabulary, IDR Unit 3 p.52</i></p>
	<p style="text-align: center;">UNIT 2 COMPETENCY ASSESSMENT</p>

Standard	Text Support
	UNIT 3 – (4 days/18 hours)
<p>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."</p>	<p>Chapter 13, Lesson 1 Marching Toward War, TE pp. 407-410</p>
<p>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).</p>	<p>Chapter 13, Lesson 2 Europe Plunges into War, TE pp. 411-416</p>
<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's rejection of the League of Nations on world politics.</p>	<p>Chapter 13, Lesson 3 A Global Conflict, TE pp. 417-422</p>
<p>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.</p>	<p>Chapter 13, Lesson 4 A Flawed Peace, TE pp. 424-427</p>
<p>10.6.4 Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).</p>	<p>Chapter 15, Lesson 1 Postwar Uncertainty, TE pp. 463-469</p>
	<p><u>English Learners:</u> <i>Guided Reading, IDRS pg. 103, 104, 105, 106, 117</i></p>
	<p><u>Extra Support:</u> <i>Guided Reading, IDR Unit 4 pg. 1, 2, 3, 4, 47</i> <i>Building Vocabulary, IDR Unit 4 pg. 5, 51</i></p>
	UNIT 3 COMPETENCY ASSESSMENT



REDLANDS UNIFIED SCHOOL DISTRICT
SCOPE & SEQUENCE: *World History*
Summer School – Credit Recovery

Grade: 10

Semester 2

Standard	Text Support
	UNIT 4 – (5 days/22.5 hours)
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).	Chapter 14, Lesson 1 Revolution in Russia, TE pp. 433-439
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.	Chapter 14, Lesson 2 Totalitarianism, TE pp. 440-445 Chapter 15, Lesson 2 A Worldwide Depression, TE pp. 470-475 Chapter 15, Lesson 3 Fascism Rises in Europe, TE pp. 476-485
	<u>English Learners:</u> <i>Guided Reading, IDRS pg. 110, 111, 118, 119</i>
	<u>Extra Support:</u> <i>Guided Reading, IDR Unit 4 pg. 24, 25, 48, 49</i> <i>Building Vocabulary, IDR Unit 4 pg. 28, 51</i>
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.	Chapter 15, Lesson 4 Aggressors Invade Nations, TE pp. 481-485
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.	Chapter 16, Lesson 1 Hitler's Lightning War, TE pp. 491-496 Chapter 16, Lesson 2 Japan's Pacific Campaign, TE pp. 497-501
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.	Chapter 16, Lesson 3 The Holocaust, TE pp. 502-505 Chapter 16, Lesson 4 The Allied Victory, TE pp. 506-513
	<u>English Learners:</u> <i>Guided Reading IDRS pg. 120, 124, 125, 126, 127</i>
	<u>Extra Support:</u> <i>Guided Reading, IDR Unit 4, pg. 50, 69, 70, 71, 72</i> <i>Building Vocabulary, IDR Unit 4 pg. 51</i>
	UNIT 4 COMPETENCY ASSESSMENT

Standard	Text Support
<p>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.</p> <p>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.</p> <p>10.9.4 Analyze the Chinese Civil War, the rise of Mao Tse-tung (Mao Zedong), and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p> <p>10.9.5 Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p>	<p style="text-align: center;">UNIT 5 – (4 days/18 hours)</p> <p>Chapter 17, Lesson 1 Cold War: Superpowers Face Off, TE pp. 531-536</p> <p>Chapter 17, Lesson 2 Communists take Power in China, TE pp. 538-541</p> <p>Chapter 17, Lesson 3 Wars in Korea and Vietnam TE pp. 542-547</p> <p>Chapter 17, Lesson 5 The Cold War Thaws, TE pp. 554-557</p> <p><i>English Learners:</i> <i>Guided Reading, IDRS, pg. 132, 133, 134, 136</i></p> <p><i>Extra Support:</i> <i>Guided Reading, IDR Unit 5 pg. 1, 2, 3, 5</i> <i>Building Vocabulary, IDR Unit 5 pg. 6</i></p> <p style="text-align: center;">UNIT 5 COMPETENCY ASSESSMENT</p>

Standard	Text Support
	UNIT 6 – (3 days/13.5 hours)
<p>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.</p>	<p><u>Area Studies: Middle East</u></p> <p>Chapter 18, Lesson 4 Conflicts in the Middle East, TE pp. 583-589</p>
<p>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.</p>	<p><u>English Learners:</u> <i>Guided reading, IDRS pg. 143</i></p>
<p>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.</p>	<p><u>Extra Support:</u> <i>Guided Reading, IDR Unit 5 pg. 29</i> <i>Building Vocabulary, IDR Unit 5 pg.31</i></p>
<p>10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p>	<p><u>Areas Studies: Africa</u></p> <p>Chapter 18, Lesson 3 New Nations in Africa, TE pp. 578-582 Chapter 19, Lesson 2 The Challenge of Democracy in Africa, TE pp. 606-611</p>
	<p><u>English Learners:</u> <i>Guided Reading, IDRS pg. 142, 148</i></p>
	<p><u>Extra Support:</u> <i>Guided Reading, IDR Unit 5 pg. 28, 51</i> <i>Building Vocabulary, IDR Unit 5 pg. 31, 55</i></p>
	<p><u>Area Studies: Latin America</u></p> <p>Chapter 19, Lesson 1 Democracy: Case Study, TE pp. 599-605</p>
	<p><u>English Learners:</u> <i>Guided Reading, IDRS pg. 147</i></p>
	<p><u>Extra Support:</u> <i>Guided Reading, IDR Unit 5 pg. 50</i> <i>Building Vocabulary, IDR Unit 5 pg. 55</i></p>
	UNIT 6 COMPETENCY ASSESSMENT