

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



IB History HL Year 1 & 2

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| Board Approval Date: November 17, 2022 | Course Length: 4 Semesters |
| Grading: A-F | Credits: 5 Credits per Semester |
| Proposed Grade Level(s): 11, 12 | Subject Area: History/Social Science Elective Area (if applicable): |
| Prerequisite(s): Request by student and history teacher | Corequisite(s): |
| CTE Sector/Pathway: | |
| Intent to Pursue 'A-G' College Prep Status: Yes | |
| A-G Course Identifier: (a) History/Social Science | |
| Graduation Requirement: Yes | |
| Course Intent: Site Specific Program (if applicable): IB | |
| <p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator and Equity Compliance Officer: Jim Huber, Ed. D., jhuber@fcusd.org (grades TK-12), 1965 Birkmont Drive, Rancho Cordova, CA 95742, 916-294-9000 ext.104625</p> | |

COURSE DESCRIPTION:

IB History of The Americas is a two-year course and includes seven in-depth units of study, as well as an independent historical investigation. In the IB Diploma Programme, history is an evidence-based discipline that is focused around six key concepts: change, causation, continuity, consequence, significance, and perspective. Students engage with a multiplicity of perspectives, interpret and evaluate source materials, and develop original lines of historical inquiry with the goal of gaining a deep understanding of the nature of humans and of the world today. IB History of The Americas HL is designed to reinforce international-mindedness in students. Each unit involves studies of events in multiple nations and all units in the second year involve comparative case studies across global regions.

Students are tasked with approaching events from contrasting perspectives and helping them to fulfill the IB Mission Statement that students become “lifelong learners who understand that other people, with their differences, can also be right.” IB History of The Americas HL exists within a continuum of study that includes the Middle Years Program.

DETAILED UNITS OF INSTRUCTION:

| Unit Number/Title | Unit Essential Questions | Examples of Formative Assessments | Examples of Summative Assessment |
|---|--|--|---|
| 1. The Second World War & the Americas 1933-45 | In what ways did America's involvement in WW2 change Social, Political & economic policies in the Americas from 1933-1945? | *DBQ on America's changing policies towards the Americas 1933 - 1945 | *Unit exam essay modeled after IB test |
| 2. The Cold War and the Americas (1945-1981) | How successful was the United States' foreign policy towards Latin America in the first decade of the twentieth century? | *We didn't start the fire identity history | *Debate who started the Cold War US or USSR |
| 3. Civil Rights and social movements in the Americas post-1945 | Why was the African-American Civil Rights Movement in the United States more effective in the years 1954 to 1964 than in the late 1960s? | *Primary source documents comparison on MLK & Malcolm X | *Civil Right timeline presentation |
| 4. Causes and effects of 20th century wars | Why did the United States become involved in the Second World War? | *Debate Who is to Blame for starting World War I | *Unit Exam |
| 5. Authoritarian states (20th century) | To what extent was the success of Stalin in retaining power in the USSR between 1929 and 1953 due to the appeal of Communism? | *Documentary on Mussolini & in class discussion | *Unit Exam (prep for IB exam) |
| 6. Apartheid South Africa (1948-1964) | What did Apartheid mean in practice? | *Socratic seminar on Apartheid | *Practice IB test |

ESSENTIAL STANDARDS:

10.5 Students analyze the causes and course of the First World War. Page 8 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.” 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, and climate). 3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. 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.

10.6 Students analyze the effects of the First World War. 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. 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. 3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

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

10.8 Students analyze the causes and consequences of World War II. 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. 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. 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. 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, and Dwight Eisenhower). 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. 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.

10.9 Students analyze the international developments in the post–World War II world. 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. 2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states. 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. 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).

11.7 Students analyze America's participation in World War II. 1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. 2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. 3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers). 4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech). 5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans. 6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources. 7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki). 8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.9 Students analyze U.S. foreign policy since World War II. 1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order. 2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War. 3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: •The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting •The Truman Doctrine •The Berlin Blockade •The Korean War •The Bay of Pigs invasion and the Cuban Missile Crisis •Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies •The Vietnam War •Latin American policy Page

10 4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).

11.10 Students analyze the development of federal civil rights and voting rights. 1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948. 2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. 3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education. 4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, and Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech. 5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. 6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process. 7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s,

including differing perspectives on the roles of women

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

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Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

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Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

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Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

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TEXTBOOKS AND RESOURCE MATERIALS: Textbooks Board Approved Pilot Completion Date (If applicable)

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

| Board Approved (yes/no) | Pilot Completion Date (If applicable) | Textbook Title | Author(s) | Publisher | Edition | Date |
|---|--|---|-----------------------------------|-------------------------|----------------|-------------|
| <i>This is a new book for the course (aligned with the updated IB curriculum). With the approval of this outline, this text will be board approved.</i> | | <i>The Second World War & the Americas 1933-45</i> | <i>John Wright</i> | <i>Hodder education</i> | <i>1st</i> | <i>2016</i> |
| <i>Yes</i> | | <i>Civil Rights & Social Movements in the Americas</i> | <i>Vivienne Sanders</i> | <i>Hodder Education</i> | <i>1st</i> | <i>2013</i> |
| <i>Yes</i> | | <i>Causes, Practices and Effects of War</i> | <i>Andy Dailey and Sarah Webb</i> | <i>Hodder Education</i> | <i>1st</i> | <i>2012</i> |
| <i>Yes</i> | | <i>Origins & development of authoritarian & single party states</i> | <i>Michael Lynch</i> | <i>Hodder Education</i> | <i>1st</i> | <i>2013</i> |
| <i>Yes</i> | | <i>European Dictators 1918-1945</i> | <i>Stephen J. Lee</i> | <i>Routledge</i> | <i>3rd</i> | <i>2008</i> |
| <i>Yes</i> | | <i>The Cold War & the Americas 1945-1981</i> | <i>Vivienne Sanders</i> | <i>Hodder Education</i> | <i>2nd</i> | <i>2016</i> |

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| <i>Yes</i> | | <i>Rights & Protest</i> | <i>Michael Scott-Baumann, Peter Clements</i> | <i>Hodder Education</i> | <i>1st</i> | <i>2015</i> |
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Other Resource Materials

Brown University Choices Program Stanford History Education Group (SHEG)

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):