

Course Description

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Please visit [Writing A-G Courses](#) for samples and guidance.

A. COVER PAGE

<p>1. Course Title World History in Spanish</p> <p>2. Transcript Title / Abbreviation W Hist Spanish S1/ W Hist Spanish S2</p> <p>3. Transcript Course Code / Number BF130 & BS130</p> <p>4. School MONROVIA HS</p> <p>5. District Monrovia Unified School District</p>	<p>10. Subject Area</p> <p><input checked="" type="checkbox"/> A – History / Social Science</p> <p><input type="checkbox"/> B – English</p> <p><input type="checkbox"/> C – Mathematics</p> <p><input type="checkbox"/> D – Laboratory Science</p> <p><input type="checkbox"/> E – Language Other Than English</p> <p><input type="checkbox"/> F – Visual & Performing Arts</p> <p><input type="checkbox"/> G – College-Preparatory Elective</p>
<p>6. City Monrovia, CA</p>	<p>11. Grade Level(s) 10th</p>
<p>7. Length of Course:</p> <p><input type="checkbox"/> One Semester</p> <p><input checked="" type="checkbox"/> Full Year</p>	<p>12. Learning Environment:</p> <p><input checked="" type="checkbox"/> Classroom-based</p> <p><input type="checkbox"/> Online/ Hybrid</p>
<p>8. School / District Website www.monroviaschools.net</p>	<p>13. Seeking “Honors” Distinction?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
<p>9. School Contact</p> <p>Name: Erika Ramirez-Morales</p> <p>Title/Position: Assistant Principal</p> <p>Phone: 626-471-2886</p> <p>Fax:</p> <p>E-mail: eramirez@monroviaschools.net</p>	<p>14. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>
<p>15. Date of School Board Approval</p>	
<p>16. Was this course previously approved by UC?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>If so, year removed from list?</p> <p>Under what course title?</p>	

17. Is this course modeled after an UC-approved course from another school?

- Yes
- No

If so, which school(s)? Moreno Valley High School

18. Pre-Requisites

Must be enrolled in the Dual-Language Immersion Program

19. Co-Requisites

20. Course Overview (1–2 paragraphs): The Course Overview should describe the overarching content and goals of this course.

World History in Spanish is a yearlong, college-preparatory course conducted primarily in Spanish that examines major world civilizations and global historical developments from ancient to modern times. Aligned with the California History–Social Science Standards, the course integrates rigorous historical analysis with the goals of a Dual Language Immersion program.

Students analyze political, economic, cultural, and technological systems through a global and comparative lens using authentic primary and secondary sources in Spanish. Through document-based questions, analytical writing, discussions, research projects, and oral presentations, students develop historical thinking skills and communicate evidence-based arguments in Spanish. Completion of the course fulfills the UC a–g requirement (Area A: History/Social Science).

B. COURSE CONTENT

21. Course Objectives & Learning Outcomes

List 4–6 specific learning goals. (Outcomes should be academic, skill-based, and measurable.)

Students who complete this course will be able to:

1	Analyze and explain major historical developments, events, and processes in world history from ancient to modern times using appropriate historical evidence.
2	Interpret and evaluate primary and secondary sources in Spanish to determine historical perspective, purpose, and reliability.
3	Construct coherent, evidence-based written arguments in Spanish that address historical questions and demonstrate understanding of cause and effect.
4	Compare political, economic, social, and cultural systems across regions and time periods using academic historical language in Spanish.
5	Participate in academic discussions and oral presentations in Spanish that clearly communicate historical analysis and support claims with evidence.
6	Apply historical thinking skills—including chronology, continuity and change, and contextualization—to analyze global historical patterns.

22. Course Units:

Unit 1	
Unit Title	Democracy
Unit Summary:	Students examine the origins and development of democratic systems, with a focus on ancient Athens and its influence on later political structures. Students explore Greek and Roman philosophy, ideas of tyranny and the divine right of kings, principles of democracy, and key Enlightenment thinkers. Instruction emphasizes primary source document analysis, preparing students for document-based questions (DBQs). Students analyze democratic principles, including citizenship, participation, rule of law, and individual rights, and compare democratic systems to alternative forms of governance. This unit develops historical thinking, reasoning, and communication skills aligned with college-preparatory World History standards and conducted primarily in Spanish.
Unit Assignments:	In this unit, students complete a Document-Based Question (DBQ) analytical assignment focused on the origins and principles of democracy in ancient Athens. Students analyze multiple primary and secondary sources, such as excerpts from political texts, legal codes, and historical accounts, to evaluate how democratic ideas developed and functioned in practice. Using evidence from the documents, students construct a structured written response that addresses a

	<p>historical question and explains cause-and-effect relationships. The assignment requires students to assess perspective and reliability of sources and to synthesize information across documents. Students also participate in an academic discussion or short oral presentation conducted primarily in Spanish to defend their interpretations. This assignment aligns with the course criteria by emphasizing historical inquiry, evidence-based argumentation, and disciplinary literacy appropriate for a college-preparatory World History course.</p>
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Unit 2	
Unit Title	Revolution
Unit Summary:	<p>Students examine major political, social, and economic revolutions, including the American, French, and Latin American revolutions, and their global impact. Students analyze causes, key events, and outcomes, with a focus on how revolutionary ideas about liberty, equality, and rights challenged existing systems of governance. Instruction emphasizes historical inquiry through the evaluation of primary and secondary sources, such as political pamphlets, speeches, and historical accounts, primarily in Spanish. Students compare different revolutions, identify patterns of change and continuity, and assess the effects of revolutionary movements on societies and institutions. Through evidence-based essays, document analysis, and oral presentations, students construct and defend historical arguments. This unit aligns with course criteria by developing critical thinking, source analysis, and historical writing skills appropriate for a college-preparatory World History course.</p>
Unit Assignments:	<p>In this unit, students complete a comparative analysis project examining two major revolutions, such as the American and French Revolutions. They analyze primary and secondary sources, including historical documents, speeches, and political texts, primarily in Spanish, to identify causes, key events, and outcomes. Students write a structured essay that compares the revolutions, highlights similarities and differences, and explains their global significance. The assignment also includes a short oral presentation in which students defend their analysis and demonstrate historical reasoning. This project aligns with course criteria by emphasizing critical thinking, evidence-based argumentation, and disciplinary literacy in a college-preparatory World History course.</p>

Unit 3	
Unit Title	Industrial Revolution
Unit Summary:	<p>Students examine the causes, major developments, and global impacts of industrialization from the 18th to 19th centuries. They analyze technological innovations, economic changes, and social transformations, with attention to labor, urbanization, and the spread of industrial ideas across regions. Instruction emphasizes historical</p>

	<p>inquiry through the evaluation of primary and secondary sources, including factory records, maps, political texts, and firsthand accounts, primarily in Spanish. Students assess the effects of industrialization on different populations and compare its outcomes in various countries. Through evidence-based essays, document analysis, and oral presentations, students construct and defend historical arguments. This unit aligns with course criteria by developing critical thinking, source analysis, and historical literacy skills appropriate for a college-preparatory World History course.</p>
Unit Assignments:	<p>In this unit, students complete a research and analysis project on the social, economic, and technological effects of the Industrial Revolution in different regions. They examine primary and secondary sources, including factory records, maps, photographs, and firsthand accounts, primarily in Spanish, to evaluate changes in labor, urbanization, and daily life. Students write an evidence-based essay that explains key developments, compares regional impacts, and assesses the positive and negative consequences of industrialization. The assignment also includes a short oral presentation in which students defend their conclusions and use historical reasoning to support their claims.</p>

Unit 4	
Unit Title	Imperialism
Unit Summary:	<p>Students examine the expansion of European and other global powers into Africa, Asia, and the Americas during the 19th and early 20th centuries. They analyze the economic, political, and cultural motivations for imperialism, as well as the methods used to control colonized regions. Students evaluate the effects of imperialism on both colonizers and colonized peoples, including resistance movements and social changes. Instruction emphasizes historical inquiry through primary and secondary sources, such as political documents, maps, photographs, and firsthand accounts, primarily in Spanish. This unit aligns with course criteria by developing critical thinking, evidence-based analysis, and historical literacy appropriate for a college-preparatory World History course.</p>
Unit Assignments:	<p>Students complete a research and analysis project examining the causes, methods, and impacts of imperialism in multiple regions, such as Africa, Asia, and the Americas. They analyze primary and secondary sources, including political documents, maps, photographs, and firsthand accounts, primarily in Spanish, to evaluate the effects on both colonizers and colonized peoples. Students write an evidence-based essay that explains motivations for imperial expansion, compares regional experiences, and assesses resistance and social change. The assignment also includes a short oral presentation in which students defend their conclusions and demonstrate historical reasoning.</p>

Unit 5	
Unit Title	World War I
Unit Summary:	Students examine the causes, major events, and global consequences of the war from 1914 to 1918. They analyze political alliances, militarism, nationalism, and imperial competition as contributing factors, and study key battles, strategies, and technological innovations. Students evaluate the social, economic, and political effects of the war on different populations, including soldiers, civilians, and colonial subjects. Instruction emphasizes historical inquiry using primary and secondary sources, such as letters, propaganda, treaties, and photographs, primarily in Spanish. This unit aligns with course criteria by developing critical thinking, source analysis, and historical literacy appropriate for a college-preparatory World History course.
Unit Assignments:	Students complete a document-based research project analyzing the causes, key events, and global impacts of World War I. They examine primary and secondary sources, including letters, propaganda, treaties, and photographs, primarily in Spanish, to evaluate political, social, and economic consequences. Students write an evidence-based essay that explains how alliances, militarism, nationalism, and imperial competition contributed to the war and assesses its effects on different populations. The assignment also includes a short oral presentation in which students defend their analysis and demonstrate historical reasoning. This project aligns with course criteria by emphasizing critical thinking, source evaluation, and historical literacy in a college-preparatory World History context.

Unit 6	
Unit Title	Interwar Years
Unit Summary:	Students examine the global political, economic, and social changes between World War I and World War II. They analyze the rise of totalitarian regimes, economic instability, and the impact of the Treaty of Versailles on international relations. Students study key events and movements, including the Great Depression, fascism, and early challenges to democracy. Instruction emphasizes historical inquiry using primary and secondary sources, such as political documents, propaganda, speeches, and photographs, primarily in Spanish. This unit aligns with course criteria by developing critical thinking, source analysis, and historical literacy appropriate for a college-preparatory World History course.
Unit Assignments:	Students complete a research and analysis project examining the political, economic, and social developments between World War I and World War II. They analyze primary and secondary sources, including speeches, propaganda, treaties, and historical accounts, primarily in Spanish, to evaluate the rise of totalitarian regimes and challenges to democracy. Students write an evidence-based essay

	that explains the causes and effects of economic instability, social movements, and political change during the interwar period. The assignment also includes a short oral presentation in which students defend their conclusions and demonstrate historical reasoning.
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Unit 7	
Unit Title	World War II
Unit Summary:	Students examine the causes, major events, and global consequences of the war from 1939 to 1945. They analyze political, economic, and social factors, including the rise of totalitarian regimes, appeasement, and alliances, as well as key battles and military strategies. Students study the human impact of the war, including civilian experiences, the Holocaust, and the effects on colonial populations. Instruction emphasizes historical inquiry using primary and secondary sources, such as government documents, photographs, speeches, and firsthand accounts, primarily in Spanish. This unit aligns with course criteria by developing critical thinking, evidence-based analysis, and historical literacy appropriate for a college-preparatory World History course.
Unit Assignments:	Students complete a document-based research project analyzing the causes, key events, and global impacts of World War II. They examine primary and secondary sources, including government documents, photographs, speeches, and firsthand accounts, primarily in Spanish, to evaluate political, social, and economic consequences. Students write an evidence-based essay that explains the roles of totalitarian regimes, military strategies, and alliances, and assesses the human impact of the war, including the Holocaust and effects on civilians. The assignment also includes a short oral presentation in which students defend their analysis and demonstrate historical reasoning.

Unit 8	
Unit Title	Cold War
Unit Summary:	Students examine the political, economic, and ideological conflict between the United States and the Soviet Union from 1945 to 1991. They analyze key events such as the Berlin Blockade, Korean and Vietnam Wars, the Cuban Missile Crisis, and the arms race, as well as the global impact on allied and non-aligned nations. Students evaluate the social, cultural, and economic effects of the Cold War on different populations around the world. Instruction emphasizes historical inquiry using primary and secondary sources, including government documents, speeches, photographs, and firsthand accounts, primarily in Spanish. This unit aligns with course criteria by developing critical thinking, evidence-based analysis, and historical literacy appropriate for a college-preparatory World History course.
Unit Assignments:	Students complete a research and analysis project examining the

	causes, major events, and global impacts of the Cold War. They analyze primary and secondary sources, including government documents, speeches, photographs, and firsthand accounts, primarily in Spanish, to evaluate political, economic, and social consequences. Students write an evidence-based essay that explains the ideological conflict between the United States and the Soviet Union and assesses its effects on different regions and populations. The assignment also includes a short oral presentation in which students defend their conclusions and demonstrate historical reasoning.
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23. Texts & Supplemental Instructional Materials

- Provide the course materials that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the Course Content section.
- Some subject areas and disciplines require courses to include specific course materials. Please refer to the A-G [subject area course criteria](#) for more information.

Textbooks / Literary Texts / Manuals / Periodicals

<input checked="" type="checkbox"/> Textbook <input type="checkbox"/> Literary Text <input type="checkbox"/> Manual <input type="checkbox"/> Periodical <input type="checkbox"/> Other	Title: World History, Spanish Student Edition
	Author(s): McGraw-Hill
	Publisher: McGraw-Hill 2023
	Edition/ Year: National Edition
	Website/ URL:
Primary textbook?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Read in entirety?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

C. HONORS COURSES ONLY
Please refer to instructions

24. Indicate how this honors course is different from the standard course.