



## Santa Rosa City Schools Course Proposal: World History ADP

<b>SRCS New Course ID</b> HH0015	<b>SRCS Course Short Title</b> World Hist ADP	<b>SRCS New Long Title</b> World History Alternative Diploma Pathway	<b>Default Credits</b> 5
<b>Course Length</b> Year	<b>State Course Code</b> 9172 - World History	<b>Standard Grade Range</b> Secondary 9-12	<b>CSU/UC required</b> Not CSU Requirement

Proposal Submitted By: Special Services

**Needs Statement:** Discuss how this course fits into your Site and/or the District’s goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Alternative Diploma Pathway World History (ADP) is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course reviews the California State Content Standards for World History.

**Graduation Requirements:** Specify which requirement is met. (High School only)

World History

**UC a-g Requirements:** Specify which requirement is met. (High School only)

Not CSU Requirement

**Explain the rationale for course addition or modification. How does this fit in with district/site goals. Is this course replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.**

To meet Education Code 51225.31 and SRCs Board Policy 6146.4, Students with significant cognitive disabilities must have the option to obtain a modified State of California High Diploma. These new courses are options and determined through the IEP. These courses are “modified” and not “accommodated” as are other courses such as Small Group Instruction (SGI) courses. These courses will NOT require additional sections and can be folded into existing periods within a teacher’s current schedule.

## Explain the measurable learning outcomes

### COURSE OBJECTIVES

The course provides students with a broader understanding of the modern world through a range of perspectives and sources. Students will understand how various global societies operated in 1750 and will become critical thinkers about the impact European and other global societies had on each other in the following centuries.

#### Inquiry:

- Teachers and students identify and discuss the unit and lesson focus questions as well as the connection between these questions and the themes of the course (cascading inquiry). • Inquiries are open-ended, allow for multiple answers, and require students to generate an argument supported by evidence (primary and/or secondary).
- Students ask meaningful questions as they explore and interpret primary and secondary sources in order to construct their own historical interpretations.

#### Literacy:

- Students will develop historical thinking and analysis skills through exposure to different perspectives on the same topic in several primary and secondary sources.
- Students practice critical thinking through the regular use of writing and structured academic conversations utilizing academic and discipline-specific language.

#### Citizenship:

- Students make connections between course topics and the contemporary world.
- Students are encouraged to take evidence-supported positions, backed by well-constructed arguments and informed by historical understanding, on contemporary events.
- Students are empowered to make their voices heard in their immediate community and beyond.

#### Skills:

- Sequencing and Using a Timeline
- Analyzing Historical Evidence
- Interpreting Graphics (Cartoons, photos, maps, charts, graphs, etc.)
- Analyzing Sources
- Determining Cause and Effect
- Identifying Bias and Point of View
- Locating Turning Points in History
- Evaluating the credibility of sources (print, digital, electronic)
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects.

## Course Description (To be used in the course catalog)

World History ADP is a survey course for students with significant cognitive disabilities who are

anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course begins in the 1700s, then covers a period of more than 250 years and highlights the global history as people, products, knowledge, and ideas increasingly spread around the world. It examines dynamic forces such as democracy, nationalism, and economic competition and how these forces impacted the modern world. The course also considers the themes of war and conflict resolution, inclusiveness of governance, the concept of justice, and the growing importance of individual rights and liberties. The course ends with the evolution of a global society. Throughout the course, students develop reading, writing, speaking, and listening skills to enhance their understanding of the content. Students will gain an appreciation of history and become more informed citizens in their community, country, and the world. This course seeks to present non-European perspectives, primary sources, and texts as a means of shifting the narrative.

### Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

### COURSE CONTENT

Unit 1: The World in 1750	
Content Standards	Suggested Practice
CA 2016 History-Social Science Framework	<ul style="list-style-type: none"> <li>Compare and contrast the political, social and economic systems of three or more countries of the world in 1750:</li> </ul>

Unit 2: 1750 - 1848: Revolutions Reshape the World - Democratic Revolutions	
Content Standards	Suggested Practice
10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	<ul style="list-style-type: none"> <li>Review the principles of the American Declaration of Independence (1776) and the U.S. Bill of Rights (1791).</li> </ul>

### Unit 3: Industrial Revolutions

<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What were the results of the industrial revolutions?</li> <li>• How did industrial revolutions affect governments and countries?</li> <li>• How did industrialization affect ordinary people, families and work?</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of mass-produced vs. artisan products.</li> <li>• Identify if a product is produced or naturally formed.</li> <li>• Demonstrate understanding of the benefits and burdens of mass production.</li> <li>• Demonstrate understanding of the effects of the industrial revolution on different industry sectors including clothing, food and entertainment.</li> </ul>

Unit 4: The Rise of Imperialism and Colonialism	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• How did colonization work?</li> <li>• How did native people respond to colonization?</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>
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	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the impact of colonialism and forced labor from the perspective of both the colonizers and the people colonized.</li> </ul>

Unit 5: Causes and Course of World War I	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What were the consequences of World War I for nations and people?</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>
10.5 Students analyze the causes and course of the First World War.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of “war” from social, political and military perspectives.</li> </ul>

Unit 6: Effects of World War I	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What were the effects of World War I on ordinary people?</li> <li>• How did the post-World War I world order contribute to the collapse of the worldwide economy?</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>

<p>10.6 Students analyze the effects of the First World War.</p>	<ul style="list-style-type: none"> <li>• 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 (e.g. self-determination, mandate system)</li> <li>• Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</li> <li>• 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).</li> </ul>
--	---

Unit 7: Rise of Totalitarian Governments After World War I	
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How do societies change over time and why?</li> </ul>	
Content Standards	Suggested Practice
<p>11.8 Students analyze the economic boom and social transformation of post–World War II America</p>	<ul style="list-style-type: none"> <li>• Understand how societies change after a war or other major global event.</li> </ul>

Unit 8: Causes and Consequences of World War II	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>• What were the key goals of the Axis powers and Allied powers?</li> <li>• How did technology affect World War II?</li> </ul>	
Content Standards	Suggested Practice
<p>10.8 Students analyze the causes and consequences of World War II.</p>	<ul style="list-style-type: none"> <li>• Identify and analyze the Allied and Axis objectives, key strategic decisions, and political resolutions. .</li> <li>• Discuss the human costs to the war</li> </ul>

Unit 9: International Developments in the Post-World War II World	
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the Cold War develop?</li> <li>• How and why did the Cold War end?</li> </ul>	
Content Standards	Suggested Practice
<p>10.9 Students analyze the international developments in the post-World War II world</p>	<ul style="list-style-type: none"> <li>• Compare the economic and military power shifts caused by the war.</li> </ul>

<p><b>Unit 10: Challenges Facing Nation States in the Contemporary World</b></p>
--

<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• How have nations worked to achieve economic, political, and social stability?</li> <li>• How have contemporary revolutions in information, technology, and communications impacted global society?</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>
10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g. television, satellites, computers)	<ul style="list-style-type: none"> <li>• Discuss the trends in society and regional events and their impact on individual freedom and political systems.</li> <li>• Demonstrate understanding that history impacts a student's own life situation.</li> </ul>

### EVALUATION OF STUDENT PROGRESS

Assessment Methods:

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, discussions, Philosophical Chairs, and Socratic Seminars.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
<b>Personnel (Not to include classroom instructor unless a new section is needed)</b>	Instructional Assistants (Existing)	Instructional Assistants
<b>Instructional Material Supplies per student (textbooks, software, etc.)</b>	TBD based on Pilot Approval: Est. \$13,000 for software curriculum	\$7,549.90
<b>Services (training, equipment maintenance, contracts, etc.)</b>	No additional costs	N/A
<b>Capital Outlay (remodeling, technology, etc.)</b>	N/A	N/A
<b>Total Projected Costs</b>		

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Curriculum	Attainment Company	Core Curriculum Solution: High School, 2nd Edition	Multiple	Multiple	2024	Need: 3
Curriculum	N2y Unique	Unique Learning	N/A	Multiple	2018	Need: 3

	Learning System	System				

Funding Source(s) for Costs and Instructional Materials

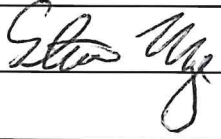
<b>Grants (indicate specific grant and grant timeline)</b>	
<b>Categorical Funds (include related programs)</b>	
<b>Career Technical Education (must be for an approved CTE course)</b>	
<b>Department Funds</b>	Special Services will support specific accommodations as required through the IEP
<b>Other (be specific)</b>	General Fund resources supports the universal curriculum for all state content standards

Appendix of Additional Documents

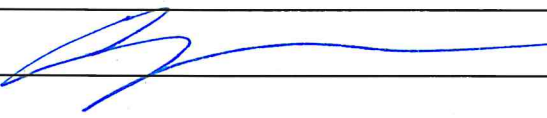
<p><b><u>* Required additional documents include meeting minutes where the course was discussed and approved</u></b></p> <p><u>Department Meeting</u>          Secondary–High School ESN Meeting          Date: December 7th 2024          Location: In-person, SRHS          Time: 3:30-4:30</p> <p>Present:          Colin Abbot, EAHS, ESN Teacher          Noa Lewin, MHS, ESN Teacher          Jasmine Clewis, SRHS ESN Teacher          Kurt Chapman, SRHS ESN Teacher          Amy Fuller, Special Services, Program Manager</p> <p>Overview:</p> <ul style="list-style-type: none"> <li>• Discussed the curriculum advantages</li> <li>• Discussed current programs in use</li> <li>• Discussed next steps of reviewing curriculum samples</li> </ul> <p><u>Site Meetings</u>          Secondary–High School ESN          Date: Monthly Department Meetings          Location: In-person, Site          Time: Multiple</p>
--

Present:  
 Site ESN teachers (SRHS, MHS, EAHS)  
 Amy Fuller, Special Services, Program Manager  
 Overview:  
 • Looked through curriculum samples

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	SPSV	approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	SPSV	Approved