

**REDLANDS UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL COURSE APPROVAL REQUEST FORM  
GRADES 9-12**

**THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:**

**School Submitting Information**

School: RUSD High Schools Department: Special Services  
(course offerings will be made available for all schools)

**Contact Information**

Contact Person: Britta Davidson Phone: 909-307-5300  
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**Course Information**

Course Title: World History Dynamic Transcript Name (15 Max): WORLDHISTD  
Length of course: One Year Amount of Units: 10  
(one semester, two semesters, or one-year course)  
Area of Credit: Social Science  
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

**Teacher Requirements**

Credential Required: Education Specialist Additional Training: CLAD  
Department Review Date: 4-5-24 Dept. Signature: Britta Davidson  
Site Administrator Signature: Patti Buschle

**THIS SECTION IS RESERVED FOR DISTRICT USE:**

**Assigned Reviewer Section**

Reviewed by: Julie Swan Date reviewed: 04/08/24

- ☒ District section of this form is appropriately completed  
☒ All required attachments are affixed and appropriate  
☒ Site signatures current and appropriate

Recommendation: ☒ Approve ☐ Do Not Approve Signature: Julie Swan

**Course Approval Curriculum Committee**

Approved by: Unanimous Decision Date approved: 04/17/24  
Date approval/disapproval notification letter sent: 04/19/24  
Signature: [Signature]

Board Submission Date: May 7, 2024 Board Approved Date: \_\_\_\_\_

Redlands Unified School District Course of Study  
**High School Course Description for World History Dynamic**

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<b>Course Title:</b> World History Dynamic	<b>Curricular Area:</b> History/Social Science
<b>Course Number:</b>	<b>Length:</b> One year
<b>Grade Level(s):</b> 10	<b>Prerequisites:</b> Eligible to participate in the California Alternate Assessment (CAA)
<b>Meets a UC a-g Requirement:</b> No	<b>Meets NCAA Requirement:</b> No
<b>Meets High School Graduation Requirement for:</b> History/Social Science	

### Course Outline

World History Dynamic is a required one-year course designed to help students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31, access core content aligned subject matter material.

This course provides students with a thematic examination of the political, economic, cultural, environmental, and social factors that have defined world history. The course begins with an introduction to the world before 1750 and continues with a focus on the expansion of the West and the growing interdependence of people, cultures, and globalization throughout the world. The world history course is designed to provide students with the opportunity to view history as a mosaic that values the contributions of the many peoples inhabiting our diverse world.

### Alignment (Connection to Common Core)

This course is aligned to the California Grade 10 World History, Culture, and Geography: The Modern World Standards and the California History/ Social Science Framework for Grade 10. *California does not currently have extended standards for social studies.*

### Examples of Assessments Appropriate for the Course:

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

### Instructional Materials

#### Required Textbook(s)

1. Unique Learning Systems

#### Novels and Other Readings

- 1.

#### Supplemental Materials

- 1.

#### Suggested Video/DVDs/Films

- 1.

#### Web Sites

- 1.

#### Software/Applications

### Exit Criteria (Assessments):

ULS Checkpoints: 3-5 units semester 1 and 3-5 units semester 2

Proficiency = a pass grade = an overall average score of 60% or higher on all combined units post test checkpoints and/or demonstrates proficiency in completing coursework assignments.

### Development Team

This Course of Study was developed/revised in March 2024 by Britta Davidson (Coordinator IV, Special Education) and Lisa Perry (Teacher on Assignment).

Redlands Unified School District Course of Study

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## High School Course Description for **World History Dynamic**

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### **Support for English Language Learners:**

- English Language Development Connectors will be integrated into Lesson Design, Implementation, and Assessment. *The **ELD Connectors** represent the highest level of expected performance in English language proficiency (ELP) for English learners with the most significant cognitive disabilities at a given grade or grade span.*
- There will be a language objective.
- Instruction will be differentiated for Emerging, Expanding, and Bridging linguistic ability.
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

### ***World History Units***

- Identify the cause or result of a historical event or period of time.
- Use multiple sources to create a sequence of events from a historical period.
- Identify physical and human features of societies of the past (e.g., early civilization of Egypt, India or China).
- Show how changes in countries have had positive or negative consequences (e.g., Ancient Greece, Rome).
- Describe ways technology and innovation led to global change (transportation to other countries, exploration, trade, etc.)
- Describe consequences of conflict and explain ways of solving disagreements (e.g., war, treaties).
- Evaluate current national issues and their advantages or challenges to this country.

### **SAMPLE COURSE CONTENT AND ACTIVITIES**

<b>Unit 8: Causes and Consequences of World War II</b>
Guiding Questions: <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>

## High School Course Description for **World History Dynamic**

Content Standards	Suggested Practice
10.8 Students analyze the causes and consequences of World War II.	<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>