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*California Content Standards for Grade Ten History-Social Science are embedded in the PLD scale. Dulce Alencar-Lake, Brenda Calvert, Jennifer Elemen, and Olivia Santillan of the JFKHS Social Science Department in FUSD contributed Essential Questions, Content Vocabulary, Strategies/Resources, and Common Assessments.

Historical and Social Sciences Analysis Skills: Grades 9 – 12

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

**Chronological and Spatial Thinking**
1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

**Historical Research, Evidence, and Point of View**
1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

**Historical Interpretation**
1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

**Source:** California Department of Education

Common Core State Standards

Reading Standards for Literacy in History/Social Studies

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Grades 9-10 Students:

Key Ideas and Details
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Integration of Knowledge and Ideas
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Grades 9-10 Students:

Text Types and Purposes
1. Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Research to Build and Present Knowledge

8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.


Descriptions for Grade 10 History Performance Levels

Summary-Level Descriptors

Advanced
Students in grade ten at the advanced level evaluate and analyze broader themes of historical continuity and change. They evaluate the motivations of major figures in history and analyze historical, political, and geographic consequences of decisions. Advanced students describe the significance of world leaders and analyze the causes and consequences of major past events. They evaluate the impact of major political ideas such as democracy and constitutional government, and relate these ideas to their ancient origins.

Proficient
Students in grade ten at the proficient level describe and understand historical relationships. They understand the effects of major events and transformations in history. Proficient students understand the significance of decisions made by world leaders and describe the causes and consequences of major past events. They understand the impact of major political ideas such as democracy and constitutional government, and they describe the evolution of these ideas in different contexts.

Basic
Students in grade ten at the basic level recognize the outcomes and consequences of historical change. They can recall the names and actions of major figures in history and can recognize major past events. They recognize the ideas and vocabulary of major political ideas such as democracy and they recognize these ideas in different contexts.

Below Basic
Students in grade ten at the below basic level rarely recognize the outcomes and consequences of historical change. They sometimes recognize the names of major figures in history and major past events. They sometimes recognize the ideas and vocabulary of major political ideas such as democracy and recall these ideas in different contexts.

Specific Descriptors: Development of Modern Political Thought

Advanced students:
- Analyze the similarities and differences in the world's major revolutions.
- Evaluate the effect of the philosophies of ancient civilization on the development of western political thought.
- Evaluate the contribution of the American Revolution and Constitution and their influence on global struggles for political change.

Proficient students:
- Understand the influence of the American Revolution and Constitution on global struggles for political change.
- Recognize principles and documents that served as the basis for development of the Constitution.
- Describe the evolution of government in France from monarchy through Napoleon.

Basic students:
- Know similarities and differences in the American Revolution and the French Revolution.
- Recognize the main components and vocabulary of the American Constitution.

Below basic students:
- May recognize contributions of major figures who influenced democratic thought.
- May recall basic similarities and differences in documents from the American and French revolutions.
Specific Descriptors: Industrial Expansion and Imperialism

Advanced students:
• Evaluate the changing nature of work and labor in the era of industrialization, including the effects of the declining slave trade as well as scientific and technological advances.

Proficient students:
• Describe and understand the struggles and key figures for independence in the colonized regions of the world.
• Understand the link between the industrial economies, colonialism, and imperialism.
• Understand the effects of the industrial revolution on the world.

Basic students:
• Recognize how the writings of the era reflected the consequences of the industrial revolution.
• Recognize outcomes and business decisions during the industrial revolution.
• Recognize the impact the factory system had on workers in the era.

Below basic students may:
• Recognize the causes and consequences of the industrial revolution.

Specific Descriptors: Causes and Effects of the First World War

Advanced students:
• Evaluate the motivations precipitating World War I.
• Evaluate how the end of World War I affected the world economy, geography, and political borders.
• Evaluate the political outcomes following World War I.

Proficient students:
• Understand how the course and outcome of the World War I affected political changes.
• Understand how alliances formed prior to the World War I influenced the decisions to go to war.
• Understand the political outcomes for leaders following World War I.
• Understand the significance of the United States’ entry in World War I.

Basic students:
• Recognize the nature of World War I and its human costs.
• Identify the effects of geography on military strategy.
• Recall main leaders and their contributions in World War I.

Below basic students:
• May know the areas of battle and turning points of World War I.
• May recognize the alliances and their member-countries in World War I.
Specific Descriptors: Causes and Effects of the Second World War

Advanced students:
• Evaluate the political consequences of decisions made during World War II.
• Describe the significance of major world leaders and key figures of the World War II era.

Proficient students:
• Understand the outcomes and motivations of the leaders during the period of World War II.
• Identify countries involved in World War II and major events leading up to the war.

Basic students:
• Identify countries involved in World War II and major events leading up to the war.

Below basic students:
• May recognize key vocabulary and events relative to the period of World War II.
• May recognize the effects of propaganda.

Specific Descriptors: International Developments in the Post World War II Era

Advanced students:
• Analyze the significant causes and consequences of the Cold War.
• Analyze the impact of the decisions of the Soviet Union on its Eastern European satellites.

Proficient students:
• Understand the consequences of the shifts in economic and military policies following World War II.
• Understand the impact of the political policies and attitudes regarding Communism and containment following World War II.
• Describe the significant events leading to the Cold War.

Basic students:
• Recognize how natural features influence urban growth in developing countries.
• Recall the work and purposes of post-war organizations and alliances.
• Identify the differences and conflicts caused by world religions.

Below basic students:
• May recall basic vocabulary relative to technology and world economy.

Source: California Department of Education Standards and Assessment Division
Human Resources Research Organization (HumRRO) Pages A-37-40 Development of CST and CAHSEE Performance Level Descriptors

### Proficiency Level Descriptor (PLD), Grades, and Taxonomy Alignment

<table>
<thead>
<tr>
<th>Marzano's Taxonomy (use in PLD scales)</th>
<th>CST/STAR testing</th>
<th>Grades*</th>
<th>Costa's Taxonomy**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4: advanced (level 3 in Costa's Taxonomy)</td>
<td>Advanced</td>
<td>A</td>
<td>Level 3</td>
</tr>
<tr>
<td>Level 3: proficient (level 2 in Costa's Taxonomy)</td>
<td>Proficient</td>
<td>B</td>
<td>Level 2</td>
</tr>
<tr>
<td>Level 2: basic knowledge (level 1 in Costa's Taxonomy)</td>
<td>Basic</td>
<td>C</td>
<td>Level 1</td>
</tr>
<tr>
<td>Level 1: demonstrates some knowledge and skills with help</td>
<td>Below Basic</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Level 0: cannot demonstrate knowledge and skills, even with help</td>
<td>Far Below Basic</td>
<td>F</td>
<td></td>
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</tbody>
</table>

*Subject to adjustment.

**Used in AVID.

*Note: Each score level in the PLD scales is cumulative of previous scores. A student at level 4 should also have met the foundation requirements of the previous score levels (3, 2, and 1).*
Response to Writing Prompt
Scoring Guide

4 The essay —
• provides a meaningful thesis that is responsive to the writing task.
• thoroughly supports the thesis and main ideas with specific details and examples.
• demonstrates a consistent tone and focus, and illustrates a purposeful control of organization.
• provides a variety of sentence types and uses precise, descriptive language.
• contains few, if any, errors in the conventions* of the English language. (Errors are generally first-draft in nature.)
A Persuasive Composition:
• states and maintains a position, authoritatively defends that position with precise and relevant evidence, and convincingly addresses the reader’s concerns, biases, and expectations.

3 The essay —
• provides a thesis that is responsive to the writing task.
• supports the thesis and main ideas with details and examples.
• demonstrates a consistent tone and focus and illustrates a control of organization.
• demonstrates a general sense of audience.
• provides a variety of sentence types and uses some descriptive language.
• may contain some errors in the conventions* of the English language. (Errors do not interfere with the reader’s understanding of the essay.)
A Persuasive Composition:
• states and maintains a position, generally defends that position with precise and relevant evidence, and addresses the reader’s concerns, biases, and expectations.

2 The essay —
• provides a thesis or main idea that is related to the writing task.
• supports the thesis or main idea(s) with limited details and/or examples.
• demonstrates an inconsistent tone and focus; and illustrates little, if any control of organization.
• demonstrates little or no sense of audience.
• provides few, if any, types of sentence types, and basic, predictable language.
• may contain several errors in the conventions* of the English language. (Errors may interfere with the reader’s understanding of the essay.)
A Persuasive Composition:
• defends a position with little evidence and may address the reader’s concerns, biases, and expectations.

1 The essay —
• may provide a weak thesis or main idea that is related to the writing task.
• fails to support the thesis or main ideas with details and/or examples.
• demonstrates a lack of tone and focus; and illustrates no control of organization.
• may demonstrate no sense of audience.
• may provide no sentence variety and uses limited vocabulary.
• may contain serious errors in the conventions* of the English language. (Errors interfere with the reader’s understanding of the essay.)
A Persuasive Composition:
• fails to defend a position with any evidence and fails to address the reader’s concerns, biases, and expectations.


### Response to Literary/Expository Text Scoring Guide

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | The response —  
  - demonstrates a thoughtful, comprehensive grasp of the text.  
  - accurately and coherently provides specific textual details and examples to support the thesis and main ideas.  
  - demonstrates a clear understanding of the ambiguities, nuances, and complexities of the text.  
  - provides a variety of sentence types and uses precise, descriptive language.  
  - contains few, if any, errors in the conventions* of the English language. (Errors are generally first-draft in nature.)  
Response to informational passages:  
  - thoughtfully anticipates and addresses the reader’s potential misunderstandings, biases, and expectations.  
Response to literary passages:  
  - clearly demonstrates an awareness of the author’s use of literary and/or stylistic devices. |
| 3     | The response —  
  - demonstrates a comprehensive grasp of the text.  
  - accurately and coherently provides general textual details and examples to support the thesis and main ideas.  
  - demonstrates a general understanding of the ambiguities, nuances, and complexities of the text.  
  - provides a variety of sentence types and uses some descriptive language.  
  - may contain some errors in the conventions* of the English language. (Errors do not interfere with the reader’s understanding of the essay.)  
Response to informational passages:  
  - anticipates and addresses the reader’s potential misunderstandings, biases, and expectations.  
Response to literary passages:  
  - demonstrates an awareness of the author’s use of literary and/or stylistic devices. |
| 2     | The response —  
  - demonstrates a limited grasp of the text.  
  - provides few, if any, textual details and examples to support the thesis and main ideas.  
  - demonstrates limited, or no understanding of the ambiguities, nuances, and complexities of the text.  
  - provides few, if any, types of sentences and uses basic, predictable language.  
  - may contain several errors in the conventions* of the English language. (Errors may interfere with the reader’s understanding of the essay.)  
Response to informational passages:  
  - may address the reader’s potential misunderstandings, biases, and expectations, but in a limited manner.  
Response to literary passages:  
  - may demonstrate an awareness of the author’s use of literary and/or stylistic devices. |
| 1     | The response —  
  - demonstrates minimal grasp of the text.  
  - may provide no textual details and examples to support the thesis and main ideas.  
  - may demonstrate no understanding of the ambiguities, nuances, and complexities of the text.  
  - may provide no sentence variety and uses limited vocabulary.  
  - may contain serious errors in the conventions* of the English language. (Errors interfere with the reader’s understanding of the essay.)  
Response to informational passages:  
  - does not address the reader’s potential misunderstandings, biases, and expectations.  
Response to literary passages:  
  - does not demonstrate awareness of the author’s use of literary and/or stylistic devices. |

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Standards</th>
<th>Objectives</th>
<th>Essential Question(s)</th>
<th>Content Vocabulary</th>
<th>Strategies/Resources</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In-depth inferences and applications that go beyond what was taught. Students are critical of sources, evaluate events from multiple perspectives, and identify causes of future events.</td>
<td>Content Students will understand the Greco-Roman and Judeo-Christian influences on modern world history and such examples as the Democratic Developments in England and life in the United States today. Students will evaluate the effect of the philosophies of ancient civilization on the development of western political thought.</td>
<td>Focus Questions 1. What is the purpose of government? 2. What is the nature of the relationship between the government and the governed? 3. How do the concepts of individualism and equality influence the choice of government? 4. Why is rule of law considered the basis of good government? 5. How are the liberties of the minority protected from the will of the majority?</td>
<td>Essential City-state, monarchy, tyrant, legislature, Socrates, Plato, Aristotle, direct democracy, jury, philosopher-kings, rule of law and reason, separation of powers, limited democracy, republic, dictator, veto, plebiscite, Greco-Roman ideas, monotheistic, polytheistic, prophet, diaspora, tolerance, clergy, hierarchy, Judeo-Christian-Islamic Traditions, western view, feudalism, common law, absolute monarchy, habsus corpus, limited monarchy, Glorious Revolution, Parliament, Petition of Right, Magna Carta, English Bill of Rights, Pericles, Peloponnesian War, consul, tribune, forum, chronology</td>
<td>Textbook Ellis, Elisabeth and Anthony Esler. <em>World History</em>. Boston: Pearson Prentice Hall, 2007. Chapter 1</td>
<td>Supplemental Primary Source Analysis TCI History Alive! Promethean Board Powerpoint presentations Venn diagram Video clips World map and geography <a href="http://www.quizlet.com">www.quizlet.com</a> Prentice Hall webcodes Current Events</td>
</tr>
<tr>
<td>3.5</td>
<td>Students analyze information and make historical connections demonstrating greater understanding of complex relationships.</td>
<td>Students know and understand content vocabulary, key events and ideas, and the relationships between them. Students summarize and describe these concepts.</td>
<td>Content Students will improve literacy skills reading, writing, and discussing issues about history with the following: Cornell Note Taking Compare and Contrast Cause and Effect Summarize Analyze Geographical Skills Practice Affective Students will consider how the historical developments learned about in class relate to their lives and the modern world.</td>
<td>Julius Caesar, Justinian’s Code, Sabbath, messiah, covenant, apostle, Pax Romana, William and Mary,</td>
<td>AVID Cornell Note Taking Costa’s Levels of Questioning Socratic Seminar Philosophical Chairs Storyboard Learning Logs Quickwrites Active Reading</td>
<td>EL Graphic Organizer Sentence stems Cloze GLAD Pictorials GATE or Honors Role Play Essay writing process</td>
</tr>
<tr>
<td>3</td>
<td>Students know and understand content vocabulary, key events and ideas.</td>
<td>Students recognize some content vocabulary, key events and ideas.</td>
<td>Students will understand the Greco-Roman and Judeo-Christian influences on modern world history and such examples as the Democratic Developments in England and life in the United States today. Students will evaluate the effect of the philosophies of ancient civilization on the development of western political thought.</td>
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<tr>
<td>2.5</td>
<td>Students know and understand most content vocabulary, key events and ideas.</td>
<td>Students recognize some content vocabulary, key events and ideas.</td>
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<tr>
<td>2</td>
<td>With help, students may recognize some content terms.</td>
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<td>1</td>
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</tbody>
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PLD Scale
Grade Level: 10
Course: World History
Unit 2: Age of Enlightenment

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Standards</th>
<th>Objectives</th>
<th>Essential Question(s)</th>
<th>Content Vocabulary</th>
<th>Strategies/Resources</th>
<th>Assessment(s)</th>
</tr>
</thead>
</table>
| 3.5   | 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. | Students will understand events and ideas of content vocabulary, key events and ideas. | How did Enlightenment theories challenge the divine right theory of the absolute monarchs? How did the Enlightenment philosophy change peoples’ expectations of their government? How did fundamental differences in social structure shape the implementation of Enlightenment reforms? | Essential
| 3     | Students know and understand content vocabulary, key events and ideas. | Students know and understand content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. |
| 2     | Students know and understand most content vocabulary, key events and ideas. | Students know and understand most content vocabulary, key events and ideas. | With help, students may recognize some content terms. | With help, students may recognize some content terms. | With help, students may recognize some content terms. | With help, students may recognize some content terms. | With help, students may recognize some content terms. |
| 1     | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. | Students recognize some content vocabulary, key events and ideas. |

### PLD Scale

**Grade Level: 10**

**Course: World History**

**Unit 3: Age of Revolution**

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Standards</th>
<th>Objectives</th>
<th>Essential Question(s)</th>
<th>Content Vocabulary</th>
<th>Strategies/Resources</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In-depth inferences and applications that go beyond what was taught. Students are critical of sources, evaluate events from multiple perspectives, and identify causes of future events.</td>
<td>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.</td>
<td>What are the similarities and differences of the revolutions and what are their enduring effects worldwide on the political expectations for self-government and individual liberty?</td>
<td>Ancien Régime, estate, bourgeoisie, deficit spending, Louis XVI, Marie Antoinette, estates general, cahier, Tennis Court Oath, Bastille, Declaration of Rights of Man, urban, faction, émigré, republic, Jacobins, liberals, conservatives, commune, Committee of Public National Assembly, tyranny, Robespierre, Reign of Terror, Napoleon, nationalism, plebiscite, Napoleonic Code, annex, Continental policy, abdicate, Congress of Vienna, legitimacy, Concert of Europe, balance of power</td>
<td>Textbook: Ellis, Elisabeth and Anthony Esler. <em>World History</em>. Boston: Pearson Prentice Hall, 2007. Chapters 3-4</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Students analyze information and make historical connections demonstrating greater understanding of complex relationships.</td>
<td>Students will read primary sources, and synthesize, summarize, analyze, evaluate, develop and defend positions and arguments, discuss and write about historical topics and enduring themes.</td>
<td>Focus Questions 1. How did French ideology lead to despotic democracy and an eventual return to monarchy? 2. How did nationalism develop under Napoleon and how did his actions spread across Europe?</td>
<td>French Declaration of the Rights of Man, urban, faction, émigré, republic, Jacobins, liberals, conservatives, commune, Committee of Public National Assembly, tyranny, Robespierre, Reign of Terror, Napoleon, nationalism, plebiscite, Napoleonic Code, annex, Continental policy, abdicate, Congress of Vienna, legitimacy, Concert of Europe, balance of power</td>
<td>Video clips: World map and geography, videos from <a href="http://www.quizlet.com">www.quizlet.com</a>, Prentice Hall webcodes, Current Events Articles, AVID Cornell Notes &amp; Rubric, Costa’s Levels of Questioning (Socratic Seminar), Philosophical Chairs, Storyboard, Learning Logs, Quickwrites, Active Reading, Self-Evaluation, Peer Review, EL Learning Log, Sentence stems, Cloze, GLAD Pictorials</td>
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<tr>
<td>3</td>
<td>Students know and understand content vocabulary, key events and ideas.</td>
<td>Students will work both individually and in collaborative learning groups, improving their social skills. Students will question and think about their role in shaping a more democratic society and/or in other societies as part of global movements. Connections will be made to recent revolutions in the Middle East.</td>
<td>Essential questions.</td>
<td>Essential: Après, 1789, 1792, 1793, 1799, 1799-1815, 1815-1848, 1848. 1848-1870. 1870-1914. 1914-1945. 1945-1989. 1989.</td>
<td>Essay or research paper</td>
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<tr>
<td>2.5</td>
<td>Students know and understand most content vocabulary, key events and ideas.</td>
<td>Students will recognize some content vocabulary, key events and ideas.</td>
<td>With help, students may recognize some content terms.</td>
<td>Students will read primary sources, and synthesize, summarize, analyze, evaluate, develop and defend positions and arguments, discuss and write about historical topics and enduring themes.</td>
<td>Textbook: Ellis, Elisabeth and Anthony Esler. <em>World History</em>. Boston: Pearson Prentice Hall, 2007. Chapters 3-4</td>
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</tr>
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<td>2</td>
<td>Students recognize some content vocabulary, key events and ideas.</td>
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<td>Students will read primary sources, and synthesize, summarize, analyze, evaluate, develop and defend positions and arguments, discuss and write about historical topics and enduring themes.</td>
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<td>Students will read primary sources, and synthesize, summarize, analyze, evaluate, develop and defend positions and arguments, discuss and write about historical topics and enduring themes.</td>
<td>Students will read primary sources, and synthesize, summarize, analyze, evaluate, develop and defend positions and arguments, discuss and write about historical topics and enduring themes.</td>
<td>Textbook: Ellis, Elisabeth and Anthony Esler. <em>World History</em>. Boston: Pearson Prentice Hall, 2007. Chapters 3-4</td>
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### PLD Scale

**Grade Level: 10**  
**Course: World History**  
**Unit 4: Industrial Revolution**

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Standards</th>
<th>Objectives</th>
<th>Essential Question(s)</th>
<th>Content Vocabulary</th>
<th>Strategies/Resources</th>
</tr>
</thead>
</table>
| 4     | In-depth inferences and applications that go beyond what was taught. Students are critical of sources, evaluate events from multiple perspectives, and identify causes of future events. | Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. Students will examine the industrialization of Britain and the rapid political, economic, social, and cultural changes that resulted. Students will analyze primary source documents of the time and participate in activities designed to emphasize the effects of industrialization and debates of the fundamentals of a capitalist economy. Students will compare this information with the situation in countries currently or recently industrializing. **Skill** Students will read primary sources, and synthesize, summarize, analyze, evaluate, develop, and defend positions and arguments, discuss and write about historical topics and enduring themes. **Affective** Students will work both individually and in collaborative learning groups, improving their social skills. Students will question and analyze world history from economic and sociological perspectives. | How does industrialization affect the development of a country?  
**Focus Questions**  
1. What factors cause the start of industrialization?  
2. How does the process of industrialization create wealth for a country?  
3. Who benefits from industrialization and how?  
4. What are the political, cultural, and social impacts of industrialization on the population of a country? | Essential  
Industrialization, enclosure, crop rotation, rural anesthetic, smelt, James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, germ theory, sanitation, Thomas Edison, energy revolution, transportation, factors of production: land, labor, and capital, Capitalism, Adam Smith, Laissez Faire Economics, social democracy, Thomas Malthus, David Ricardo, Jeremy Bentham, Herbert Spencer, Social Darwinism, free enterprise, entrepreneur, Liverpool, Manchester, utopia, standard of living, factory system, cottage industry, assembly line, labor union, strike, tenement, urbanization, corporation, stock, communism, proletariat, bourgeoisie, socialism, Karl Marx, middle class, Neo-Classicallism, Post Impressionism, Charles Dickens, Victor Hugo, William Blake and William Wordsworth | Textbook  
**Supplemental**  
Primary Source Analysis  
TCI History Alive!  
Promethean Board  
Powerpoint presentations  
Venn diagram  
Video clips  
World map and geography graphs  
Political cartoon analysis  
www.quizlet.com  
Prentice Hall webcodes  
Current Events  
**AVID**  
Cornell Note Taking  
Costa’s Levels of Questioning  
Socratic Seminar  
Philosophical Chairs  
Storyboard  
Learning Logs  
Quickwrites  
Active Reading  
Self-Evaluation  
Peer Review  
**EL**  
Graphic Organizer  
Sentence stems  
Cloze  
GLAD Pictorials  
**GATE or Honors**  
Role Play  
Essay or research paper |
| 3.5   | Students analyze information and make historical connections demonstrating greater understanding of complex relationships. | Students recognize some content vocabulary, key events and ideas. Students will develop the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. Students will analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe. | | | |
| 3     | Students know and understand content vocabulary, key events and ideas, and the relationships between them. Students summarize and describe these concepts. | Students recognize some content vocabulary, key events and ideas. With help, students may recognize some content terms. | | | |
| 2.5   | Students know and understand most content vocabulary, key events and ideas. | | | | |
| 2     | Students know and understand content vocabulary, key events and ideas. | | | | |
| 1     | Students recognize some content vocabulary, key events and ideas. | | | | |

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### PLD Scale

**Grade Level:** 10  
**Course:** World History  
**Unit:** 5: Imperialism

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Standards</th>
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<th>Assessment(s)</th>
</tr>
</thead>
</table>
| 4     | In-depth inferences and applications that go beyond what was taught. Students are critical of sources, evaluate events from multiple perspectives, and identify causes of future events. | 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.  
1. Describe the rise of industrial economies and their link to imperialism and colonialism (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).  
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.  
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.  
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion. | Content  
Students will examine the impact of imperialism in the regions of Africa, India, and China to identify patterns of its progress and effects.  
Skill  
Students will read primary sources and political cartoons from multiple perspectives. Students will synthesize, summarize, analyze, evaluate, develop and defend positions and arguments, discuss and write about historical topics and enduring themes.  
Affective  
Students will work both individually and in collaborative learning groups, improving their social skills. Students will question and analyze world history from imperial, colonial, and native perspectives. | Essential  
Imperialism, protectorate, sphere of influence, colony, Social Darwinism, Cecil Rhodes, racism, indigenous, paternalism, missionary, elite, genocide, Berlin Conference, assimilation, sepoy, trade deficit, balance of trade, trade surplus, Opium War, extraterritoriality, Open Door Policy, Sino-Japanese War, Boxer Rebellion, Sun Yixian, Meiji Restoration, homogeneous society, diety, Russo-Japanese War, Spanish-American War, French IndoChina, nationalism, untouchables, Ganhdi, civil disobedience, boycott | Textbook  
Supplemental  
Primary Source Analysis  
TCI History Alive!  
Promethean Board  
Powerpoint presentations  
Venn diagram  
Video clips  
World map and geography graphs  
Political cartoon analysis  
www.quizlet.com  
Prentice Hall webcodes  
Current Events  
**AVID**  
Cornell Note Taking  
Costa’s Levels of Questioning  
Socratic Seminar  
Philosophical Chairs  
Storyboard  
Learning Logs  
Quickwrites  
Active Reading  
Self-Evaluation  
Peer Review  
**EL**  
Graphic Organizer  
Sentence stems  
Cloze  
GLAD Pictorials  
**GATE or Honors**  
Role Play  
Essay or research paper | Unit Summative  
- Content Vocabulary Quiz  
- Multiple Choice Exam on OARS  
- IDAs and written response paragraphs  
- DBQs (Document Based Questions)  
- FRQs (Free Response Questions)  
- Alternative assessments to meet students’ needs

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*10th Grade World History, Culture, and Geography: The Modern World, PLD Scales Adapted by Jennifer Elemen, JFKHS Soc. Sci. Dept., FUSD, p. 16*
PLD Scale  
Grade Level: 10  
Course: World History  
Unit 6: World War I

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Standards</th>
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<th>Strategies/Resources</th>
<th>Assessment(s)</th>
</tr>
</thead>
</table>
| 4     | In-depth inferences and applications that go beyond what was taught. Students are critical of sources, evaluate events from multiple perspectives, and identify causes of future events. | Content Students will demonstrate knowledge of the causes of WWI, the timeline of major events during the war, the consequences of the Treaty of Versailles, and an understanding of the soldiers’ experiences in the war. | Why should war only be considered a last resort? | Essential Pacifism, militarism, alliances, nationalism, imperialism, assassination, Franz Ferdinand, ultimatum, mobilize, neutrality, stalemate, Zeppelin, no man’s land, trench warfare, u-boat, total war, conscription, propaganda, atrocity, Schlieffen Plan, Battle of Verdun, Battle of Somme, Treaty of Brest-Litovsk, Lusitania, Zimmerman Telegram, contraband, shell shock, pandemic, armistice, costs of war, reparation, self-determination, mandate, isolationism, 14 Points, Woodrow Wilson, armistice, Treaty of Versailles, League of Nations, Armenian Genocide | Textbook Ellis, Elisabeth and Anthony Esler. World History. Boston: Pearson Prentice Hall, 2007. Chapter 11 | - Content Vocabulary Quiz  
- Multiple Choice Exam on OARS  
- IDs and written response paragraphs  
- DBQs (Document Based Questions)  
- FRQs (Free Response Questions)  
- Alternative assessments to meet students’ needs |
| 3.5  | Students analyze information and make historical connections demonstrating greater understanding of complex relationships. | Students analyze the causes and course of the First World War. 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, 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. 5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens. | Focus Questions 1. Why and how did World War I begin in 1914? 2. How and where was World War I fought? 3. How did the allies win the war? 4. How was World War I different from wars in the past? 5. How might the Treaty of Versailles have increased the chances of a second world war? 6. Could World War I have been avoided? | - Cornell Note Taking  
- Costa’s Levels of Questioning  
- Socratic Seminar  
- Philosophical Chairs  
- Storyboard  
- Learning Logs  
- Quickwrites  
- Active Reading  
- Self-Evaluation  
- Peer Review  
- Graphic Organizer  
- Sentence stems  
- Cloze  
- GLAD Pictorials  
- GATE or Honors  
- Role Play  
- Essay or research paper | |
| 3    | Students know and understand content vocabulary, key events and ideas, and the relationships between them. Students summarize and describe these concepts. | Skill Students will read primary sources and political cartoons from multiple perspectives. Students will synthesize, summarize, analyze, evaluate, develop and defend positions and arguments, discuss and write about historical topics and enduring themes. |  |  |  | |
| 2.5  | Students know and understand most content vocabulary, key events and ideas. | Affective Students will work both individually and in collaborative learning groups, improving their social skills. Students will question and analyze world history from the perspectives of the different sides fighting the war and those opposing the war. |  |  |  | |
| 2    | Students recognize some content vocabulary, key events and ideas. |  |  |  |  | |
| 1    | With help, students may recognize some content terms. |  |  |  |  | |

PLD Scale  
Grade Level: 10  
Course: World History  
Unit 7: Russian Revolution  

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Standards</th>
<th>Objectives</th>
<th>Essential Question(s)</th>
<th>Content Vocabulary</th>
<th>Strategies/Resources</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10.7 Students analyze the rise of totalitarian governments after World War I.</td>
<td>Students will analyze the causes and consequences of the Russian Revolution and its effects on world history.</td>
<td>How can a revolution fought to gain freedom and equality result in a totalitarian state?</td>
<td>Essential</td>
<td>Textbook Ellis, Elisabeth and Anthony Esler. World History. Boston: Pearson Prentice Hall, 2007. Chapter 11, section 5 and Chapter 13, section 4 Supplemental Primary Source Analysis TCI History Alive! Promethean Board Powerpoint presentations Venn diagram Video clips World map and geography Graphs Political cartoon analysis <a href="http://www.quizlet.com">www.quizlet.com</a> Prentice Hall webcodes Current Events AVID Cornell Note Taking Costa’s Levels of Questioning Socratic Seminar Philosophical Chairs Storyboard Learning Logs Quickwrites Active Reading Self-Evaluation Peer Review EL Graphic Organizer Sentence stems Cloze GLAD Pictorials GATE or Honors Role Play Essay or research paper</td>
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<tr>
<td>3.5</td>
<td>Students analyze information and make historical connections demonstrating greater understanding of complex relationships.</td>
<td>Students will read primary sources, maps, and political cartoons from multiple perspectives. Students will synthesize, summarize, analyze, evaluate, develop and defend positions and arguments, discuss and write about historical topics and enduring themes.</td>
<td>Focus Questions 1. Why did Karl Marx’s ideas and Lenin’s leadership appeal to many Russians leading up the the Bolshevik Revolution? 2. How did the Russian Revolution impact World War I? 3. How did the Russian Revolution help shape the course of the 20th century?</td>
<td>Content</td>
<td></td>
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<tr>
<td>3</td>
<td>Students know and understand content vocabulary, key events and ideas.</td>
<td>Students will work both individually and in collaborative learning groups, improving their social skills. Students will question and analyze world history from the perspectives of those supporting and opposing the revolution and how different people were affected by the revolution both in and outside of Russia.</td>
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<tr>
<td>2.5</td>
<td>Students know and understand most content vocabulary, key events and ideas.</td>
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<tr>
<td>2</td>
<td>Students recognize some content vocabulary, key events and ideas.</td>
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<tr>
<td>1</td>
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### PLD Scale

**Grade Level: 10**  
**Course: World History**  
**Unit 8: Effects of World War I and the Rise of Totalitarian Governments**

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Standards</th>
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<tr>
<td>4</td>
<td>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's 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 totalitarianism. 4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the &quot;lost generation&quot; of Gertrude Stein, Ernest Hemingway).</td>
<td>Students will analyze and evaluate the post World War I political, social, and economic conditions that gave rise to totalitarian dictatorships in Europe.</td>
<td>How do extremist parties take advantage of economic and political instability to create totalitarian states? <strong>Focus Questions</strong> 1. What changes did Western society and culture experience after World War I? 2. How did the provisions of the Treaty of Versailles cause increased tensions in Europe? 3. How did globalization help create a worldwide depression? 4. Why were extremists so successful in gaining political power in the 1930s? 5. How did the various countries of Europe succeed or fail in dealing with increased class conflict?</td>
<td>Essential prohibition, jazz, abstract, dada, surrealism, Ernest Hemingway, F. Scott Fitzgerald, Gertrude Stein, Pablo Picasso, Lost Generation, disillusionment, penicillin, overproduction, general strike, Federal Reserve, Stock Market Crash, Benito Mussolini, Franklin Roosevelt, Great Depression, New Deal, Weimar Republic, chancellor, Third Reich, Adolf Hitler, Mein Kampf, Gestapo, Nuremberg Laws, Kristallnacht, Hitler Youth, Holocaust, genocide</td>
<td>Textbook Ellis, Elisabeth and Anthony Esler. World History. Boston: Pearson Prentice Hall, 2007. Chapter 13 <strong>Supplemental</strong> Primary Source Analysis TCI History Alive! Promethean Board Powerpoint presentations Venn diagram Video clips World map and geography Graphs Political cartoon analysis <a href="http://www.quizlet.com">www.quizlet.com</a> Prentice Hall webcodes Current Events AVID Cornell Note Taking Costa’s Levels of Questioning Socratic Seminar Philosophical Chairs Storyboard Learning Logs Quickwrites Active Reading Self-Evaluation Peer Review EL Graphic Organizer Sentence stems Cloze GLAD Pictorials GATE or Honors Role Play Essay or research paper</td>
</tr>
<tr>
<td>3.5</td>
<td>Students analyze information and make historical connections demonstrating greater understanding of complex relationships.</td>
<td>Students will read primary sources, art and political cartoons from multiple perspectives. Students will synthesize, summarize, analyze, evaluate, develop and defend positions and arguments, discuss and write about historical topics and enduring themes.</td>
<td>Affective Students will work both individually and in collaborative learning groups, improving their social skills. Students will question and analyze the events from this unit of world history from multiple perspectives including the questioning the proper role of government in society.</td>
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<td>3</td>
<td>Students know and understand content vocabulary, key events and ideas, and the relationships between them. Students summarize and describe these concepts.</td>
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<td>2.5</td>
<td>Students know and understand most content vocabulary, key events and ideas.</td>
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<tr>
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<td>Students recognize some content vocabulary, key events and ideas.</td>
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<tr>
<td>1</td>
<td>With help, students may recognize some content terms.</td>
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# PLD Scale

## Course: World History

### Grade Level: 10

**Unit 9: World War II**

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Standards</th>
<th>Objectives</th>
<th>Essential Question(s)</th>
<th>Content Vocabulary</th>
<th>Strategies/Resources</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10.8 Students analyze the causes and consequences of World War II.</td>
<td>Students will identify the events and policies that led to the beginning of World War II, the course of the war, genocide and international justice and the geographic resolutions that helped shape the modern world.</td>
<td>How do the causes and consequences of World War II reflect the need for the creation and enforcement of international standards of conduct and justice?</td>
<td><strong>Essential Vocabulary:</strong> Appeasement, isolationism, pacifism, Neutrality Acts, Axis Powers, Anschluss, Sudetenland, Nazi-Soviet Pact, aggression, Neville Chamberlain, Mussolini, Hitler, Manchuria, annexation, blitzkrieg, Erwin Rommel, Auschwitz, Birkenau, Belzec, and Sobibór concentration camps, genocide, Holocaust, Final Solution, Lend-Lease Act, London Blitz, blitzkrieg, Operation Barbarossa, Stalingrad, Midway, Pearl Harbor, Iwo Jima, Okinawa, Japanese-American internment, Pearl Harbor, island hopping campaign, aircraft carrier, Dwight Eisenhower, Normandy, D-Day, Yalta Conference, V-E Day, Douglas MacArthur, kamikaze, Manhattan Project, atomic bomb, Hiroshima, Nagasaki, Emperor Hirohito, Tojo Kideki, V-J Day, Harry Truman, Nuremberg Trials, United Nations, Cold War, Marshall Plan, NATO, Warsaw Pact, Israel.</td>
<td><strong>Textbook:</strong> Ellis, Elisabeth and Anthony Esler. World History. Boston: Pearson Prentice Hall, 2007. Chapter 14 <strong>Supplemental:</strong> Primary Source Analysis TCI History Alive! Promethean Board Powerpoint presentations Venn diagram Video clips World map and geography Graphs Political cartoon analysis <a href="http://www.quizlet.com">www.quizlet.com</a> Prentice Hall webcodes Current Events <strong>AVID:</strong> Cornell Note Taking Costa’s Levels of Questioning Socratic Seminar Philosophical Chairs Storyboard Learning Logs Quickwrites Active Reading Self-Evaluation Peer Review <strong>EL:</strong> Graphic Organizer Sentence stems Cloze GLAD Pictorials <strong>GATE or Honors:</strong> Role Play Essay or research paper</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Students analyze information and make historical connections demonstrating greater understanding of complex relationships. Students know and understand content vocabulary, key events and ideas, and the relationships between them. Students summarize and describe these concepts.</td>
<td>Students will recognize the geographic resolutions, with emphasis on the importance of geographic factors.</td>
<td><strong>Focus Questions:</strong> 1. What events unfolded between Chamberlain’s declaration of “peace for our time” and the outbreak of a world war? 2. Which regions were attacked and occupied by the Axis powers, and what was life like under their occupation? 3. How did the Allies push back the Axis powers? 4. How did the Allies finally defeat the Axis powers? 5. What issues arose in the aftermath of World War II and how did new tensions develop?</td>
<td><strong>Focus Vocabulary:</strong> The Holocaust, concentration camps, genocide, Lebensraum, blitzkrieg, Manchuria, London Blitz, Operation Barbarossa, Stalingrad, Midway, Pearl Harbor, D-Day, Yalta Conference, V-E Day, Douglas MacArthur, kamikaze, Manhattan Project, atomic bomb, Hiroshima, Nagasaki, Emperor Hirohito, Tojo Kideki, V-J Day, Harry Truman, Nuremberg Trials, United Nations, Cold War, Marshall Plan, NATO, Warsaw Pact, Israel.</td>
<td><strong>Unit Summative:</strong> - Content Vocabulary Quiz - Multiple Choice Exam on OARS - IDs and written response paragraphs - DBQs (Document Based Questions) - FRQs (Free Response Questions) - Alternative assessments to meet students' needs</td>
<td></td>
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<tr>
<td>2</td>
<td>Students recognize some content vocabulary, key events and ideas.</td>
<td>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.</td>
<td><strong>Affective Skills:</strong> Students will work both individually and collaboratively learning groups, improving their social skills. Students will question and the effects of World War II on the modern world.</td>
<td><strong>Supplemental Vocabulary:</strong> Lebensraum, Luftwaffe, Francisco Franco, ultranationalism, Haile Selassie, Rosie the Riveter, vichy, Bataan Death March</td>
<td><strong>Unit Summative:</strong> - Content Vocabulary Quiz - Multiple Choice Exam on OARS - IDs and written response paragraphs - DBQs (Document Based Questions) - FRQs (Free Response Questions) - Alternative assessments to meet students' needs</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>With help, students may recognize some content terms.</td>
<td>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.</td>
<td>10th Grade World History, Culture, and Geography: The Modern World, PLD Scales Adapted by Jennifer Elemen, JFKHS Soc. Sci. Dept., FUSD, p. 20</td>
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</table>
PLD Scale
Grade Level: 10
Course: World History
Unit 10: Aftermath of World War II and the Cold War

<table>
<thead>
<tr>
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<th>Strategies/Resources</th>
<th>Assessment(s)</th>
</tr>
</thead>
</table>
| 4     | In-depth inferences and applications that go beyond what was taught. Students are critical of sources, evaluate events from multiple perspectives, and identify causes of future events. | Students analyze information and make historical connections demonstrating greater understanding of complex relationships. | Students know and understand content vocabulary, key events and ideas, and the relationships between them. Students summarize and describe these concepts. | Students recognize some content vocabulary, key events and ideas. | 10.9 Students analyze the international developments in the post-World War II world. | - Content Vocabulary Quiz
- Multiple Choice Exam on OARS
- IDs and written response paragraphs
- DBQs (Document Based Questions)
- FRQs (Free Response Questions)
- Alternative assessments to meet students’ needs |

10th Grade World History, Culture, and Geography: The Modern World, PLD Scales Adapted by Jennifer Elemen, JFKHS Soc. Sci. Dept., FUSD, p. 21
### PLD Scale

**Grade Level: 10**  
**Course: World History**  
**Unit 11: The Contemporary World History and Current Affairs**

<table>
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<tr>
<th>Score</th>
<th>Content Standards</th>
<th>Objectives</th>
<th>Essential Question(s)</th>
<th>Content Vocabulary</th>
<th>Strategies/Resources</th>
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</table>
| 4     | **In-depth inferences and applications that go beyond what was taught. Students are critical of sources, evaluate events from multiple perspectives, and identify causes of future events.** | **10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.** | **How has globalization affected the world?**  
**Focus Questions**  
1. How did the end of the Cold War affect industrialized nations and regions around the world?  
2. How is globalization affecting economies and societies around the world?  
3. How do poverty, disease, and environmental challenges affect people around the world today?  
4. What kinds of threats to national and global security do nations face today? | **Essential Vocabulary**  
- Globalization, economic development, human rights  
- Supplemental Vocabulary**  
- GDP, G8, World Bank, IMF | **Textbook**  
Chapters 16-19 | **Supplemental Resources**  
- Primary Source Analysis  
- TCI History Alive!  
- Promethean Board  
- Powerpoint presentations  
- Venn diagram  
- Video clips  
- World map and geography  
- Graphs  
- Political cartoon analysis  
- www.quizlet.com  
- Prentice Hall webcodes  
- Current Events  
- AVID  
- Cornell Note Taking  
- Costa’s Levels of Questioning  
- Socratic Seminar  
- Philosophical Chairs  
- Storyboard  
- Cornell Notes  
- Learning Logs  
- Quickwrites  
- Active Reading  
- Self-Evaluation  
- Peer Review  
- EL  
- Graphic Organizer  
- Sentence stems  
- Cloze  
- GLAD Pictorials  
- GATE or Honors  
- Website Development  
- Research paper | **Unit Summative**  
- Speech Contest  
- Research paper  
- Powerpoint presentation  
- Group project |
| 3.5   | **Students analyze information and make historical connections demonstrating greater understanding of complex relationships.** | **10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).** |  |  |  |  |
| 3     | **Students know and understand content vocabulary, key events and ideas.**  
**2.5 Students know and understand most content vocabulary, key events and ideas.**  
**2 Students recognize some content vocabulary, key events and ideas.**  
**1 Students recognize some content terms.** |  |  |  |  |  |
