

a-g World History

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Connecting Waters Charter School (053706)

Submission Feedback

Approved

Basic Course Information

Title: a-g World History

Transcript abbreviations: a-g World History A / 3E1003 , a-g World History B / 3E9003

Length of course: Full Year

Subject area: History / Social Science ("a") / World History / Cultures / Historical Geography

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 9th, 10th

Course learning environment: Classroom Based

Course Description

Course overview:

In this two semester, college preparatory course students will cover a period of more than 250 years, highlighting the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world. Students will analyze an important turning point: the transition in European systems of governance from divine monarchy to a modern definition of a nation-state organized around principles of the Enlightenment. As students analyze the years 1750 through the present, they will prove how a modern system of communication and exchange drew peoples of the world into an increasingly complex network of relationships in which Europe and the United States exerted great military and economic power. Students will assess how people, goods, ideas, and capital traveled throughout and between Asia, Africa, the Americas, and Europe, and analyze the results of these exchanges. Connections will be made between events and larger social, economic, and political trends, while students consider the most fundamental changes of the era.

The California State Content Standards for World History, Culture, and Geography: The Modern World will be covered using personal investigation of historical events and development of themes using primary and secondary sources, map study, research and projects to achieve the course objectives. Exams, essays, research papers, technology, and Project Based Learning (PBLs) are among the various means of instruction and evaluation. The goal is promote a course of study from

the HSS Framework to teach content, inquiry, literacy, and citizenship.

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Unit 1: The World in 1750

In this unit, the student will analyze maps of the gunpowder empires (Qing China, Mughal India, Ottoman Empire, Safavid Persia, Spain, France, England), trade routes (Atlantic World, Pacific/Indian Ocean, and world trade systems), and colonies and explain that this was the end of the premodern world. Students can judge the divine right of kings and consider the construction of monarchic governments and societies. The dynamics of elite groups of society and hierarchies in different states and empires will be also be assessed.

Essential Questions in this Unit:

- How were most societies organized in the 1700s
- Who held power in the 1700s? Why?
- What was the divine right of kings?
- Power relationships

Content Standards:

Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking 5.0

Research, Evidence, and Point of View 2.0

Unit Assignment(s):

Example Assignment:

Students will explore a textbook account and four primary sources to answer the question, "How did people experience the Middle Passage?" Students should be familiar with European exploration and colonization in the Americas as well as medieval African history. A Middle Passage PowerPoint will be shown to explain the Slave Trade and the Middle Passage. Primary Documents show differing perspectives from a Portuguese textbook, a slave ship captain, a slave ship doctor, and a former slave. Another primary document is the slave ship diagram that depicts how many slaves could be placed on this ship. After students read the primary documents, they will complete graphic organizers to help them critique what they believe is the most reliable source of information about the Middle Passage. Finally, an analytical paragraph outline will be used to write a 1,000 word essay in MLA format, explaining the slave's Middle Passage experience.

Unit 2: Democratic Revolutions

Students will investigate the ideas that gave rise to the development of two revolutionary trends that ultimately influenced the world: political and industrial revolutions and should be aware that revolutionary political ideals were rooted in Athenian democracy, English constitutional laws, the Enlightenment, that emphasized the rule of law, reason, individual rights, republicanism, and citizenship. Revolutionary ideas were new and different, but rooted in ancient societies. Students can evaluate the abstract ideas of political revolutionaries and how the “social contract” affected ordinary people. This unit also outlines the relationship between natural rights and government, consequences of trying to implement revolutionary political ideas, comparing the French, American, and Haitian Revolutions, and national identity.

Essential Questions in this Unit:

- How were enlightened ideas a break from the past?
- How did the “social contract” affect ordinary people?
- Why did civic reformers argue for representative government?
- What are individual and natural rights?
- Who received those rights in the eighteenth century?
- What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America?
- How do the French, American, Glorious, and Haitian Revolutions compare to one another?
- How is national identity constructed?

Content Standards: 10.2.4

Unit Assignment(s):

Example Assignment:

A timeline will be presented to review key events of the French Revolution leading up to the Reign of Terror, focusing on the fact that many people vied for power during the revolution; it was not a single, monolithic effort. Students will read Reign of Terror Textbook Excerpt and explore the motives of the Committee of Public Safety to examine the question: Was the main goal of the Committee of Public Safety to “protect the Revolution from its enemies”? Students will judge if they think the Committee of Public Safety protected the Revolution from its enemies and present their discoveries by creating a 3-5 minute video, or a “Letter to the Editor,” using evidence from the documents to support their claims.

Unit 3: Industrial Revolutions

Industrialization was arguable one of the most dramatic transformations in human history. Students can debate if the era should be called an Industrial Revolution because changes were gradual and uneven. The changing patterns of work, settlement, international relations, consumption, family relations, and values will be determined as coal, oil, and gas energy became available. Students will also consider the results of industrialization and how many aspects of life were transformed. This unit provides an opportunity to develop geographic and economic literacy. The use of maps, economic data, and graphs can be used to examine the industrialization’s resources, inventions, technology, environmental impact, population growth, production, and profits. Impact of daily lives, ideologies, industrial vs non-industrial countries

Essential Questions in this Unit:

- Should this era of industrialization be called an Industrial Revolution? Why or why not?
- What were the results of the Industrial Revolutions? How was technology and the environment transformed by industrialization?
- How did industrial revolutions affect governments, countries, and national identity in similar and different ways?

Content Standards: 10.3.1, 10.3.2**Unit Assignment(s):****Example Assignment:**

Different types of primary source documents will be used to make sense of contrasting accounts of historical events. Students will engage in asking questions to evaluate different perspectives on working conditions in English textile factories at the beginning of the 19th century. A PowerPoint can be used to present background knowledge on factory reform. Then students should be introduced to specific historical skills: sourcing and corroboration, in order to gather credible evidence for evaluating the reliability, or trustworthiness, of different historical sources. After students read varying primary source documents and answer questions, they can discuss which document they found most convincing. A writing assignment will be completed in the form of an analytical paragraph, using scaffolded supports, to answer the question, “Do you think that English textile factories were bad for the health of working class families?”

Unit 4: The Rise of Imperialism and Colonialism

This unit will examine industrialized nations’ worldwide imperial expansion, fueled by the demand for natural resources, with the motives used to justify “civilizing missions.” Students will compare how the economic strength of industrialized nations gave them an advantage of cheaper goods over nations that engaged in traditional manual production of goods. They will also cover the process of imperialism, fueled by the competition for raw materials, that drove competing nations to claim political, economic, and territorial rights to colonies. Overall, students should evaluate the causes, results, and justifications for colonization: religious, racial, and political uplift; economic exchange; and geopolitical power, with emphasis given to the Mexican Revolution, given the students’ proximity to Mexico. The unit will end by exploring the ways in which both the processes of industrialization and imperialism initiated transformations in transport and communication technologies, unprecedented levels of global migration, and accelerating global economic exchange.

Essential Questions in this Unit:

Why did industrialized nations embark on imperial ventures?

- How did colonization work?
- How was imperialism connected to race and religion?
- How was imperialism similar and different between colonies in Africa, Asia, and Latin America?
- What were the causes and effects of the Mexican Revolution?
- How did native people respond to colonization?

Content Standards: 10.4

Unit Assignment(s):

Example Assignment:

When does working for social change become a revolution? In this lesson, students will assess key figures from the Mexican Revolution, including Emiliano Zapata and Pancho Villa, and discuss what motivated them to take action and stand up for their principles and beliefs. First, students will discuss and brainstorm the concepts: What do we stand for? and revolution and revolutionaries. After watching excerpts from the film *The Storm that Swept Mexico* as a guide, students will discuss, answer questions, and research the background, common factors, and motives of the revolutionary figures. After sharing their findings, students will complete a culminating activity by writing and presenting a speech about how they would develop and implement their own strategies to work for social change in contemporary times.

Unit 5: Causes and Course of World War I

Students will investigate how the Great War became a World War (and later called World War I), with the disintegration of the Ottoman Empire and the militarization of the European powers. The unprecedented deadliness of this war from being fought on many fronts and because of technological advancements will be explored, as well as how entire societies and economies were focused on war. During this time, the Turkish government carried out systematic genocide of the Armenian people, reducing the Armenian population by 75%. Students may examine the reaction by other governments, including that of the United States, and the relief organizations that were created, showing the profound effect the Armenian Genocide had on the American public. The decline of the imperial powers that resulted from the World War I led to new political structures, such as the Russian Revolution. The dramatic social, political, cultural, and economic effects that resulted from the revolution will be analyzed to explain cause-and-effect and change over time.

Essential Questions in this Unit:

- Why did the Great War become a World War?
- Why was the building of alliances so important?
- How was World War I a total war?
- What were the consequences of World War I for nations and people?
- Why did the Russian Revolution develop and how did it become popular? How did it affect World War I?

Content Standards: 10.6

Unit Assignment(s):

Example Assignment:

Students will analyze and compare three different accounts in order to prove who won the first day of the Battle of the Somme, a definitive campaign of the First World War. A PowerPoint overview of the Battle of the Somme will be presented first. Then students will read three historical accounts (newspaper article, British soldier memoir, German soldier memoir), answer guiding questions, and complete a graphic organizer. Using evidence from the three documents, students will select Who won the first day of the Battle of the Somme? As an extension activity, students will write a World War

I historical investigation report in MLA format to explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources. Students should incorporate information from all relevant perspectives and take into consideration the validity and reliability of the sources to support their main proposition in their paper.

Unit 6: Effects of World War I

The focus of this unit will be the ending and effects of World War I. France, Britain, and the United States worked on settling the war, organizing peace, and punishing the losers. Students will examine how World War I ended and the consequences of the postwar agreement. The creation of new states in Eastern Europe, independence movements opposing colonial powers, and the effects of World War I treaties will be assessed. Society and culture were dramatically altered at the end of the war. Students will address the longer-term consequences of World War I by considering the effects of World War I on ordinary people, such as returning veterans with physical or mental injuries. Counter cultural movements by artists and authors represented the dislocation felt by individual and groups. Students should also make connections between post-World War I and the collapse of the worldwide economy, leading to the Great Depression.

Essential Questions in this Unit:

- How did World War I end? What were the consequences of the post-war agreement?
- What was the Armenian Genocide?
- How did agreements dating from World War I and post-war periods impact the map of the Middle East as well as Europe?
- What were the effects of World War I upon ordinary people?
- Why does the term “lost generation” refer to those that lived through or came of age during these years?
- How did the post-World War I world order contribute to the collapse of the worldwide economy?

Content Standards: 10.6.2

Unit Assignment(s):

Example Assignment:

This lesson uses maps to help students visualize and better consider the impact of World War I. While maps do not tell the whole story, they can provide crucial information to help students understand and analyze history, as they show the scope of the impact that World War I had on the countries that fought in it and on the world as a whole. Maps that show the empires before World War I ([Empires before World War I](#)) after World War I ([World after World War I](#)) will be analyzed by students: Which empires and countries expanded their territory between 1914 and 1920? Which empires and countries had lost territory or no longer existed by the period depicted in the second map? What patterns do you notice? What can you infer about how the changes illustrated in these maps affected the way citizens of different countries were feeling after the war? After students study the maps and write down answers to questions, they will end the activity by creating a presentation with the use of technology to show the geographic impact of World War I in Europe.

Unit 7: Rise of Totalitarian Governments after World War I

With the collapse of the capitalist market system that caused the Great Depression, political alternatives to liberal democracies emerged, particularly communism and fascism. Students will compare and contrast how communist and fascist governments responded to the collapse of the capitalist system during the Great Depression and what made it appealing to Europeans during the 1930s. The key ideas and realities of communism, and the expansion of this government model can be critiqued, as well as the magnitude of the imprisonment, persecutions, and death caused by totalitarian rule. Students will also examine the similarities and differences between the political structures of the Soviet Union, Germany, and Italy in the 1930s, especially how the Nazis came to power and why ordinary people supported them.

Essential Questions in this Unit:

- Why did communism and fascism appeal to Europeans in the 1930s?
- What were key ideas of communism? How were the ideas translated on the ground?
- What was totalitarianism and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?
- How did Nazis come to power? Why did ordinary people support them?

Content Standards: HSSC 10.7.3

Unit Assignment(s):

Example Assignment:

The key concept of this lesson is that the Nazis had broad appeal to many segments of the German population. Students start this lesson by reviewing the main points of the Versailles Treaty and reading their assigned case study (based on real citizens of the time) and discuss which of the three parties the person would vote for, evaluating what was the attraction or main motivation? (For example, fear of Communism, nationalism, anger about some part of the Versailles treaty, jobs, moral values, national security, career opportunity, economic stability, etc.) A chart will be completed to explain: Who? Vote? Why? Circle the four Nazi voters on the chart and the descriptions of the four Nazi voters profession/class. Ask students either: "What do you see?" or "Who is a typical Nazi voter?" The answer is that there was not a typical Nazi voter. Next, students consider the column listing reasons for voting and circle the reasons for the Nazi voters. A discussion should take place to analyze that everyone knew from the first that the Nazis blamed the Jews for Germany's problems and they wanted the Jews to leave Germany. **But**, there were other reasons to vote for the Nazis as well (such as fear of Communism, national pride, the thirst for a strong leader, anger about the Versailles treaty, economic issues both in the cities and in the countryside). Emphasize that these results do not diminish the centrality of antisemitism to the Nazi platform, but that other facets had appeal. Students will create diary entries as a voter of the time, explaining who they are, what their circumstances are, and their reasons for voting for the Nazi party.

Unit 8: Causes and Consequences of World War II

The study of Nazism and Stalinism leads directly to the causes and consequences of World War II. This global war included battlefronts in Europe, Asia, Africa, and the Pacific with a large casualty rate among civilians caught up in ground campaigns and bombing. Students will determine why the death

toll was so high throughout this study of World War II. German, Italian, and Japanese attempts to expand their empires in the 1930s will continue to be analyzed, as their ambitions and expansionism translated into military aggression. Students will evaluate the United States' attempt at isolationism through the "Neutrality Acts," and Britain and France's policy of appeasement which came to an end as Hitler stretched his empire toward Austria and Czechoslovakia, then eventually invading Poland. Around this time, Japan also extended its empire by invading China. Students should assess the key goals of the Axis and Allied Powers and explain how the war mobilized on different fronts.

This extensive unit continues to examine how technology affected World War II, such as blitzkrieg warfare and bombings, that brought fear, death, and destruction to the European, Japanese, and other populations. Students will develop arguments to prove how World War II was a total war and how it compared to World War I, as well as its mobilization on different fronts. The war ended with the collapse of the Axis regimes. Students can explore the many campaigns toward the end of the war: heavy fighting in both Western and Eastern Europe, heavy bombing campaigns in the Pacific, island-to-island skirmishes, the key battles like Midway, and the role of the Filipino-American alliance. The American decision to drop the atomic bomb on Hiroshima and Nagasaki can be debated among students. Sensitivity should be used as students learn how the Holocaust was enacted as they explore the magnitude, terror, and loss of life caused by Nazi policies, as well as the sheer scope, action (or inaction) of civilians. It is important for students to examine how, in wartime, ordinary people might do terrible things.

Essential Questions in this Unit:

- Why was the death toll so high during World War II?
- What were the key goals of the Axis and Allied powers? How was the war mobilized on different fronts?
- How did technology affect World War II?
- How was World War II a total War? How did World War II's actors, goals, and strategies compare with World War I?
- How was the Holocaust carried out?

Content Standards: 10.8.6

Unit Assignment(s):

Example Assignment:

Background information about the Manhattan Project and on fighting in the Pacific (specifically, Bataan Death March, Okinawa), will be presented in the beginning of this lesson. Students should brainstorm and discuss everything they know about the dropping of the atomic bomb at the end of WWII. Students will be asked to choose an image that will go on a United Nations website commemorating the dropping of the atomic bomb. The key question in mind will be: How should we remember the dropping of the atomic bomb?

Students will read two historical narratives and complete questions. Then they will complete an Online Memorial Decision sheet and justify the evidence for their argument. Students as individuals for a group will observe a packet of Atomic Bomb image and decide which image they think should be

selected to represent the dropping of the atomic bomb on a United Nations website. Follow up questions can include: Should the United States have dropped the bomb? Why is that a difficult question? Do you feel like we can judge Truman's decision? Why or why not? What would we need to know to feel qualified to judge? A project will be assigned in which student create a paper or tech tool timeline of the events leading to the decision to drop the atomic bomb.

Unit 9: International Developments in the Post World War II World

The effects of World War II were felt globally, intensifying three earlier trends that continued into the twenty-first century: decolonization, the Cold War, and globalization. Students should explore the differences between the capitalist-democratic United States and the communist-authoritarian Soviet Union as they learn about how the Cold War developed. American distrust of the Soviet Union grew after its expansion into Eastern Europe. Both the United States and the Soviet Union competed to bring newly liberated countries into their respective sides. How the Cold War was waged all over the world by the Soviet Union and the United States will be compared by studying the Soviet Union's control and consolidation over central and southeastern Europe, as well as the United States' support of democratic states in Western Europe, using the Marshall Plan and the Truman Doctrine. Another comparison will be made between the North Atlantic Treaty Organization (NATO) in 1949 and the Soviet's response to protect its sphere of influence in the form of the Warsaw Pact in 1955. Students can examine the ascent of communism in China and the Cold War competition throughout East and Southeast Asia, the Middle East, Africa, and Latin America. The high stakes of nuclear war resulted in a number of wars by proxy, as well as intervention by both sides, politically, militarily, and economically in dozens of nations in Asia, Africa, Latin America, the Middle East, and the Caribbean in an effort to protect their strategic interests. Former colonies responded to the Cold War and liberation that created opportunities for nationalist leaders to improve their political position, playing superpowers against each other can be explored. In the Middle East, nationalism emerged as powerful force and they also tried to play one superpower against the other. Students should also consider the Balfour Declaration and recall the competing interests in the creation of Israel that was part of the ongoing struggles in the Middle East. This unit will conclude with how the Cold War ended, including the dissolution of the Soviet Union from both internal and external weaknesses.

Essential Questions in this Unit:

- How did the Cold War develop?
- How was the Cold War waged all over the world?
- How did former colonies respond to the Cold War and liberation?
- How and why did the Cold War end?

Content Standards: 10.9, 10.10

Unit Assignment(s):

Example Assignment:

This lesson is a newspaper research project in which students will produce a newspaper about a hotspot in the Cold War- a specific site where the conflict between the Americans and Soviets played out on the ground, and through the interests of a third nation. Students will create a newspaper that represents either the Soviet, American, or non-aligned country's point of view. Each student or group

will be assigned one of nine hotspots: Algerian War of Independence (1954-1962), Afghanistan, 1979-1989, Cambodia, Angola, Nicaragua, Guatemala, Congo, Iran, Hungary. Students will be told that they will produce a newspaper about the hotspot from either the US or Soviet viewpoint, which will include five types of articles: a main story; an eyewitness story; a background story; an editorial; and a statistical analysis. First, they will research and take notes as directed on their handouts to familiarize students in the group with the basic resources available from archival and/or curated websites. Next, they will decide if they have located enough information to brainstorm the kind of newspaper articles they might write for this event. When they have enough information, they will complete the planning sheet. Other class time or assigned for homework, students can work on drafting their stories and writing their newspaper. Students will work on edits, reformatting, and picture insertion into their Hotspot newspaper template. Finally, they can upload the finished newspapers to a teacher website, submit it to www.turnitin.com (if the teacher has an account), or print it out on 11x17 size paper.

Unit 10: Nation-Building in the Contemporary World

Through the study of diverse regions and peoples, students learn in this unit that many nations share similar challenges in attempts to unite as they organized in the post-Cold War world. Students will compare and contrast how nations struggled to achieve economic, political, and social stability. In this unit, students will also analyze postcolonial developments of the following regions: Africa, the Middle East, Latin America, or China. Newly independent nations faced many challenges such as inherited colonial borders, forced unity of multiple ethnic groups, economic development, and the AIDS epidemic. Several stable republics exist, however, including Botswana, Ghana, Morocco, and South Africa, where apartheid gave way to multiparty democracy in the 1990s. In the Middle East, tensions between Israel and its neighbors remain high. Students can evaluate a future Palestinian state, Arab recognition of Israel, differences between Islamic Sunni and Shia communities, global oil, terrorism, and territorial disputes. Latin American conflicts have often reflected differences between indigenous people and mestizos, as well as between leftist and conservative ideologies and socialist and capitalist economies. Civil wars, stable economies, political stability, economic development. NAFTA, immigration, and the drug trade will be examined in this region. By contrast, this unit will also explore how developing nations, such as the Middle East, Latin America, and several Asian countries worked together to identify and attempt to solve challenges.

Essential Questions in this Unit:

- How have nations organized in the post-Cold War world?
- How have nations struggled in similar and different ways to achieve economic, political, and social stability?
- How have developing nations worked together to identify and attempt to solve challenges?

Content Standards:

History-Social Science Content Standard: 10.6.2

9-12 Historical and Social Sciences Analysis Skills: Chronological and Spatial Thinking 1.0

Historical Research, Evidence, and Point of View 3.0, 4.0

Common Core Standards: Reading Standards for Literacy in History / Social Studies 6-12: Grade 9-12 Students: RI.11-12.1, RI.11-12.7

Unit Assignment(s):

Example Assignment:

The focus question of this lesson is How did the post-war treaties impact claims to the land in Palestine? Post World War I treaties revolving around the creation of a national Jewish homeland in Palestine aimed to show support for Zionists as well as to protect the rights of pre-existing non-Jewish communities in the region. Student will read and annotate the following primary source documents: "Give your hand at redemption project.", Otte Wallish (<http://www.palestineposterproject.org/artist/otte-wallish>), 1938, the Balfour Declaration, 1917, and Mandate For Palestine. July 24, 1922. Then they will answer questions and complete a cause/effect chart, promoting discussion and critical thinking. Students should consider the following: How could the Mandate for Palestine be beneficial as well as point on contention between Jews and Palestinians? What impact did the Balfour Declaration and the Mandate for Palestine have on Jewish immigration to Palestine? The next part of this lesson will be to analyze a poster from The Great Redemption Project, evaluating the main goal of this project (to raise funds in order to purchase the land near Hula and the upper Galilee). but also assess why it may have exacerbated tensions between Arabs and Jews in Palestine. Finally, using analysis and supporting evidence, student will write a five- paragraph MLA essay about how the Balfour Declaration and the Mandate for Palestine created tensions between Jews and Arabs regarding land ownership in Palestine.

Unit 11: Economic Integration and Contemporary Revolutions in Information, Technology, and Communications

In this last unit of study, students will learn about the effects of globalization and how the post-Cold War world and globalization facilitated extremist and terrorist organizations. Students can investigate how globalization affected people, nations, and capital by focusing on the United Nations, which attempted to create a forum for nations to resolve their differences and to work collaboratively on global issues, and in multinational corporations and international financial institutions such as the International Monetary Fund (IMF), World Bank, the General Agreement on Tariffs and Trade (GATT), and the World Trade Organization (WTO). The key to economic globalization was the development of communications technology that enabled financial information and funds to move easily across borders. New technologies also facilitated the spread of consumer products and popular films, television shows, advertising, and other media events around the globe. There were also negative effects of globalization that should be evaluated, such as environmental concerns, child labor, women's rights, and extremist movements. Although breakthroughs in medical and scientific technology improved average health and longevity worldwide, health problems did not disappear. As the twenty-first century began, researchers, international aid organizations, and intergovernmental groups continued to work to address a variety of health challenges worldwide. As a review and conclusion of this unit, should analyze new geopolitics, the impact of globalization, rights, religion, identity, and a new role for the West.

Essential Questions in this Unit:

- How has globalization affected people, nations, and capital?
- How has the post-Cold War world and globalization facilitated extremist and terrorist

organizations?

Content Standards: 10.11

Unit Assignment(s):

Example Assignment:

In this Role Playing Debate classroom activity, students will gain a deeper understanding of the complexities of globalization by taking on the roles of people to debate the issues of globalization. A film clip will be shown to see scenes inside a Chinese factory and hear interviews with young workers. After the video, students will review a list of discipline- based vocabulary and concepts and have a discussion based on essential questions: How does the world economy impact development and social relations in China? How does development of China's economy impact the U.S.?. After students read articles on globalization, they will organize to debate. Groups will complete their globalization role sheet to help develop their argument and counter-arguments. While groups are debating, peers will take notes on each team's arguments, noting content and soundness of arguments. The lesson will conclude by discussing reflection questions: What connection do we as Americans have to how developing countries can or cannot control their pollution? What culpability do you have, as a consumer in America, to global pollution? What changes can you make in your buying – of shoes, clothes, food – or habits? Most of the young factory workers serving as cheap labor are young women. Why do you think that is?

Title	Author	Publisher	Edition	Website	Primary
Standards-based textbook (This course is aligned to the 2019 edition of the Pearson World History The Modern Era textbook, but it is specifically designed to work with any CA standards aligned textbook.)	Savvas (Pearson)	Savvas (Pearson)	2019		Yes

Title	Authors	Publisher	Course Material Type	Website
CDE SS Frameworks & History- Social Science Content Standards Multimedia (United Streaming Video, Khan Academy) Primary Source Documents (Library of Congress) Educational Websites University Standards-Based Lessons (SHEG, Berkeley Project, UC Davis- CHSSP) United States Holocaust Museum Technology Tools Google Maps			Supplemental	