

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – SOCIAL SCIENCE**

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| COURSE TITLE: | World History |
| COURSE NUMBER: | 3490 |
| DEPARTMENT: | Social Science |
| LENGTH OF COURSE: | One Year |
| CREDITS PER SEMESTER: | 5 |
| GRADE LEVEL(S): | 10 |
| REQUIRED OR ELECTIVE: | Required |
| PREREQUISITES: | None |
| BOARD OF EDUCATION ADOPTION: | January 13, 2004 |

COURSE DESCRIPTION:

~~This course offers a study of world civilizations with an emphasis on cultures from the mid-eighteenth through the twentieth centuries. It will also integrate trends from previous periods as a way of developing appropriate historical context. Students will have opportunities to study significant historical developments and events during these periods; students will also demonstrate competency in thinking historically, understanding the relationship between the individual and community, and in applying the social science methods.~~

COURSE OVERVIEW

This course begins with a snapshot examination of global government systems in 1750. The course then covers a period of more than 250 years and highlights the intensification of a truly global history as people, products, knowledge, and ideas increasingly spread around the world. It examines dynamic forces such as democracy, nationalism, and economic competition and how these forces impacted the modern world. The course also considers the themes of war and conflict resolution, inclusiveness of governance, the concept of justice, and the growing importance of individual rights and liberties. The course ends with the continued evolution of a global society as shaped by globalization, terrorism, and technology. Throughout the course, students develop reading, writing, speaking, and listening skills to enhance their understanding of the content. Students engage with history as an investigative discipline, one that is continually reshaped based on inquiry, primary and secondary source research, and multiple new perspectives. Students will gain an appreciation of history and become more informed citizens in their community, country, and the world. This course seeks to present non-European perspectives, primary sources, and texts as a means of shifting the narrative.

COURSE OUTLINE

1. MAJOR GOALS (Outcomes)

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1.1

~~Historical Thinking: To develop the ability to think historically, to place movements, events, people, and places in time through integrated exploration of historical causality, historical inquiry, and historical interpretation using informed research and analysis.~~

1.2

~~Social Science Literacies: To develop knowledge of Social Science through the study of geography, economics, sociology, psychology, political science and the humanities as integrated components of the study of history.~~

1.3

~~Democratic Values: To develop understanding of the relationship between the individual and the community through an investigation of diverse ethical and civic heritages and the democratic process.~~

1.4

~~Skills Attainment: Students will demonstrate competency in employing the historical method and in the application of specific social science skills.~~

PERFORMANCE OBJECTIVES

2.1

~~Historical Thinking~~

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2.1.1

~~Chronological Thinking: Distinguish between past, present, and future time; identify in historical narratives the temporal structure of a historical narrative or story; establish temporal order in constructing historical narratives; measure and calculate calendar time; interpret data presented in time lines; reconstruct patterns of historical succession and duration; compare alternative models for periodization.~~

2.1.2

~~Historical Comprehension: Reconstruct the meaning of a historical passage; identify the central question(s) the narrative addresses; read historical narratives imaginatively, evidence historical perspectives, draw upon data in historical maps, utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers; draw upon visual data, literary, and musical sources.~~

2.1.3

~~Historical Analysis & Interpretation: Identify the author or source of an historical document or narrative; compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions; differentiate historical fact from historical interpretation; consider multiple perspectives; analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance; compare historical narratives evaluate major debates among historians; hypothesize the influence(s) of the past; construct coherent historical essays.~~

2.1.4

~~Historical Issues Analysis and Decision Making: Identify issues and problems of the past; marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action; identify relevant historical antecedents; evaluate alternative courses of action; formulate a position or~~

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~~course of action on an issue; evaluate the implementation of a decision.~~

~~2.2~~

~~Social Science Literacies~~

~~2.2.1~~

~~Geographic Literacy: Develop an awareness of place; develop locational skills and understanding; understand human and environmental interaction; human movement; world regions as well as their historical, cultural, economic and political characteristics within the historical context.~~

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~~ERA~~

~~2.2.2~~

~~Economic Literacy: Understand the basic economic problems confronting all societies; understand comparative economic systems; understand the international economic system; expand knowledge of the basic economic goals, performance, and problems of our society.~~

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~~2.2.3~~

~~Sociopolitical Literacy: Understand and appreciate the close relationship between social and political systems; understand the relationship between~~

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~~society and the law, understand comparative political systems within the historical context.~~

~~2.2.4~~

~~Cultural Literacy: Recognize the relationships among the various parts of a nation's cultural life; learn about the mythology, legends, values, and beliefs of a people within historical context.~~

~~2.3~~

~~Democratic and Civic Values~~

~~2.3.1~~

~~Constitutional Heritage: Understand the basic principles of democracy and the democratic process; understand the historical origins of basic constitutional concepts such as representative government, separation of powers, division of powers, and civil liberties.~~

~~2.3.2~~

~~Civic Values, Rights & Responsibilities: Understand the relationship between the individual and the community; understand what is required of citizens in democratic and non-democratic societies.~~

~~2.4~~

~~Personal Growth~~

~~2.4.1~~

~~Ethical Literacy: Recognize the sanctity of life and the dignity of the individual; realize that concern for ethics and human rights is universal and diverse and represents the aspirations of men and women in every time and place; understand the ways in which different societies have dealt with ethical issues.~~

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~~2.4.2~~

~~Multicultural Perspective: Develop a perspective that respects the dignity and worth of all people; understand that the ideas people profess affect their behavior.~~

~~2.5~~

~~Skills Attainment~~

~~2.5:1~~

~~Historical Research Capabilities: Formulate historical questions; obtain and evaluate historical data; identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.~~

~~3.~~

~~CONTENT OUTLINE~~

~~3.1~~

~~Unit 1 – The First Global Age 1450-1770~~

~~3.1.1 How the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations.~~

~~3.1.2~~

~~How European Society experienced political, economic, and cultural transformations in an age of global intercommunication.~~

~~Page 4~~

~~3.1.3~~

~~How large territorial empires dominated much of Eurasia between the 16th and 18th centuries.~~

~~3.1.4~~

~~Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.~~

~~3.1.5~~

~~Transformations in Asian societies in the era of European expansion.~~

~~3.1.6 Major global trends from 1450 to 1770. Unit 2 – The Age of Revolutions 1750-1914~~

~~3.2.1~~

~~The causes and consequences of political revolutions in the late 18th and early 19th centuries.~~

~~3.2.2~~

~~The causes and consequences of the agricultural and industrial revolutions, 1700-1850.~~

~~3.2.3~~

~~How Eurasian societies were transformed in an era of global trade and rising European power, 1750-1850.~~

~~3.2.4~~

~~Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.~~

~~3.2.5~~

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~~Patterns of global change in the era of Western military and economic domination, 1850-1914.~~

~~3.2.6~~

~~Major global trends from 1750 to 1914.~~

~~Unit 3 -- The 20th Century 3.3.1 Global and economic trends in the high period of Western dominance. 3.3.2~~

~~The causes and global consequences of World War I. 3.3.3 The search for peace and stability in the 1920's and 1930's.~~

~~3.3.4~~

~~Causes and global consequences of World War II.~~

~~3.3.5~~

~~How new international power relations took shape in the context of the Cold War and how colonial empires broke up.~~

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~~3.3.6~~

~~Promises and paradoxes of the second half of the 20th century.~~

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~~3.4.~~

~~Topics/Themes: Each of the following will be included in each unit, at times singled out for intensive study and at times in an integrated way.:~~

~~3.4.1 Geography~~

~~3.4.2~~

~~Historical Events~~

~~3.4.3 Culture (art, literature, and music) 3.4.4 World View (beliefs and values)~~

~~3.4.5~~

~~Economic systems~~

~~3.4.6~~

~~Sociopolitical systems~~

~~4.~~

~~TIME ESTIMATES~~

~~4.1~~

~~Major units will vary in length but will take approximately 10-12 weeks to cover.~~

TIME ESTIMATES

Major units will vary in length, depending on the History-Social Science Framework Guiding Questions.

INSTRUCTIONAL MATERIALS

5.1 5.2 5.3 5.4 5.5 5.6 5.7

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~~Textbooks and support materials Curriculum Guide (National Standards in World History) Maps, globes, atlases Films, video tapes, slide presentations, CD-ROM Artifacts and primary source materials Simulations Internet access and library materials~~

~~6.~~

~~6.1 6.2 6.3 6.4 6.5~~

~~Class participation Testing (quiz & exam) Oral presentations Research projects Portfolio Essay~~

~~6.6~~

COURSE OBJECTIVES

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

Inquiry:

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

Literacy:

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

Citizenship:

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

Skills:

- Reading and Creating a Thematic Map
- Sequencing and Using a Timeline
- Understanding How Historians Interpret The Past
- Analyzing Historical Evidence
- Interpreting Graphics (Cartoons, photos, maps, charts, graphs, etc.)
- Analyzing Primary and Secondary Sources
- Determining Cause and Effect
- Identifying Bias and Point of View

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- Locating Turning Points in History
- Making Inferences and Drawing Conclusions
- Evaluating the credibility of sources (print, digital, electronic)
- Conducting effective research and cite sources accurately
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects.

COURSE CONTENT

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| <p>Content Themes:</p> <ul style="list-style-type: none"> • How has the relationship between society and the individual evolved? • How did systems of governance develop and become more inclusive and expansive? • How did political, economic, and social factors combine and impact global society? | |
| <p>Unit 1: The World in 1750</p> | |
| <p>Content Standards</p> | <p>Suggested Practice</p> |
| <p>CA 2016 History-Social Science Framework</p> | <p>1. Compare and contrast the political, social and economic systems of three or more countries of the world in 1750. Compare England, France and choose two of, including but not limited to, the following : the Qing Dynasty China, the Ottoman Empire, Tokugawa, the Safavid Empire, the Mughal Empire, Spanish/Portuguese Latin American colonies, or Asante (Ashanti).</p> <ul style="list-style-type: none"> • Review the principles of the Magna Carta, Petition of Right (1628), the English Bill of Rights (1689), John Locke (England). • Discuss principles of absolutist rule including the Divine Right of Kings. (France) Other options include but are not limited to Jacques Benigne Bossuet, Niccolo Machiavelli and Thomas Hobbes. • Review Plato and Aristotle’s views on democracy, Cicero on republican democracy. |
| <p>Unit 1 Sample Lesson: The World in 1750 Text Set</p> | |
| <p>Unit 2: 1750 - 1848: Revolutions Reshape the World - Democratic Revolutions</p> | |
| <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How were enlightened ideas a break from the past? • How did the “social contract” affect different demographics? (Hobbes/Locke) • What are individual or natural rights? Who received those rights in the eighteenth century? (Voltaire/Beccaria) • Why did enlightenment thinkers argue for representative governments? (Rousseau/Montesquieu) • What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America? • How do the French, American, and Haitian Revolutions compare to one another? • How is national identity constructed? How does it play a role in the above revolutions? | |
| <p>Content Standards</p> | <p>Suggested Practice</p> |
| <p>10.2 Students compare and</p> | <p>1. Compare the major ideas of philosophers and their effects on the</p> |

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| <p>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.</p> | <p>democratic revolutions in the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Mary Wollstonecraft, Thomas Jefferson, James Madison, Toussaint Louverture).</p> <p>2. Review the principles of the American Declaration of Independence (1776) and the U.S. Bill of Rights (1791). Focus on the ideals of the French Declaration of the Rights of Man and the Citizen (1789).</p> <p>3. Explain how the ideology of the French Revolution led to the evolution of the French government. (Constitutional monarchy to democratic despotism to the Napoleonic empire)</p> <p>4. Discuss how nationalism spread across Europe with Napoleon and Latin America with Simón Bolívar, but was repressed for a generation under the Congress of Vienna (*Concert of Europe and Revolutions of 1848).</p> |
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Unit 2 Sample Lesson: [Revolutions in the Atlantic World](#)

Unit 3: Industrial Revolutions

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| <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● 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 the national identity in similar and different ways? ● How did industrialization affect ordinary people, families and work? ● Why did new political and economic ideologies emerge? What are their key tenets? |
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| Content Standards | Suggested Practice |
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| <p>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p> | <p>1. Analyze why England was the first country to industrialize (factors of production). including the effects of the agricultural revolution and urbanization (*Describe how it spread to the European continent and the United States). (TOUCHBACK: Could include reference back to the financial revolution in the Dutch States and England in the 1600s).</p> <p>2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (*Could include the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</p> <p>3. Describe how the nature of labor has changed from cottage industry to mass production. (*Could include factory vs slave labor) (CURRENT CONNECTION: *Could include comparing and contrasting child labor, environmental issues, the effect on families and urbanization between past and present).</p> <p>4. Analyze the emergence of Capitalism (Adam Smith) as a dominant economic pattern/ideology and the responses to it, such as the union/labor movement, Socialism, and Communism (Karl Marx).</p> |

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| | <p>(*Could include Utopianism, Social Democracy and Social Darwinism).</p> <p>5. Describe how the reaction to Industrialization has emerged in artistic and literary movements such as Romanticism and Realism. (*Could include the poetry of William Blake or William Wordsworth, the novels of Charles Dickens or Mary Shelley or the paintings of Eugene Delacroix or the music of Beethoven or Chopin).</p> |
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Unit 3 Sample Lesson: [Urbanization Game](#)

Unit 4: The Rise of Imperialism and Colonialism

Guiding Questions:

- 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?*
- How did native people respond to colonization?

Content Standards

Suggested Practice

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 their motivations for imperialism and colonialism (eg 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. Explain imperialism from the perspective of the colonizers and the colonized and the varied short-term and long-term responses by the people under colonial rule (*Make connections to methods of colonial rule; immediate impact during colonialism).
3. Describe the long-term impact of imperialism on colonized countries (CURRENT CONNECTION: Describe the process and impact of decolonization (*Could be done here, or post-WWII, or during the Cold War).

Unit 4 Sample Lesson: [Congo, Coltan, and Cell Phones](#)

Unit 5: Causes and Course of World War I

Guiding Questions:

- What were the short and long term causes of World War I?
- Why did the Great War become a World War?
- How was World War I a total war?
- What were the consequences of World War I for nations and people?

Content Standards

Suggested Practice

10.5 Students analyze the causes

1. Analyze the arguments for entering into war presented by leaders

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| <p>and course of the First World War.</p> | <p>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.”</p> <ol style="list-style-type: none"> 2. Examine the principal theaters of battle, major turning points, and the importance of geographic (e.g. topography, waterways, distance and climate) and technological factors (e.g. gas, industrialization, machine gun) in military decisions and outcomes. 3. Explain how the Russian exit 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. |
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Unit 5 Sample Lesson: [The Armenian Genocide Text Set](#)

Unit 6: Effects of World War I

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| <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How did World War I end? What were the consequences of postwar agreements, including the Treaty of Versailles? • How did agreements dating from World War I and postwar periods impact the map of the Middle East? • What were the effects of World War I on ordinary people (e.g. veterans, women, social classes)? • Why does the term “lost generation” refer to those who 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? | |
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| Content Standards | Suggested Practice |
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| <p>10.6 Students analyze the effects of the First World War.</p> | <ol style="list-style-type: none"> 1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Fourteen Points and the Treaty of Versailles. 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 (e.g. self-determination, mandate system) 3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. 4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway). |

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| | 5. Analyze the impact of Great War on the role and status of women in society (*Great Britain and decline of class system e.g. women's suffrage). |
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Unit 6 Sample Lesson: [Effects of WWI Text Set](#)

Unit 7: Rise of Totalitarian Governments After World War I

Guiding Questions:

- Why did the Russian Revolution develop, and how did it become popular?
- How did various economic crises cause political disorder?
- Why did communism and fascism appeal to Europeans in the 1920s and 1930s?
- What were the key political characteristics of totalitarianism?
- How was totalitarianism implemented in similar and different ways in Japan, Germany, Italy and the Soviet Union?
- How and why did the Nazis come to power?

Content Standards

Suggested Practice

10.7 Students analyze the rise of totalitarian governments after World War I.
11.8 Students analyze the economic boom and social transformation of post-World War II America

1. Understand the causes, course, and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g. the gulags)
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g. the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of the totalitarian regimes (Fascist and Communist) in Germany, Italy, the Soviet Union, and Japan noting especially their common and dissimilar traits.

Unit 7 Lesson Plan: [The Appeal of Communism and Fascism Inquiry Set](#)

Unit 8: Causes and Consequences of World War II

Guiding Questions:

- What were the key goals of the Axis powers and Allied powers?
- How was the war fought in different theaters? Compare/contrast how the war in both theatres ended?
- 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 those of World War I?
- How were the Holocaust and other war crimes planned and carried out?

Content Standards

Suggested Practice

10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

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| | <p>2. Understand the role of appeasement, failure of the League of Nations (nonintervention and isolationism), and the Great Depression in contributing to the outbreak of World War II.</p> <p>3. Identify and analyze the Allied and Axis objectives, the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors (e.g. total war, technology, etc).</p> <p>4. Describe the political, diplomatic, and military leaders during the war (e.g. Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</p> <p>5. 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.</p> <p>6. Discuss the human costs to the war, with particular attention to the civilian and military losses including deliberate conventional and atomic bombings of civilian populations. Also include an analysis of the displaced people of Europe after the war. CURRENT CONNECTION: Tie in the problems that nations faced with displaced people then and today (i.e. Syria 2010s, Africa 2010s) Also, the genocide of WWII with current atrocities (Bosnia 1990's, Rwanda 1990s, Rohingya 2010s).</p> |
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Unit 8 Sample Lesson: [WWII Activity](#)

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

Guiding Questions:

- How did the Cold War develop?
- How was the Cold War waged all over the world?
- How did decolonization unfold, and how were new nations formed? What were the struggles that they faced?
- How were former colonies impacted by the Cold War?
- How and why did the Cold War end?

| Content Standards | Suggested Practice |
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| 10.9 Students analyze the international developments in the post-World War II world | <p>1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p> <p>2. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p> <p>3. Analyze the causes of the Cold War, with the US and its allies on</p> |

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| | <p>one side and Soviet Union and its allies on the other, including competition for influence in such places as the Middle East, Africa, Latin America and Asia.</p> <p>4. Understand the importance of the policy of containment (eg Truman Doctrine and the Marshall Plan) and the resulting economic and political competition in arenas such as Southeast Asia (e.g. the Korean War, Vietnam War), Cuba, and Africa.</p> <p>5. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g. the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p> <p>6. Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p> <p>7. Understand how the forces of nationalism influenced the Middle East and the significance and effects of the location and establishment of Israel on world affairs.</p> <p>8. Analyze the reasons for the collapse of the Soviet Union, including the weakness of command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p> |
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Unit 9 Sample Lesson: [Cold War Simulation Activity](#)

Unit 10: Challenges Facing Nation States in the Contemporary World

Guiding Questions:

- How have nations worked to achieve economic, political, and social stability?
- How have globalization and economic integration affected people, nations, and capital?
- How have contemporary revolutions in information, technology, and communications impacted global society?
- What are the factors that led to the proliferation of extremist and terrorist organizations in the contemporary world?

Content Standards

Suggested Practice

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

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

3. Discuss the trends in society and regional events and their impact on individual freedom and political systems.

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| television, satellites, computers) | |
| Unit 10 Sample Lesson: Youth vs. Climate Change | |

COURSE MATERIALS

| Title | Publisher | Date |
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| MDUSD Units of Study | | 2020 |
| History-Social Science Framework | California Department of Education | 2016 |
| Modern World History: Patterns of Interaction | Holt Mcdougal | 2015 |
| History Content Standards | California Department of Education | 2000 |

Teacher support resources can also be found in the [Educational Services Website](#) and supplemental online curriculum (for ex. Apex).

EVALUATION OF STUDENT PROGRESS

Assessment Methods:

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

Committee Members:

- | | |
|---------------------|--------------------------------------|
| College Now | Erica Shaw, Teacher |
| Concord | Karna Cruz, Teacher |
| Ygnacio Valley High | James Lyon, Teacher |
| Dent Center | Susan Hartwig, Curriculum Specialist |
| Willow Creek Center | Jeanne Johnson, TOSA |
| | Angela Victor, TOSA |
| | Jodi Masongsong, TOSA |