Course Title: AP World History

Subject: Social Studies

Grade Level: 12th Grade

Duration: Full Year

Prerequisite: US History II Honors or AP US History

Elective or Required: Elective

Department Mission Statement:

The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description: The AP Course in World History introduces students to a global view of historical processes and contacts between people in different societies and regions throughout history. Four historical thinking skills and five themes will be used throughout the course to at six chronological periods of study. Students will build on an understanding of factual history, examine contacts between world civilizations and societies, and examine changes and continuities in a world context. These skills and ideas will be developed through analysis, synthesis and evaluation of primary and secondary sources. Various historic interpretations, periodization, and historians’ tools and processes will also be examined. Thinking critically throughout the class will be a core focus. A final goal is preparation with the tools for success on the AP World History exam in May.

Author: Eric Dimeck

Date Submitted: Summer 2018
Approximate # Of Weeks: 2 weeks

Essential Questions: What is civilization?
Who is civilized?
How does the definition of civilized depend upon unique cultural factors that developed in different regions?
How is food production a factor in the development of civilization?
How does environment affect development of civilization?
How did different groups of humans successfully adapt to changing environmental conditions or migrate to different regions of the earth?
What are the causes and consequences of new ways of living following the Neolithic revolution?

Upon completion of this unit students will be able to:

- 6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- 6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
- 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
• 6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.
• 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
• 6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
• 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
• 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
• 6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
• 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
• 6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Common Core Standards:

• CCSS.ELA-Literacy.RH.11-12.2 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.
• CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
• CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.
• CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• CCSS.ELA-Literacy.WHST.11-12.10 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.

Interdisciplinary Standards (njcccs.org)
• 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
• 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
• 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
• 9.3 - Career Awareness, Exploration, and Preparation
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Activities – include 21st Century Technologies/Research:

• World History themed book review (summer assignment)
• Reading chapter/note taking
• PowerPoint based notes
• Discussion of reading selection from Jared Diamond’s Guns, Germs and Steel
• Create comparative list of regional civilizations (Middle Eastern, Central Asian, Mesoamerican)
• Read the following primary/secondary sources (including but not limited to):
  
  *The Epic of Gilgamesh*
  *Hammurabi’s Law Code*
  *The Urban Revolution: Origins of Patriarchy Images of Ancient Egypt*
  *Shi Huang Di*
  *Plato: The Republic*

• Multiple Choice test as preparation for AP exam
• Reaction essay of one of the primary/secondary source readings
• Research readings (primary or secondary sources) that pertain to this unit for creating a DBQ
• Responding to essay prompts through Google Classroom

Enrichment Activities:

• View the National Geographic special of Guns, Germs, and Steel and write a reaction paper comparing two of the civilizations mentioned in the special
• Tour ancient sites using Google Expedition
Methods of Assessments/Evaluation:

- Assessment of book review (summer assignment)
- Assessment of multiple choice tests
- Assessment of primary/secondary source reaction paper
- Evaluation of participation in discussions

Resources/Including Online Resources

- Online Textbook Information: cengage.com/mindtap
- Teacher Webpage
- Google Classroom
- Textbook: *The Earth and its Peoples: A Global History*
- Book of choice for summer assignment
- Supplemental reading book: *Documents in World History*
- Supplemental reading book: *Worlds of History: A Comparative Reader*
- Google Expedition hardware and software

**AP World History**

**Unit 2: Organization and Reorganization of Human Societies**

**600 BCE-600 CE**

**Chapters 3-8**

Approximate # Of Weeks: 5 Weeks

Essential Questions:

- How did belief systems reinforce and/or alleviate social hierarchies?
- Why did rulers of states have to legitimize their power?
- How do social, political, and cultural institutions increase incomplexity with the movement from village life to city-states to empires?
- What is the interaction between settled and nomadic peoples?
- What are the consequences of regional trade networks?
- How did the development of regional networks of exchange affect political structures and cultural traditions?

Upon completion of this unit students will be able to:

- 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
• 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

• 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

• 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

• 6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.

• 6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

• 6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.

• 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

• 6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

• 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

• 6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

• 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

• 6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

• 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Common Core Standards:

• CCSS.ELA-Literacy.RH.11-12.2 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.
• CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
• CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.
• CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• CCSS.ELA-Literacy.WHST.11-12.5 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.
• CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
• CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
• CCSS.ELA-Literacy.WHST.11-12.10 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.

Interdisciplinary Standards (njcccs.org)

• 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.
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• 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
• 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Activities – include 21st Century Technologies/Research:
• Reading chapters/note taking
• PowerPoint based notes
• Writing workshop—discuss and practice types of written questions for the AP World History exam
• Discussion development of empires
• Map exercise of Alexander the Great’s expedition
• Discussion of Alexander the Great’s military tactics
• Researching use of Alexander the Great’s tactics in modern conflicts
• Discuss Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism
• Read and discuss the following primary/secondary sources (including but not limited to):
  The Gospel of Matthew and Saint Paul, epistle to the Romans
  Excerpts from The Quran
  Excerpts from The Four Noble Truths
  Greek and Indian Civilization: by William H. McNeill
  China and Rome Compared by S.A.M. Adshead
  Women in the Classical Era by Sarah Shaver Hughes and Brady Hughes
  Lessons for Women by Ban Zhao
  Fayum Portraits
• Discuss significance of the Silk Road
• Create a Silk Road map
• Discuss connections between Han China and Rome
• Multiple Choice tests
• Short answer questions
• Changes and continuities over time essays
• Comparison essays

Enrichment Activities:

• Read these three articles:
  http://www.saudiaramcoworld.com/issue/201002/risotto.s.roots.htm
  http://www.saudiaramcoworld.com/issue/201301/pasta.s.winding.way .west.htm
  http://www.saudiaramcoworld.com/issue/201106/gaza.s.food.heritage .htm
  Write an essay tracing the lineage of food culture in these Mediterranean regions.
• Virtual tour of the Silk Road and surrounding territory through Google Expedition

Methods of Assessments/Evaluation:
• Writing workshop participation assessment
• Group discussion participation assessment
• Debate assessment
• Assessment of map assignment
• Assessment of timeline assignment
• Evaluation of Multiple Choice tests
• Evaluation of changes and continuities over time essays
• Evaluation of comparison essays
• Evaluation of DBQ essays
• Evaluation of short answer questions

Resources/Including Online Resources

• Online Textbook Information: cengage.com/mindtap
• Teacher Webpage
• Google Classroom
• Textbook: The Earth and its Peoples: A Global History
• Supplemental reading book: Documents in World History
• Supplemental reading book: Worlds of History: A Comparative Reader
• Google Expedition hardware and software

AP World History
Unit 3: Regional and Interregional Interactions 600 CE-1450
Chapters 9-14

Approximate # Of Weeks: 5 Weeks

Essential Questions: Why did Afro-Eurasia become integrated in this period? How did the integration of Afro-Eurasia affect the societies within this region? How did integration in the Americas and Oceania compare to integration in Afro-Eurasia? What are the political, social, and cultural effects of new or continuing belief systems? What new forms of empire evolve in the wake of the classical empires? What aided the extension and intensification of trade and communication networks and how did long-distance trade influence economic practices and production? What are the consequences of long-distance migrations, whether by sea or by land? Did changes in this period occur more from the effects of nomadic migrations or urban growth? To what extent did economic networks overlap during this period?
Upon completion of this unit students will be able to:

- 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.

B. Geography, People, and the Environment

- 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
- 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 6.2.8.B.4.c Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.B.4.d Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

C. Interrelationships

- 6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- 6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.D.4.b Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
• 6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe.
• 6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.
• 6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
• 6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
• 6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Common Core Standards:

• CCSS.ELA-Literacy.RH.11-12.1 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.
• CCSS.ELA-Literacy.RH.11-12.2 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.
• CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
• CCSS.ELA-Literacy.RH.11-12.4 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).
• CCSS.ELA-Literacy.RH.11-12.5 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.
• CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
• CCSS.ELA-Literacy.RH.11-12.7 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.
• CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
• CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
• CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

• CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.

• CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

• CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• CCSS.ELA-Literacy.WHST.11-12.5 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.

• CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

• CCSS.ELA-Literacy.WHST.11-12.7 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.

• CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

• CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

• CCSS.ELA-Literacy.WHST.11-12.10 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.

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All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

• 9.3 - Career Awareness, Exploration, and Preparation
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Activities – include 21st Century Technologies/Research:

• Reading chapters/note taking
• PowerPoint based notes
• View Deadliest Warrior: Samurai vs. Knight
• View Sword of the Beast
• Discuss differences/similarities between chivalry/bushido knights/samurai
• Discussion group on Zheng He
• Create chart of the Columbian Exchange
• Create chart of European explorers and expeditions
• Map assignment of early Indian Ocean trade network
• Create map of wind and ocean currents in Indian Ocean
• Small group PowerPoint presentations on specific chapter topics
• DBQ writing workshop
• Small group DBQ creation assignment, including researching primary/secondary sources pertaining to this unit
• Read and discuss the following primary/secondary sources (including but not limited to):
  
  **Suetoni**
  USA Today, “Experts predict next plague will come from animals” and “Plague emerges in Grand Canyon”
  **Ibn Battuta**
  Description of the Kingdom of Mali
  **Philostratos, Life of Apolloios of Tyana**
  **The Concordat of Worms**
  **Gregory Guzman,** “Were the Barbarians a Negative or a Positive Factor in Ancient and Medieval History?”
  **Images of mosque architecture in Cordoba, and Timbuktu**
  **Southernization by Lynda Schaffer**

• Take multiple choice tests
• Changes and continuities over time essays
• Comparison essays
• Short answer questions
• DBQ essays
• Periodization essays

Enrichment Activities:
• Watch a historical film of this era, analyze the film for historical accuracy in an essay

Methods of Assessments/Evaluation:

• Assessment of discussion participation
• Evaluation of group PowerPoint presentations
• Assessment of writing workshop participation
• Evaluation of Multiple Choice tests
• Evaluation of changes and continuities over time essays
• Evaluation of comparison essays
• Evaluation of DBQ essays
• Evaluation of DBQ creation assignment
• Evaluation of Periodization essays
• Evaluation of short answer questions

Resources/Including Online Resources

• Online Textbook Information: cengage.com/mindtap
• Teacher Webpage
• Google Classroom
• Textbook: The Earth and its Peoples: A Global History
• Supplemental reading book: Documents in World History
• Supplemental reading book: Worlds of History: A Comparative Reader
• Outline maps of Indian Ocean Region
• Amazon Prime
• Sword of the Beast DVD
• http://www.saudiaramcoworld.com/issue/200504/the.admiral.zheng.he.htm

AP World History
Unit 4: Global Interactions 1450-1750
Chapters 15-21

Approximate # Of Weeks: 6 Weeks

Essential Questions: How did the widespread growth of empires affect human societies?
  Why did the first global economy emerge in this period and how did it function?
  What was the role of the Indian Ocean in this global economy?
  What were the roles of Europeans, Americans, and Africans in this global economy?
What factors led the West to begin to assert power in different parts of the world?
What new forms of imperial control are projected by rulers of new (or preexisting) empires?
How do changes in the world economy affect social and cultural systems?
What is the global impact of the Columbian Exchange?
What is the global impact of European colonization of the Americas?

Upon completion of this unit students will be able to:

- 6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- 6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- 6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- 6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.
- 6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- 6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
- 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- 6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

Common Core Standards:

- CCSS.ELA-Literacy.RH.11-12.1 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.
- CCSS.ELA-Literacy.RH.11-12.2 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.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RH.11-12.4 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).
- CCSS.ELA-Literacy.RH.11-12.5 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.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
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Interdisciplinary Standards (njcccs.org)

• 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
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• 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Activities – include 21st Century Technologies/Research:

- Reading chapters/note taking
- PowerPoint based notes
- Critical examination and discussion on products of Columbian Exchange
- Create “what if...” list of Columbian Exchange products
- Create map of the height of the Indian Ocean trade network
- Group PowerPoint project on Protestant Reformation
- Critically view PBS special Luther
- Discussion of Luther
- Create timeline of European explorers
- Create individual PowerPoint presentations of European explorers
- Small group discussion of East India Companies (British and Dutch)
- Direct and indirect colonial control simulation
- DBQ writing workshop on Conquistadors
- Group discussion of Atlantic labor systems
- Group discussion of the Slave Trade
- Read and discuss the following primary/secondary sources (including but not limited to):
  - Nzinga Mbemba from Basil Davidson
  - Native American Account of Cortés’s Conquest from Miguel Leon-Portilla in The Broken Spears: The Aztec Account of the Conquest of Mexico
  - Amerigo Vespucci from The Letters of Amerigo Vespucci
  - Martin Luther’s 95 Theses
  - Christopher Columbus from Journal of the First Voyage to America
  - Christopher Columbus letter to the King
- Take multiple choice tests
- Short answer questions
- Changes and continuities over time essays
- DBQ essays
- Research primary/secondary sources to create a DBQ

Enrichment Activities:

- Research an explorer and write a biography of their life using primary and secondary sources

Methods of Assessments/Evaluation:

- PowerPoint presentations evaluations
Group discussion participation assessment
Assessment of map assignment
Assessment of timeline assignment
Assessment of writing workshop participation
Evaluation of Multiple Choice tests
Evaluation of student constructed DBQ
Evaluation of comparison essays
Evaluation of DBQ essays
Evaluation of short answer questions

Resources/Including Online Resources

- Online Textbook Information: cengage.com/mindtap
- Google Classroom
- Teacher Webpage
- Textbook: *The Earth and its Peoples: A Global History*
- Supplemental reading book: *Documents in World History*
- Supplemental reading book: *Worlds of History: A Comparative Reader*
- DVD of *Luther*
- Outline maps of Indian Ocean region

**AP World History**

**Unit 5: Industrialization and Global Integration 1750-1900**

**Chapters 22-27**

**Approximate # Of Weeks: 5 Weeks**

**Essential Questions:**

- How did modern states emerge?
- How did the increase in global trade help lead to the rise of capitalism and revolutions in production and labor?
- In what ways do new methods of production and the growing power of the imperial states affect the lives of their citizens?
- How do the needs of new global economies and new modes of transportation lead to global migration (both free and coerced)?
- How did the influence of industrialization spread throughout the world?
- How did the rights of individuals and groups change in this period?
- To what degree did new types of social conflict emerge during the 19th century?
- How and where did the idea of “The West” become a coherent and leading force in historical interpretation?

Upon completion of this unit students will be able to:
6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.A.3.d Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.

6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.B.3.b Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
• 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
• 6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

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9.3 - Career Awareness, Exploration, and Preparation
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Activities – include 21st Century Technologies/Research:

- Reading chapters/note taking
- PowerPoint based notes
- Discussion on why the Industrial Revolution starts in Britain
- Group PowerPoint presentations on specific aspects of the Industrial Revolution
- Create a map of the spread of industrialization
- Discussion on why the USA industrialized later than Europe
- Group debate: Global economy: Friend or Foe?
- Small group discussion on what makes a modern nation state
- Discussion on why slavery is unnecessary in the industrialized world
- Create timeline of Industrialization
- Discussion on Social Darwinism
- Create map of Napoleon’s conquests
- Critically view History Channel special Napoleon’s Lost Army
- Create list of factors that will lead to WWI
- Debate why the west not the east
- Compare Atlantic Revolutions (American, French, South American)
- Discussion on political change
- Read and discuss the following primary/secondary sources (including but not limited to):
  - The United States Bill of Rights
  - The English Bill of Rights
  - Toussaint L’Ouverture, Letter to the Directory
  - A call to expel the British: The Azamgarh Proclamation Olaudah Equiano, The Interesting Narrative
  - Jamaican Letter by Simon Bolivar
  - The United States Declaration of Independence
  - Karl Marx, Communist Manifesto
  - The White Man’s Burden
- Take multiple choice tests
- Changes and continuities over time essays
- Comparison essays
- DBQ essays
- Responding to essay prompts through Google Classroom
- Short answer questions

Enrichment Activities:

- Conduct research on a specific topic form this unit and teach a 25 minute lesson to the class

Methods of Assessments/Evaluation:
• PowerPoint presentations evaluations
• Group discussion participation assessment
• Debate assessment
• Assessment of map assignment
• Assessment of timeline assignment
• Evaluation of Multiple Choice tests
• Evaluation of changes and continuities over time essays
• Evaluation of comparison essays
• Evaluation of DBQ essays
• Evaluation of short answer questions

Resources/Including Online Resources

• Online Textbook Information: cengage.com/mindtap
• Teacher Webpage
• Google Classroom
• Textbook: The Earth and its Peoples: A Global History
• Supplemental reading book: Documents in World History
• Supplemental reading book: Worlds of History: A Comparative Reader
• Youtube.com

AP World History
Unit 6: Accelerating Global Change and Realignments 1900-Present
Chapters 27-33

Approximate # Of Weeks: 6 weeks

Essential Questions: What were the different ways that human societies responded to the economic challenges of the 20th century?
How did the rise of the United States as a global power affect human societies?
How did humanity’s relationship with the environment change in this period?
To what extent do existing global trends seem sustainable?
What is the global impact of new ideas in economics, science, and technology?
What are the causes and effects of global conflict, regarding both interstate warfare and asymmetrical warfare?
What are the reactions to the decline of imperial states and the assertion of new visions of national identity?
do innovations in communication and transportation help create a global culture?
In what ways do individuals and local groups resist globalization?
How do ideological struggles provide an explanation for many of the conflicts of the 20th century?
To what extent have the rights of the individual and the state been replaced by the rights of the community?

Upon completion of this unit students will be able to:

- 6.2.12.A.4.a Explain the rise of fascism and spread of communism in Europe and Asia.
- 6.2.12.A.4.b Compare the rise of nationalism in China, Turkey, and India.
- 6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
- 6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.
- 6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
- 6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
- 6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- 6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.D.4.g Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”

6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.

6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.

6.2.12.D.4.l Assess the cultural impact of World War I, the Great Depression, and World War II.

6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.

6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.

6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.

6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- 6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.B.5.c Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
- 6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
- 6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.C.5.a Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
- 6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
- 6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- 6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.
- 6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.D.5.b Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

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All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Activities – include 21st Century Technologies/Research:
• Reading chapters/note taking
• PowerPoint based notes
• Create timeline of events leading to WWI
• Create timeline of events leading to WWII
• In-depth view of operational history of WWI
• In-depth view of operational history of WWII
• Discussion of rise of Fascism, Nazism, Militarism
• Group PowerPoint presentations of specific WWI battles/operations
• Group PowerPoint presentations of specific WWII battles/operations
• Create a map of the front line throughout time in WWI
• Create operational map of WWII
• Debate on necessity to drop the atomic bomb
• Discussion of propaganda
• Critically viewing Disney propaganda films of WWII
• Discussion of the start of the Cold War
• In-depth view of operational history of the Korean War
• In-depth view of operational history of the Vietnam War
• In-depth view of operational history of the Gulf War (1991)
• Debate what caused the end of the Cold War
• Create timeline of events leading to September 11th
• Discussion on modern technologies and effects on society
• Debate Globalization: Friend or Foe?
• Discussion of dominance of USA since 1945
• Debate is the USA still the dominant power in the world?
• Read and discuss the following primary/secondary sources (including but not limited to):
  
  *Fourteen Points*
  *WWI propaganda posters*
  *Vladimir Lenin, Power to the Soviets, September 1917 Excerpts of*
Mohandas Gandhi writings
Problems of China’s Revolutionary War by Mao Zedong Excerpts from Mein Kampf
Benito Mussolini, The Political and Social Doctrine of Fascism The Decision to Drop the Atom Bomb
Dollarization
Cultural Globalization Is Not Americanization
Goebbels propaganda points

- Take multiple choice tests
- Changes and continuities over time essays
- Comparison essays
- DBQ essays

Enrichment Activities:

- Research a prominent figure from WWI or WWII and write a detailed and cited biography of that person

Methods of Assessments/Evaluation:

- PowerPoint presentations evaluations
- Group discussion participation assessment
- Debates assessment
- Assessment of map assignment
- Assessment of timeline assignment
- Evaluation of Multiple Choice tests
- Evaluation of changes and continuities over time essays
- Evaluation of comparison essays
- Evaluation of DBQ essays

Resources/Including Online Resources

- Online Textbook Information: cengage.com/mindtap
- Teacher Webpage
- Google Classroom
- Textbook: The Earth and its Peoples: A Global History
- Supplemental reading book: Documents in World History
- Supplemental reading book: Worlds of History: A Comparative Reader
- Walt Disney Treasures - On the Front Lines DVD

AP World History
Unit 7: AP Test Preparation

Approximate # Of Weeks: 3-4 Weeks
Essential Questions: How do you prepare for the AP World History Exam?

Upon completion of this unit students will be able to:

- 6.2 – World History/Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- Prepare for the AP World History Exam
- Recall DBQ writing strategies
- Recall LEQ writing strategies
- Recall short answer writing strategies
- Recall important topics, events, people, details of the periods of world history

Common Core Standards:

- CCSS.ELA-Literacy.RH.11-12.1 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.
- CCSS.ELA-Literacy.RH.11-12.2 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.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RH.11-12.4 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).
- CCSS.ELA-Literacy.RH.11-12.5 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.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.11-12.7 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.
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
• CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
• CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
• CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.
• CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• CCSS.ELA-Literacy.WHST.11-12.5 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.
• CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
• CCSS.ELA-Literacy.WHST.11-12.7 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.
• CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
• CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
• CCSS.ELA-Literacy.WHST.11-12.10 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.

Interdisciplinary Standards (njcccs.org)

• 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
• 8.2 – Technology Education
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- **9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**Activities – include 21st Century Technologies/Research:**

- Review DBQ essay writing strategies
- Review LEQ essay writing strategies
- Review short answer writing strategies
- Group breakdown of units/topics to create review packets
- PowerPoint presentations of selected topics for review
- Take practice AP World History exams

**Enrichment Activities:**

- Review on your own from an accredited AP World History review book

**Methods of Assessments/Evaluation:**

- Assessment of participation in review exercises
- Evaluation of review packets
- Evaluation of practice AP World History exams

**Resources/Including Online Resources**

- Online Textbook Information: cengage.com/mindtap
- Teacher Webpage
- Google Classroom
- Textbook: *The Earth and its Peoples: A Global History*
- Supplemental reading book: *Documents in World History*
- Supplemental reading book: *Worlds of History: A Comparative Reader*

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**AP World History**

**Unit 8: Miyazaki Film Study**
Approximate # Of Weeks: 4-5 Weeks

Essential Questions: How do the themes of the films by Hayo Miyazaki reflect to trends in contemporary Japanese history? How does one write a film review?

Upon completion of this unit students will be able to:

- 6.2 – World History/Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- Critically view films
- Gain appreciation for the convention of film
- Analyze film as a historical medium

Common Core Standards:

- CCSS.ELA-Literacy.RH.11-12.1 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.
- CCSS.ELA-Literacy.RH.11-12.2 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.
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- CCSS.ELA-Literacy.RH.11-12.5 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.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.11-12.7 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.
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CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.5 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.

CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.WHST.11-12.7 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.

CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

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• 8.1 – Computer and Information Literacy
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• 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

• 9.3 - Career Awareness, Exploration, and Preparation
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Activities – include 21st Century Technologies/Research:

• Google Forms vote to decide which films to view
• Critically view the films of Hayo Miyazaki
• Write comparative essay on the themes of Miyazaki films and Japanese history
• Discussion of films upon completion of viewing
• Film review writing workshop

Enrichment Activities:

• Create a short documentary on a topic in World History

Methods of Assessments/Evaluation:

• Assessment of post film discussions
• Assessment of comparative essay

Resources/Including Online Resources

• Teacher Webpage
• Google Classroom
• Google Forms
• Studio Ghibli DVDs