

# Unit 1: World History 12,000 BCE- 600 BCE

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 1**  
Length: **3 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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**Topics of this unit include- Paleolithic Era, Mesolithic Era, Neolithic Era, Bronze Age, Iron Age, River Valley Civilizations- Mesopotamia and the Hebrews/ Ancient Egypt/ Indus Valley/ Yellow River, and Ancient America (Norte Chico and Olmecs)**

H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.3.1	The character of and changes in agricultural production and organization
H/SS.EH.3.2	The role of urbanization in transforming cultural values and social relationships
H/SS.EH.3.5	The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
H/SS.EH.3.6	Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation

### Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support

analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

## Writing Standards

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LA.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.1.B

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.W.11-12.1.C

Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.W.11-12.1.D

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.11-12.1.E

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

LA.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LA.W.11-12.2.E

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to identify what features make a civilization successful so that in the long run they can apply similar principles to their decision making and ability to function with others.

## Concepts

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### Essential Questions

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- How does technology lead to cooperation and conflict?
- How have gender roles changed over time? How have they remained the same?
- Is trade necessary for a civilization's survival?
- What defines a civilization and what is not a civilization?
- What enables similar patterns of development for people who have never had contact with each other?
- What happens when individuals and their societies are slow to adapt to change?
- Why do some people choose the nomadic lifestyle over a settled one both in the past and today?
- Why does one group of people succeed and another fail doing the same task?

### Understandings

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Students will understand that:

Structured political, social, economic, and cultural/religious traditions develop within civilizations causing a degree of unity and commonality among the group.

New ideas and technologies bring positive changes, but can also add to conflict.

People shape their environments, and in return, environments shape people.

Natural resources play a vital role in the development of societies.

There is a step by step process in the formation of a society and its values.

### Critical Knowledge and Skills

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### Knowledge

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Students will know:

How to identify features of a civilization.

How early man progressed from the Paleolithic, Mesolithic, Neolithic Ages to the Bronze and Iron Ages.

How to analyze the role the environment and technology played in those changes.

How to explain the rise of early River Valley Civilizations and reasons for their fall.

Examine early Middle Eastern societies and their political, economic, social, cultural, and religious traditions.

## **Skills**

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Students will be able to:

Understand the development and interactions of early agricultural, pastoral, and urban societies.

Analyze how early technology changed society.

Write a long essay as per A.P. standards corroborating, qualifying, or modifying the technological and social reasons for mankind's success in the Paleolithic Age through the Bronze Age.

Read and compare old and new maps for analysis purposes.

Create a graphic organizer on ancient arts and architecture, and discover how such trends shaped future societies.

Read and interpret primary and secondary source readings and graphic visuals in student quizzes.

Write a short answer as per A.P. standards on the cultural similarities between two river valley civilizations, and the unique difference of a third river valley civilization.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Internet research to discuss and evaluate primary and secondary sources

Analyze maps, charts, graphs, and diagrams related to the unit's topics

Create a graphic organizer

Learn to write short answer responses and long essays according to A.P. standards

Extensive study guides as a review for the unit test

Role play scenario/ activity

### **School Summative Assessment Plan**

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Quizzes according to A.P. Standards

Essay Prompt on either corroborating, qualifying, or modifying the technological and social reasons for mankind's success from the Paleolithic through the Bronze Ages

Test- multiple choice and short answer asking for two similarities among river valley civilizations and one difference from another river valley civilization.

### **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Master Notes and Power Points

### **Supplementary Resources**

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"Hammurabi's Code"

"Tablet Inscription" from Ancient Ur, Mesopotamia

Encyclopedia Britannica- "Ancient Egypt"

**NOTE- Not many primary sources from this time period**

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Studying how they did mathematic calculations in Ancient China and the Ancient Middle East**

**ELA- Essay writing and primary/ secondary source readings**

**SCIENCE - Reviewing early technologies used for agriculture and warfare**

**SOCIAL STUDIES - Categorizing early political trends across civilizations**

**WORLD LANGUAGES - Internet research on understanding hieroglyphics**

**VISUAL/PERFORMING ARTS - Students view the arts and architecture of the Ancient Middle East**

**APPLIED TECHNOLOGY - Discussion and debate on how the Egyptian pyramids were built**

**BUSINESS EDUCATION - An essay relating to economics at the time will be done by students**

**GLOBAL AWARENESS - The earth is looked at on a map and students plot the only known civilizations at the time**

### **Learning Plan / Pacing Guide**

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**AP/ Gifted**

**Week 1: Define the Paleolithic, Mesolithic, Neolithic, Bronze, and Iron Ages and their characteristics**

**Discuss how A.P. courses are conducted and necessary requirements**

**Learn how to do each unit's study guide and assignn th eunit one study guide**

**Learn how to do primary and secondary source quizzes**

**Week 2: Define what a River Valley is and detail the four major civilizations along with the Hebrews**

**Do a graphic organizer on Middle Eastern art and architecture**

**Learn how to do an A.P. essay as per A.P. Standards- this unit's topic is on economics and social reasons for early mankind's success**

**Quiz assigned**

**Week 3: Discuss the features of the Ancient Americas**

**Learn to do short answer written questions as per A.P. Standards**

**Quiz and test assigned. The short answer section of the test focuses on river valley civilizations similarities and differences.**

**IEP Allowances- Same subject matter but hard notes made available and allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**



# Unit 2: World History 600 BCE-600 CE

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 1**  
Length: **3 weeks**  
Status: **Published**

## Standards

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**TOPICS of this unit: Judaism/ Hinduism/ Four Guiding Principles of China (Buddhism, Confucianism, Daoism, Legalism)/ Early Chinese Dynasties- Zhou and Han/ Ancient India- Maurya and Gupta Empires/ Persian Empire/ Ancient Greece/ Ancient Rome/ Germanic Migrations/ Christianity**

## Social Studies Standards

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H/SS.EH.1.1	Changes in religious thought and institutions
H/SS.EH.1.3	Scientific and technological developments and their consequences
H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.1.8	The diffusion of new intellectual concepts among different social groups
H/SS.EH.2.1	The rise and functioning of the modern state in its various forms
H/SS.EH.3.1	The character of and changes in agricultural production and organization
H/SS.EH.3.2	The role of urbanization in transforming cultural values and social relationships
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

## Writing Standards

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to identify what long lasting features and beliefs make a civilization successful or not so that in the long run they will be able to make good critical decisions in their future.

## Concepts

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## Essential Questions

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- Can an empire survive without trade and interaction with other empires and nations?
- Does religion cause cooperation or division and why?
- Is the word "empire" always negative? Why or why not?
- Should religious leaders be held to a higher standard in society? Why or why not?
- Was forced labor a necessity in early empire building? Were there alternatives?
- What long lasting benefits came out of the Classic World and its empire?
- What typically brings down a society or civilization?

## Understandings

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Students will understand that:

Structured political, social, economic, and cultural/religious traditions develop within empires that have both short and long term impacts.

Religion impacts and defines many civilizations and the decisions of political leaders.

Leaders use their influences to shape empires and their decisions making about a range of issues from forced labor to cultural developments.

Interaction among empires brings both positive and negative results.

## Critical Knowledge and Skills

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### Knowledge

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Students will know:

How to identify the beliefs and impact of major Western world religions from the time period- Judaism and Christianity.

How to identify the beliefs and impact of major Eastern world religions from the time period- Hinduism,

Buddhism, Confucianism, and Daoism,

The four guiding principles that guided Chinese dynasties and society.

The political, economic, social, cultural/ religious civilizations- Han China, Naurya and Gupta India, Persia, Ancient Greece and Ancient Rome, and the impact of these societies on history.

## **Skills**

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Students will be able to:

Analyze the features of ancient empires and research th eimpact of those empires on their lives.

Read and compare old and modern maps for making judgments on political developments.

Engage in critical thinking discussions about the role forced labor and trade impacted ancient civilizations.

Use Internet sources for primary and secondary source references to relate major religious texts to the values of ancient societies.

Write a short written answer according to A.P. guidelines on the role Confucianism and Buddhism played on moral living in the time period.

Read and interpret primary and secondary source readings and graphic visuals in student quizzes.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Analyze ancient scripture readings from major world religions

View maps, graphs, and other visuals for historic interpretation

Cooperative Learning activity

Students learn how to argue a position with facts from the Internet

Write a short answer as per A.P. standards on the moral values of Confucianism and Buddhism

Think pair share activity on Ancient Greece's contributions to today

Extensive study guide to do as a prelude to the unit test

## **School Summative Assessment Plan**

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Quizzes with primary and secondary source materials as per A.P. standards

Long Essay Writing Prompt on either corroborating, qualifying, or modifying that Ancient Rome and Han China had thriving economies until they each had their political demise.

Test- multiple choice and short answer asking for what moral guidelines and traditions that Confucianism and Buddhism had in common, and what social difference existed between the two faiths.

## **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Notes and Power Points

## **Supplementary Resources**

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"Ten Commandments" - Jewish Tanak and Christian Bible

An excerpt from the Tripitaka- Buddhist Scriptures

An excerpt from the Vedas- Hindu Scriptures

"Five Relationships of Confucianism"- The Analects

"Framework for Indian History"- Peter Stearns

"Economic Activities of Ancient Rome"- Encyclopedia Britannica

"Economic Activities of Han China"- Encyclopedia Britannica

Excerpts from The Republic - Plato

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.

- ❑ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ❑ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Learn to do Roman numerals in conjunction with studying the Roman period; also students view Euclid's accomplishments in Ancient Greece (founder of geometry)**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - Discuss how Ancient Greece and Rome both furthered the sciences with examples**

**SOCIAL STUDIES - The political, economic, social, and cultural/ religious aspects of the unit are tested**

**WORLD LANGUAGES - Students use the Internet to learn to pronounce words/ phrases in Latin when studying Ancient Rome**

**VISUAL/PERFORMING ARTS - Ancient Greece's development of the theater (plays) will be viewed and discussed**

**APPLIED TECHNOLOGY - Students think pair share on which technology from the first two units benefitted society the most to this point and why**

**BUSINESS EDUCATION - Students have an economic-related essay to write (Ancient Rome and Han China compared)**

**GLOBAL AWARENESS - The current migration of major religious groups discussed when detailing the world religions**

## **Learning Plan / Pacing Guide**

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### **A.P./ Gifted-**

#### **Week 1: Judaism and major Eastern world religions and early China Dynasties (Zhou and Han)**

**Compare religious scriptures for similarities on moral living**

**Practice short answer writing**

#### **Week 2: Ancient India/ Persia/ Ancient Greece**

**Cooperative and think pair share activities on Greek culture**

**Work on extensive study guide**

**Quiz with primary and secondary source materials**

#### **Week 3: Ancient Rome/ Germanic Migrations/ Christianity**

**Long Essay comparing economies of Ancient Rome and Han China**

**Quiz and Test with multiple choice and short written section comparing Confucianism and Buddhism**

**IEP Allowances- Same subject matter but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must be followed.**

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# Unit 3: World History 600 CE- 1450 Part I

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 1**  
Length: **3 weeks**  
Status: **Published**

## Standards

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**TOPICS of this unit: Byzantine Empire/ European Middle Ages/ Islam/ Umayyad and Abbasid Caliphates/ Bantu Migrations/ Ancient African Kingdoms/ Trade Routes- Silk Road, Trans-Sahara, Indian Ocean**

## Social Studies Standards

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H/SS.EH.1.1	Changes in religious thought and institutions
H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.2.1	The rise and functioning of the modern state in its various forms
H/SS.EH.2.9	War and civil conflict: origins, developments, technology, and their consequences
H/SS.EH.3.1	The character of and changes in agricultural production and organization
H/SS.EH.3.8	Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is

particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LA.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

LA.RL.11-12.9

Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

## Writing Standards

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LA.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LA.W.11-12.1.B

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.W.11-12.1.C

Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.W.11-12.1.D

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.W.11-12.2.E

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.11-12.2.F

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to explain reasons for the emergence of state building, trade, and cultural exchanges so

that in the long run they will see the value of these historic concepts in their own lives.

## **Concepts**

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## **Essential Questions**

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- Are oral traditions a reliable historic interpretation?
- Can a society survive without taxes and trade? Why or why not?
- Can an empire survive without trade and interaction with other empires and nations?
- Does religion cause cooperation or division and why?
- Is it necessary to get labor from the bottom of the social structure scale?
- Is separation of church and state always necessary?
- What are the positives and negatives of feudalism?

## **Understandings**

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Students will understand that:

Structured political, social, economic, and cultural/religious traditions develop within empires that have both short and long term impacts.

State building and expansion brings both challenges and opportunities to those involved.

International contacts are necessary for trade and cultural aspects.

Religion impacts and defines many civilizations and the decisions of political leaders.

Interaction among empires brings both positive and negative results.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

The basic features and impact of the Byzantine Empire.

The structure of Medieval feudalism and important developments during the time frame.

The basic beliefs of Islam and the role it played in empire building.

The political, economic, social, and cultural features of the Umayyad and Abbasid Caliphates.

The reasons for the rise and fall of African kingdoms.

Reasons for the emergence of major trade routes and the economic, social, and cultural changes that resulted.

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## **Skills**

Students will be able to:

Analyze the features of ancient empires and research the impact of those empires on their lives.

Write a Long Essay with the prompt to either corroborate, qualify, or modify the necessity for water trade routes to replace land trade routes as history progressed.

Write a Document Based Question (DBQ) Essay with the prompt to either corroborate, qualify, or modify that religious beliefs and principles justify war.

Read and compare visual graphics and old world vs. new world maps for interpretation.

Engage in critical thinking discussions about the role of politics, economics, social status, and cultural/religious changes during the time frame.

Use Internet sources to work on a graphic organizer on specific trade routes and their applications.

Read primary and secondary source materials for the purpose of quiz taking.

Do a short answer written question supporting and also refuting the statement that political and economic developments were more important than religion in Ancient West African Kingdoms.

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## **Assessment and Resources**

## **School Formative Assessment Plan (Other Evidence)**

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Internet Research to discuss and evaluate primary and secondary reading sources.

Analyze maps, charts, graphs, and/ or diagrams related to the topical materials.

Create a graphic organizer on the topic of trade routes of the era.

Interpret developing art styles of the era and know corresponding features.

Learn to write Document Based Essays as per A.P. Standards.

Extensive Study Guide as a preparation for the unit test.

## **School Summative Assessment Plan**

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Quizzes according to A.P. Standards and formats.

Long Essay Writing Prompt on either corroborating, qualifying, or modifying the necessity of water trade routes to replace land trade routes during the era.

Document Based Question (DBQ) Essay Prompt on either corroborating, qualifying, or modifying that religious beliefs and principles justify war.

Test with multiple choice and short written answer both supporting and refuting that political and economic concerns were more important than religion in Ancient West African Kingdoms.

## **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Master Notes and Power Points

## **Supplementary Resources**

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"Confessio Amantis" by John Gower

Excerpts from the Islamic Koran

Excerpts from Canterbury Tales by Geoffrey Chaucer

"African Forest Kingdoms"- Encyclopedia Britannica

Excerpt from Beowulf- Author unknown

Maps of the Silk Road Trade Route, Trans-Sahara Trade Route, and Indian Ocean Trade Route

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Students do an activity researching how math related to sailors and trade routes**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - Students discuss why there were only a handful of inventions in the Middle Ages compared to thousands annually today**

**SOCIAL STUDIES - Social hierarchies in the Middle Ages and Byzantine Eras discussed with reasons why there were no changes for so long**

**WORLD LANGUAGES - Study how the African Bantu migrations resulted in hundreds of new African languages**

**VISUAL/PERFORMING ARTS - Art and architectural styles of the era studied; fashions of the era also studied**

**APPLIED TECHNOLOGY - Students write an essay on trade routes incorporating emerging**

technologies of the time

**BUSINESS EDUCATION - Feudalism's barter structure detailed, and students critically think of the pros and cons of such an economic system**

**GLOBAL AWARENESS - Students discover how trade routes created cross cultural exchanges and create lists of items exchanged**

## **Learning Plan / Pacing Guide**

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### **A.P./ Gifted-**

**Week 1: Students learn to do a DBQ Essay for the first time in the course (topic- religion and warfare)**

**Byzantine Empire/ European Middle Ages studied**

**Daily activities associated with the topics**

**Week 2: Islam, Umayyad and Abbasid Caliphates, Bantu Migrations, West African Kingdoms studied**

**Primary/ secondary sources quiz**

**Study guide worked on by students including the short written answer question**

**Week 3: Silk Road, Trans-Saharan, and Indian Ocean Trade Routes studied**

**Students do a Long Essay on the trade routes**

**Primary/ secondary sources quiz**

**Test on the unit with multiple choice and short written answer on Ancient West African Kingdoms**

**I.E.P.- Same subject matter but with hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**



# Unit 4: World History 600 CE to 1450 Part II

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 2**  
Length: **3 weeks**  
Status: **Published**

## Standards

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**Topics of this unit: Delhi Sultanate/ Southeast Asia Kingdoms/ Chinese Dynasties- Sui, Tang, and Song along with Neo-Confucianism/ Ancient Korea/ Mongol Empire with its sub-divisions: Yuan Dynasty of China and Golden Horde of Russia, and Timurid Empire/ Japanese pre-feudal and feudal periods- Kamakura and Ashikaga Shogunates/ Mesoamerica- Mayas and Aztecs and Andean Society- Incas**

## Social Studies Standards

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H/SS.EH.1.1	Changes in religious thought and institutions
H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.1.8	The diffusion of new intellectual concepts among different social groups
H/SS.EH.1.9	Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
H/SS.EH.2.1	The rise and functioning of the modern state in its various forms
H/SS.EH.2.4	The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
H/SS.EH.2.7	Relationship between domestic and foreign policies
H/SS.EH.2.9	War and civil conflict: origins, developments, technology, and their consequences
H/SS.EH.3.2	The role of urbanization in transforming cultural values and social relationships
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## Writing Standards

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

## Transfer Goals and Career Ready Practices

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### Transfer Goals

Students will be able to explain reasons for the emergence of state building, trade, and cultural exchanges so

that in the long run they will see the value of these historic concepts in their own lives.

## **Concepts**

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## **Essential Questions**

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- Can a society survive without cross-cultural connections?
- Have migrations added to or hindered world historic developments?
- How can peoples' civilizations that never met have so much in common?
- How long can a society survive today without outside trade? Explain.
- Is empire building a necessity for peoples' survival?
- Was taxation of one's enemies necessary for survival during this time period in world history?
- Which feudal model worked better- Europe or Japan and why?
- Why were multiple religions competing for influence during this era in world history?

## **Understandings**

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Students will understand that:

Structured political, social, economic, and cultural/ religious traditions develop within empires that have both short and long term impacts.

State building and expansion brings both challenges and opportunities to those involved.

International contacts are necessary for trade and cultural aspects.

Religion impacts and defines many civilizations and the decisions of political leaders.

Interaction among empires brings both positive and negative results.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- The basic features and impact of the Delhi Sultanate.
- The make-up and influence of Southeast Asia kingdoms.
- The reasons for the continued progression of Chinese society in the Dynastic Era- especially the Tang and Song periods.
- The impact of Neo-Confucianism had on China politically and religiously.
- The reasons for the emergence and at times setbacks of the Korean people.
- The political, economic, social, and cultural features of the Mongol Empire and its four khanates (kingdoms) with particular emphasis on Yuan China and Golden Horde Russia.
- The impact warlord Timur had as the Mongols were fading in influence.
- The transition Japan made from pre-feudal to feudal shogunates- Kamakura and Ashikaga and the impact religion, culture, and politics had on those time frames.
- The influence of Mesoamerica and how the Mayas and Aztecs in particular influenced the development of the region before their falls.
- The role the Incas had in shaping South American society before their fall.

## **Skills**

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Students will be able to:

- Analyze the features of ancient empires and research the impact of those empires on their lives.
- Write a Long Essay Prompt either corroborating, qualifying, or modifying that the Yuan Era in China was politically and culturally like other Chinese dynasties.
- Write a written short answer response conveying two ways that the Mayas and Aztecs were similar, and one way they differed in detail.
- Use primary and secondary source materials in taking quizzes.
- Read maps, charts, graphs, and/or diagrams pertaining to topics of the unit.
- Devise a flow chart of key political developments of the Mongol Period.
- Do an extensive study guide in preparation for a unit test.

Compare forced labor systems in various regions of the world to make historic judgments and conclusions.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Internet research to discuss and evaluate primary and secondary source readings and graphic visuals.

Analyze charts, maps, graphs, and/or diagrams related to topical materials of the unit.

Cooperative learning activity on Japanese feudalism.

Role playing activity relating to the Mongols.

Differentiated Instruction Activity relating to Ancient China.

Auto Draw Asian Calligraphy

Extensive study guide on the unit's notes.

### **School Summative Assessment Plan**

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Primary and secondary source related quizzes.

Long Essay Writing Prompt on either corroborating, qualifying, or modifying that the Yuan Era in China was politically and culturally like other Chinese Dynasties.

Test with multiple choice and short written question on two ways the Mayas and Aztecs were similar, and one way they differed.

### **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Notes and Power Points

## **Supplementary Resources**

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Excerpts from Marco Polo Travels to China by R. de Pisa and Marco Polo

"Neo-Confucianism"- Internet Encyclopedia of Philosophy

Excerpts from "Japan's Medieval Age" by Martin Colcutt

"Delhi Sultanate's Treatment of Hindus"- Christopher Klune

"Art of the Tang Dynasty" (slides to view and read) from Ancient History Encyclopedia

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH - Students calculate the length of Chinese Dynasties and figure an average and detail how politics were effected based on the cycles of years**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - Students examine how the Aztecs could build temples with their limited scientific**

knowledge

**SOCIAL STUDIES** - Maps are used to plot the four major kingdoms of the Mongols and look at the geographic topographies that were challenges and how they were overcome

**WORLD LANGUAGES** - Internet used to learn some common Mandarin Chinese phrases

**VISUAL/PERFORMING ARTS** - Students view Tang Era art (China's Golden Age) and students Auto Draw Asian calligraphy

**APPLIED TECHNOLOGY** - Students research what technologies enabled the Mongols to capture so much land around the globe

**BUSINESS EDUCATION** - Students create a list of economic activities in the Tang and Song Chinese periods and how they helped or hindered development

**GLOBAL AWARENESS** - Cooperative activity on Japanese feudalism with modern day relevance

## **Learning Plan / Pacing Guide**

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### **A.P./ Gifted:**

**Week 1:** Study Delhi Sultanate, SE Asian Kingdoms, Chinese Dynasties- Sui, Tang, and Song (along with Neo-Confucianism)

Practice Calligraphy on Auto Draw

Primary and secondary sources materials quiz

**Week 2:** Study Ancient Korea/ Mongol Empire (with Yuan China and Golden Horde divisions)

Maps plotted and labeled to determine the places and extent of Mongol conquests with inferences made by students

Students work on extensive study guides

Assign Long Essay as per A.P. standards on the topic of the Mongols' Yuan Era in China compared to other Chinese eras

**Week 3:** Study Ancient Japan/ Mesoamerica- Mayas and Aztecs and Andean America- Incas

Cooperative Learning activity on Japan

Primary and secondary sources quiz



**Test including multiple choice and short written question comparing the Mayas and Aztecs**

**IEP Allowance- Same subject matter but with hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**

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# Unit 5: World History 1450-1750 Part I

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 2**  
Length: **3 weeks**  
Status: **Published**

## Standards

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**Topic included in the unit: Age of Exploration, Atlantic Ocean Trade Route, Exploration of the South Pacific, Three Islamic Gunpowder Empires- Ottoman, Safavid, Mughal/ Italian and Northern Renaissance/ Protestant Reformation**

## Social Studies Standards

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SOC.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.
SOC.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.
SOC.6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.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.
SOC.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.
SOC.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.
SOC.6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
SOC.6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.CS1	The Emergence of the First Global Age: Global Interactions and Colonialism: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.
SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.
H/SS.EH.1.1	Changes in religious thought and institutions
H/SS.EH.1.4	Major trends in literature and the arts

H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.1.10	Impact of global expansion on European culture
H/SS.EH.2.1	The rise and functioning of the modern state in its various forms
H/SS.EH.2.6	Forms of political protest, reform, and revolution
H/SS.EH.2.7	Relationship between domestic and foreign policies
H/SS.EH.2.9	War and civil conflict: origins, developments, technology, and their consequences
H/SS.EH.3.2	The role of urbanization in transforming cultural values and social relationships
H/SS.EH.3.6	Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
H/SS.EH.3.8	Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on

meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

## Writing Standards

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LA.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LA.W.11-12.1.B

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.W.11-12.2.E

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LA.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to explain reasons for the vastly improved methods of global exchanges and communications that enabled more state building and expansion so that in the long run they will be able to play a part in the global community in which they now live.

### Concepts

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## Essential Questions

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- Are the risks worth it when exploring new trade routes?
- Can religious differences ever be mended? How or why not?
- Did the average person benefit or not from increased world trade? Why or why not?
- Do you admire or fear people who want to change traditional religious beliefs? Why?
- How did the emergence of gunpowder change the world balance of power?
- How do the arts change society?
- How do the arts reflect society?
- Is it worth it for abolitionists and missionaries to risk their lives for social justice?
- What cross cultural connections can take place when one society tries to dominate another society?
- Who were the winners and losers in the Atlantic Ocean Trade Route system?

## Understandings

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Students will understand that:

The desire for progress involves taking risks for long term benefits as in human explorations and discoveries.

Many economic opportunities have consequences for the political, social, and cultural realms as well.

Advances in technology enables many societies to build and expand their empires- often by force.

New art styles reflect as well as shape historic developments.

New religious ideas have an impact on politics as well.

## Critical Knowledge and Skills

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### Knowledge

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Students will know:

The details about the emergence and impact of the Age of Exploration.

The political, economic, social, and cultural impact of the Atlantic Trade Route.

The definition of a Gunpowder Islamic Empire and the details of the Ottoman Empire, Safavid Empire, and

Mughal Empire and their cross cultural connections through trade and expansion.

The role the Renaissance played in European culture and society and the reasons for its long-lasting influence.

The role the Reformation played in European religion and politics and reasons for its long-lasting influence.

## **Skills**

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Students will be able to:

Analyze the features of empires and movements within the time frame of 1450-1750 through research and discussion.

Write a Long Essay either corroborating, qualifying, or modifying whether changing forced labor systems in the Americas always helped the economies of the respective regions.

Read and compare old and new maps of the globe for analysis purposes.

Engage in critical thinking discussions about the role of politics, economics, social status, and cultural/religious changes during the time frame.

Use Internet or other sources to do a graphic organizer on the features of the three Gunpowder Empires.

Read primary and secondary source materials for quizzes.

Write a short answer both supporting and refuting the statement that the Ottoman Empire was architecturally and artistically significant to future generations.

Do an extensive study guide in preparation for a unit test.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Internet research to discuss and evaluate primary and secondary source materials.

Analyze maps, charts, graphs, and/or diagrams related to the topical materials.

Graphic organizer to label features of the three Gunpowder Empires.

Think pair share ideas relating to explorations and discoveries, and their impact on history.

Extensive study guide on unit five.

Class-centered Chalkboard Splash on the unit's key points.

## **School Summative Assessment Plan**

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Quizzes according to A.P. standards and formats.

Long Essay Writing prompt in which students either corroborate, qualify, or modify the statement that changing forced labor systems in the Americas always helped the economy of their respective regions.

Test- multiple choice and short written question asking to support and also refute ways that the Ottoman Empire was architecturally and artistically significant to future generations.

## **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Notes and Power Points

## **Supplementary Resources**

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Excerpts from The Prince by Niccolo Machiavelli

Excerpts from The Courtier by B. Castiglione

Excerpts from Life of a Christian Man by Martin Luther

"95 Theses" by Martin Luther

"Ottoman Empire Arts"- Encyclopedia Britannica

"The Age of Suleyman the Magnificent" by Suzan Yalman

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.



- ❑ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ❑ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH - Students research and share the contributions to mathematics that came out of the Middle East**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - The Age of Exploration got underway and students will bring it up to date with examining modern sciences that deal with the ocean- oceanography, marine biology, and marine geology**

**SOCIAL STUDIES - Graphic organizer done by students on the Islamic Gunpowder Empires and their features**

**WORLD LANGUAGES - Detail how Latin was getting eliminated in Europe in favor of native languages and why during the Renaissance and Reformation Eras**

**VISUAL/PERFORMING ARTS - Ottoman Empire art and architecture viewed and discussed**

**APPLIED TECHNOLOGY - The discoveries and inventions are listed and examined that enabled the Age of Exploration to occur**

**BUSINESS EDUCATION - Discussion on how the invention of the printing press in the Renaissance Era stimulated economic growth in Europe**

**GLOBAL AWARENESS - Cross cultural connections further studied (and not just trade), but also diseases, religions, ideas, etc going from one part of the world to another part of the globe**

## **Learning Plan / Pacing Guide**

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### **A.P. / Gifted-**

**Week 1: Topics discussed include the Age of Exploration/ Atlantic Ocean Trade Route/ South Pacific Exploration**

**Student research and class discussions on this week's topics**

**Long Essay assigned on forced labor systems in the Americas and written according to A.P. Standards**

**Primary and Secondary source quiz**

**Week 2: Topics discussed include: Three Islamic Gunpowder Empires (Ottoman, Safavid, Mughal) and the Renaissance**

**Graphic organizer done on the Gunpowder Empires**

**Primary Sources read and discussed pertaining to the Renaissance**

**Study guide assigned and worked on by students**

**Week 3: Topic discussed: Reformation**

**Varied differentiated instruction activities relating to this week's and this unit's topics**

**Test on unit with multiple choice and short written question on the topic of Ottoman arts and architecture**

**IEP Allowances- Same subject matter but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**

# Unit 6: World History 1450-1750 Part II

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 2**  
Length: **3 weeks**  
Status: **Published**

## Standards

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**Topics of this unit: Ming China, Tokugawa Japan, Scientific Revolution, Absolute vs. Constitutional Monarchism, Rise of Czarist Russia**

## Social Studies Standards

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SOC.6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.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.
SOC.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.
SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.
H/SS.EH.1.1	Changes in religious thought and institutions
H/SS.EH.1.3	Scientific and technological developments and their consequences
H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.1.8	The diffusion of new intellectual concepts among different social groups
H/SS.EH.2.1	The rise and functioning of the modern state in its various forms
H/SS.EH.2.4	The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
H/SS.EH.2.6	Forms of political protest, reform, and revolution
H/SS.EH.2.7	Relationship between domestic and foreign policies
H/SS.EH.2.9	War and civil conflict: origins, developments, technology, and their consequences
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

## Writing Standards

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text,

	create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will be able to explain reasons for the vastly improved methods of global exchanges and communications that enabled more state building and expansion so that in the long run they will be able to understand advantages and disadvantages of these contacts in order to play a part in the global community in which they now reside.

### **Concepts**

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### **Essential Questions**

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- Can a nation practicing isolationism succeed today?
- Do societies that don't understand democracy always have problems or not? Explain with modern examples.
- How can technology be both a benefit and a detriment in the advancement of a nation?
- How did the way Eastern and Western leaders show similarities and differences in absolute governance?
- How do new religions in a society change the political and social structure?
- In a Constitutional form of government, what freedoms are necessary to avoid revolts?
- Is forceful leadership necessary for change to take place?

### **Understandings**

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Students will understand that-

National survival includes international relations through communications and trade, and new modes of transportation.

Nation and empire building have often involved restricting peoples' freedoms for the goal of the leader.

New technologies allow political, economic, social, and cultural changes.

New religious ideas in society have political and social consequences - sometimes good; sometimes bad.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

The details of Ming China and its political, economic, social, and cultural features as well as its cross cultural advances and conflicts.

The definition of the Scientific Revolution, its features, and its short and long term influence on society.

How to differentiate Absolute Monarchism from Constitutional Monarchism with examples- including how politics, economic, social, and cultural aspects were effected.

Events, circumstances, and consequences associated with the rise of Czarist Russia.

### **Skills**

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Students will be able to:

Analyze the features of empires and movements within the time frame of 1450-1750 through research and discussion.

Write a Long Essay with a prompt to either corroborate, qualify, or modify the social and cultural aspects of the Ming Dynasty of China having had much in common with the Tokugawa Shogunate of Japan.

Engage in critical thinking discussions about the role of politics, economics, social status, and cultural/

religious changes during the time frame of the unit.

Use internet research to discover the agricultural practices of various civilizations.

Write a short answer comparing whether or not absolute monarchs are similar politically and economically. They must both support and refute the statement with examples.

Role play an activity based on absolute monarchism and its goals.

Create details to go into a constitution for a constitutional monarchy or a democratic society.

Write a Document Based Question (DBQ) Essay with a prompt to corroborate, qualify, or modify that various societies adapt to scientific and technological change.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Analyze graphic visuals in order to make historic interpretations about Ming China and Tokugawa Japan

Group debate about which society impacted the world more- Ming China or Tokugawa Japan

A web diagram is created by students involving leading figures of the Scientific Revolution and their findings; then labeled true or false based on today's scientific knowledge

Political, economic, social, and cultural aspects of absolute monarchism detailed; then the same is done with constitutional monarchism.

Students create a constitution after studying constitutional monarchism.

Role playing scenario on absolute monarchism

Extensive study guide for unit six.

## **School Summative Assessment Plan**

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Quizzes according to A.P. Standards and formats

Long Essay writing with a prompt on corroborate, qualify, or modify that the statement that the social and cultural aspects of Ming China had much in common with the Tokugawa Shogunate in Japan.

DBQ Essay writing with a prompt to corroborate, qualify, or modify the prompt that various societies adapt to scientific and technological change.

Test with multiple choice and short written question on ways that absolute monarchs are similar and different politically and economically.

(NOTE- Midterm Examination also at the end of this unit.)

## **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Master Notes and Power Points

## **Supplementary Resources**

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"Ming China: Culture"- Encyclopedia Britannica

"English Bill of Rights"

Excerpts from Principia Mathematica from Issac Newton

"Timelines of Tokugawa Edicts"- Asia for Educators

Excerpts from The Reforms of Peter the Great by Evgenii Anisimov

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of



different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

## **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH - Students discover how mathematics was used in the Scientific Revolution by Copernicus, Newton, Galileo, and Kepler**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - The Scientific Revolution Period is studied and discussed in class**

**SOCIAL STUDIES - The beginnings of constitutions studied, and then related to the U.S. government**

**WORLD LANGUAGES - French expressions used by the longest serving Absolute Monarch of 72 years, King Louis XIV studied**

**VISUAL/PERFORMING ARTS - Decorative arts of Ming China and the Tokugawa Shogunate of Japan shown and discussed**

**APPLIED TECHNOLOGY - The findings of the Scientific Revolution put in a web design and analyzed for any long term benefit to mankind**

**BUSINESS EDUCATION - Students research how science is now an economic business (e.g. inventions make money for companies and governments today)**

**GLOBAL AWARENESS - Absolutism (dictatorship) vs. Constitutionalism (democracy) compared and contrasted in the past and today**

## **Learning Plan / Pacing Guide**

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### **A.P. / Gifted:**

**Week 1: Detail Ming China, Tokugawa Japan, and Scientific Revolution**

**Group debates on Ming vs. Tokugawa cultures**

**Web Diagram done by students on Scientific Revolution**

**DBQ Essay assigned on Scientific knowledge as per A.P. Standards**

**Week 2: Detail Absolute vs. Constitutional Monarchism, Rise of Czarist Russia**

**Long Essay on Ming China and Tokugawa Japan assigned as per A.P. Standards**

**Primary and secondary sources quiz as per A.P. Standards**

**Students create a constitution**

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**Week 3: Primary and secondary sources quiz as per A.P. Standards**

**Test with multiple choice and short written question pertaining to absolute monarchism**

**Prepare for the MIDTERM EXAM**

**IEP Allowance- Same subject matter but hard notes made available, allowances made as per a student's pain such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**

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# Unit 7: World History 1750-1900 Part I

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 3**  
Length: **3 weeks**  
Status: **Published**

## Standards

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**Topics of the unit: Enlightenment/ Age of Revolutions- Europe and Americas/ US Civil War/ Agricultural Revolution/ Industrial Revolution/ Victorian Age**

## Social Studies Standards

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SOC.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.
SOC.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.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.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.
SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.
SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.
H/SS.EH.1.1	Changes in religious thought and institutions
H/SS.EH.1.2	Secularization of learning and culture
H/SS.EH.1.3	Scientific and technological developments and their consequences
H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.6	Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.1.8	The diffusion of new intellectual concepts among different social groups

H/SS.EH.1.9	Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
H/SS.EH.2.1	The rise and functioning of the modern state in its various forms
H/SS.EH.2.4	The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
H/SS.EH.2.8	Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
H/SS.EH.2.9	War and civil conflict: origins, developments, technology, and their consequences
H/SS.EH.3.1	The character of and changes in agricultural production and organization
H/SS.EH.3.2	The role of urbanization in transforming cultural values and social relationships
H/SS.EH.3.3	The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
H/SS.EH.3.5	The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
H/SS.EH.3.6	Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
H/SS.EH.3.7	The origins, development, and consequences of industrialization
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

## Writing Standard

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that
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	logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will understand that nationalism, industrialism, and political reforms overlap in society and serve the purpose of national gain so that in the long run they can partake of the society that they are a member of in order to achieve the best results.

### **Concepts**

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### **Essential Questions**

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- How has Queen Victoria affected your life in both a positive and negative way?
- If Enlightenment thought led to revolutions, is that a good or bad thing? Why?
- Should religion be in our schools or not and why?
- What beliefs of your own can influence the way our government runs?
- What does it take to make industrialism happen in a nation?

- What improvements do we need in agriculture today?
- What invention did the most to bring the world closer together?
- What would you personally do to combat forced labor systems today?
- Which Enlightenment thoughts did the most to lead to revolutions?
- Which economic systems would work and not work in your nation?

## **Understandings**

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## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

The definition of the Enlightenment and be able to explain reasons for its far reaching influence including causing revolutions and bringing new freedoms.

How to describe the Age of Revolutions including its reasons and outcomes on several continents.

The cause and outcome of the US Civil War.

The definition and purpose of the Agricultural Revolution.

The political, economic, social, and cultural factors associated with the Industrial Revolution.

The impact of the Victorian Age on the world at large.

## **Skills**

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Students will be able to:

Analyze the events that took place around the world from 1750-1900 with the aid of notes and research.

Write a Long Essay either corroborating, qualifying, or modifying the statement that the Industrial Revolution gave rise to both traditional and revolutionary ideas.

Compare old and new technologies on the Internet, and discuss how they can help or hinder the economy, and

why.

Engage in critical thinking discussions about the role of politics, economics, social status, and cultural/religious changes during the time frame.

Read and interpret primary and secondary sources for A.P. level quizzes.

Design a graphic or political cartoon relating the Enlightenment to current political issues.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Internet research to discuss and evaluate primary and secondary source readings and graphics.

Students create a graphic or political cartoon

Cooperative learning activity

Role playing activity

Essential questions to answer and expand upon

Extensive study guide in preparation for the unit test

### **School Summative Assessment Plan**

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Quizzes according to A.P. standards and format

Long Essay Writing Prompt on either corroborating, qualifying, or modifying the statement that the Industrial Revolution gave rise to both traditional and revolutionary ideas.

Test with multiple choice and a short written question asking to describe Enlightenment thinkers' thoughts that led to both revolutions and social changes.

## **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Master Notes and Power Points

## **Supplementary Resources**

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Excerpt from Great Expectations by Charles Dickens

Excerpt from Oliver Twist by Charles Dickens

Excerpt from Wealth of Nations by Adam Smith

Excerpt from The Social Contract by Jean-Jacques Rousseau

Excerpt from Spirit of the Laws by Montesquieu

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH - Studnets use an Internet almanac site to look up the Gross Domestic Products (GDP) of industrialized and non-industrialized nations and figure out an average total for both groups (relates to**

## **Industrial Revolution)**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - Inventions of the Agricultural and Industrial Revolution studied and evaluated**

**SOCIAL STUDIES - Study how the Enlightenment had an effect on newly democratic governments like the USA**

**WORLD LANGUAGES - Students practice Victorian-Era English expressions**

**VISUAL/PERFORMING ARTS - Victorian era architecture, furniture, and fashions viewed.**

**APPLIED TECHNOLOGY - Two new technologies used in the US Civil War made a difference, and students discuss how that happened in detail. They were the camera and train.**

**BUSINESS EDUCATION - Critical thinking discussions on how science and industry help the economy (especially centered on the Industrial Revolution)**

**GLOBAL AWARENESS - Cooperative activity on what Enlightenment thoughts influenced revolutions throughout the globe**

## **Learning Plan / Pacing Guide**

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### **A.P/ Gifted:**

#### **Week 1: Study Enlightenment/ Age of Revolutions/ US Civil War**

**Cooperative learning activity on the Enlightenment**

**Evaluate key documents from Enlightenment thinkers**

**Primary and secondary source quiz as per A.P. standards**

#### **Week 2: Study Agricultural and Industrial Revolutions**

**Students relate economic systems to the Industrial Era**

**Graphic and/ or political cartoon related to Industrialism**

**Primary and secondary source quiz as per A.P. standards**

**Long Essay assigned on the topic of the Industrial Revolution**

**Week 3: Study Victorian Era of Britain**

**Visuals shown on Victorian Era and interpreted by students**

**Extensive study guide worked on by students**

**Test with multiple choice and short written question on Enlightenment thoughts**

**IEP Allowance- Same subject matter but with hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. standards must still be followed.**

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# Unit 8: World History 1750-1900 Part II

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 3**  
Length: **3 weeks**  
Status: **Published**

## Standards

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**Topics of the unit: Imperialism, China's Qing Dynasty, Russian Czardom in the 19th Century, European Unification Movements**

## Social Studies Standards

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SOC.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.
SOC.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.
SOC.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.
SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.6	Developments in social, economic, and political thought, including ideologies characterized as "-isms," such as socialism, liberalism, nationalism
H/SS.EH.1.8	The diffusion of new intellectual concepts among different social groups
H/SS.EH.1.9	Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
H/SS.EH.1.10	Impact of global expansion on European culture
H/SS.EH.2.2	Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
H/SS.EH.2.3	The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
H/SS.EH.2.4	The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions

H/SS.EH.2.5	The growth and changing forms of nationalism
H/SS.EH.2.6	Forms of political protest, reform, and revolution
H/SS.EH.2.7	Relationship between domestic and foreign policies
H/SS.EH.2.8	Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
H/SS.EH.2.9	War and civil conflict: origins, developments, technology, and their consequences
H/SS.EH.3.6	Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
H/SS.EH.3.8	Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

## Writing Standards

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),
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distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LA.W.11-12.1.B

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.W.11-12.1.C

Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.W.11-12.1.D

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.11-12.1.E

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

LA.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will be able to relate the rise of imperialism to the need for democratic reforms and unification desires so that in the long run they can understand the consequences of negative actions on others.

### **Concepts**

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### **Essential Questions**

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- Does technology encourage more imperialism?
- How did the Industrial Revolution encourage unification movements?
- How would your life be different if you lived in Asia both in the past and now?
- Is it always wrong for one nation to dominate another no matter the reason? Explain.
- Were the Europeans justified to imperialize less developed nations?

- What are the pros and cons of imperialism?
- What prevents national unification in a nation?
- Why was Russia so unwilling to modernize for so many years?
- Why would some people welcome foreign influence in their nation?
- Would you have taken part in a Russian revolution if you were alive at the time? Why or why not?

## **Understandings**

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Students will understand that:

Subjecting others to the will of a dominant nation has long term consequences.

The need for resources can manifest itself in a desire to dominate other peoples/ nations.

New technologies impact growth.

Imperialism promotes and stifles nationalism at the same time.

Not modernizing has dire consequences for some nations and empires.

Unification is a long process for a nation and brings with it many obstacles.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

The definition of imperialism and who was involved and for what reasons.

Types of imperialism and the styles particular nations preferred using.

Long term effects of imperialism around the globe.

The features of the Qing Dynasty and what caused its demise.

The impact of absolute monarchism on Russian society in the 19th Century.

Reasons for national unification movements in Europe and what enabled their success.



## **Skills**

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Students will be able to:

Analyze the events that took place around the world from 1750-1900 with the aid of notes and research.

Write a Long Essay Prompt either corroborating, qualifying, or modifying that imperialism in the 19th Century had a negative effect on nationalism from the subdued nations perspective.

Evaluate primary and secondary source readings and visual graphics.

Read and interpret primary and secondary source materials for quizzes according to A.P. standards.

Debate the pros and cons of imperialism from a technology standpoint.

Draw a time line of events preceeding and during the Chinese Qing Dynasty.

Write a short answer response to the Ottoman Empire's need for expansion- both in favor and in opposition.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Time Line on China's Qing Dynasty Era

Internet research and evaluation of primary and secondary source materials

Learn to formulate a debate

Extensive study guide in preparation for a unit eight test

Technology-based assignemnt on Imperialism

List features of 19th Century Czars in a graphic organizer for discussion and analysis

Utilize maps for understanding European unification movements

## **School Summative Assessment Plan**

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Quizzes according to A.P. Standards

Essay Writing Prompt either corroborating, qualifying, or modifying the statement that 19th Century imperialism had a negative effect on nationalism from the subdued nations perspective.

Short answer written question giving two arguments in favor and one against Ottoman Empire expansionism.

## **Primary Resources**

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World Civilizations by peter Sterans

Instructor's Master Notes and Power Points

## **Supplementary Resources**

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Secret of the Tsars by Michael Farquhar

"Qing China"- Encyclopedia Britannica

"White Man's Burden" by Rudyard Kipling

Excerpts: Imperialism by John Hudson

Excerpt: On Colonies and Colonization by John Stuart Mill

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and

see results upon completion of the assignments to allow for 21st century learning.

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- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their

materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH - Students research the number of natural resources taken out of Africa vs. Asia for comparisons**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - Create a list of new sciences developed in the 19th century as a result of contact with new natural resources**

**SOCIAL STUDIES - Study the demise of dynastic China- ending with the Qing Dynasty, and what can be learned from it as a result**

**WORLD LANGUAGES - Students practice speaking Russian when discussing the Russian Czardoms of the 19th century**

**VISUAL/PERFORMING ARTS - Cross cultural connections looked at via the arts during the Age of Imperialism**

**APPLIED TECHNOLOGY - Technology based assignment given to students on Imperialism**

**BUSINESS EDUCATION - Evaluate what businesses exist today since the Age of Imperialism and gathering natural resources from around the globe**

**GLOBAL AWARENESS - Students ponder how imperialism could be considered racist to those affected**

## **Learning Plan / Pacing Guide**

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### **A.P./ Gifted:**

#### **Week 1: Study Imperialism**

**Debate on Imperialism Era/ technology assignment**

**Primary and secondary source quiz as per A.P. Standards**

**Long Essay Writing on imperialism and its effect on nationalism**

**Week 2: Study Qing China and 19th Century Russian Czardom**

**Time Line on Qing Era created by students**

**Students work on study guide for upcoming test**

**Week 3: Study European Unification Movements**

**Primary and secondary source quiz as per A.P. Standards**

**Test with multiple choice and short written question on Ottoman expansionism during imperialism**

**IEP Allowance- Same subject matter but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**

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# Unit 9: World History 1900- Today Part I

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 3**  
Length: **3 weeks**  
Status: **Published**

## Standards

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**Topics of the unit: Mexican Revolution/ China's Republic Era/ World War I/ Armenian Genocide/ Bolshevik Revolution/ Stalinist Russia/ Interwar Years/ World War II/ Holocaust**

## Social Studies Standards

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SOC.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.
SOC.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.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.
SOC.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.
SOC.6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
SOC.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.
SOC.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.
SOC.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.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
H/SS.EH.1.1	Changes in religious thought and institutions
H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.6	Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
H/SS.EH.2.4	The extension and limitation of rights and liberties (personal, civic, economic, and

	political); majority and minority political persecutions
H/SS.EH.2.6	Forms of political protest, reform, and revolution
H/SS.EH.2.7	Relationship between domestic and foreign policies
H/SS.EH.2.9	War and civil conflict: origins, developments, technology, and their consequences
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

## Writing Standards

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions

	of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will be able to relate the rise of dictatorships to the threat of democracy so that in the long run they will react with plans in place to preserve their freedoms.

### **Concepts**

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### **Essential Questions**

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- Did communism produce Stalin or did he give communism a bad name?
- How would you oppose a genocide?
- What do you believe leads to warfare and what new technologies increase the casualty rate?
- What does genocide mean to you?
- What mistakes do leaders make that set them up for an overthrow?
- What options do the poor have against injustice?
- What political/ economic changes should be made immediately after a war?
- Why didn't mankind learn from the first World War?
- Why does it take centuries for some nations to realize their political/ economic system is not working?
- Why was the world so ignorant to the horrors of the Holocaust?

### **Understandings**

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Students will understand that-



Numerous reasons why people demand changes from their governments and the consequences of those changes.

There are reasons that lead to international warfare.

Hatred can lead to genocides with long term effects.

Threats to democracy/ capitalism can lead to dictatorships.

Lack of action to tyrants causes much destruction in both terms of human and physical property.

Cultural changes take place in relation to historic events.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

The causes and effects of the Mexican Revolution.

What led to long term changes in China's government by the 20th Century.

Causes and effects of World War I, and the post war agreements.

What happened in the Armenian Genocide.

What caused the Communist Bolshevik Revolution in Russia.

The effects of Stalin on Soviet and world society.

The political, economic, social, and cultural developments of the Interwar Years.

Causes of World War II and long term developments.

What the Holocaust was and its impact on the people involved.

## **Skills**

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Students will be able to:

Analyze the events that took place in the world from 1900 to today with the aid of notes and research.

Read and compare visual graphics from the early 20th Century to today.

Make a political cartoon on an issue within the unit.

Engage in critical thinking discussions about the role of politics, economics, social status, and cultural/religious changes during the time frame.

Engage in a Socratic debate on economic systems and their strengths and weaknesses.

Write a Document Based Question (DBQ) Essay either corroborating, qualifying, or modifying the statement that American and Muslim slave systems were similar.

Write a Long Essay with a prompt to corroborate, qualify, or modify that China went through many changes from 1900-1949.

Write a short written answer detailing how two art movements in the Interwar Years reflected historic events, and one art movement that did not and why.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Create a political cartoon during the Stalinist Era

Role play activity on the Mexican Revolution

Think pair share key essential questions of the Interwar Years.

Internet research to discuss and evaluate primary and secondary source readings

Interpret visual graphics and relate them to past and present history

Extensive study guide for a preparation for the unit nine test

## **School Summative Assessment Plan**

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Essay Writing DBQ prompt either corroborating, qualifying, or modifying that American and Muslim slave systems were similar.

Essay Writing (Long Essay) prompt either corroborating, qualifying, or modifying that China went through many changes from 1900-1949.

Test with multiple choice and short written question asking how art movements both reflected and did not reflect historic events of the era.

## **Primary Resources**

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Western Civilizations by Peter Stearns

Instructor's Notes and Power Points

## **Supplementary Resources**

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"Neutral Tones" by Thomas Hardy

"Political Cartoons Magazine" by Thomas McCutcheon of the Chicago Tribune

Excerpts from Communist Manifesto by Karl Marx and Frederick Engels

Speech Excerpt from "Industrial Workers of the World Meeting" - Har Dayal

Excerpt from Grapes of Wrath by John Steinbeck

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay

connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their

materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH - Discuss buying stocks on margins which led to the Great Depression, and figure out how the percentages operate**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - Students research what three science fields had the greatest impact in the 20th Century**

**SOCIAL STUDIES - Study how the time line of political events in Russia and China still have an impact today**

**WORLD LANGUAGES - Discuss how the Navajo language was used by Americans in WW II to confuse the Japanese during WW II**

**VISUAL/PERFORMING ARTS - New art styles explained and viewed- Socialist Realism, Surrealism, Cubism, Fauvism, and more**

**APPLIED TECHNOLOGY - Detail how the atomic bomb changed military warfare forever**

**BUSINESS EDUCATION - Students research what economic recessions and depressions are and how they form**

**GLOBAL AWARENESS - Genocides studied that are meant to inspire future generations to react quicker**

## **Learning Plan / Pacing Guide**

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### **A.P./ Gifted:**

**Week 1: Study-Mexican Revolution/ China's Republic Era/ WW I/ Armenian Genocide**

**DBQ Essay on American vs. Muslim Slave Systems written according to A.P. Standards**

**Primary and secondary source quiz as per A.P. standards and format**

**Week 2: Study- Bolshevik Revolution/ Stalinist Russia/ Interwar Years**

**Long Essay either corroborating, qualifying, or modifying that changes took place in China in the 20th Century**

**Political Cartoon made by students**

**Socratic debate on economic systems**

**Week 3: Study- WW II/ Holocaust**

**Primary and secondary source quiz as per A.P. standards and format**

**Study guide for unit test worked on by students**

**Test with multiple choice and short written question about art movements and history**

**IEP Allowances- Same subject matter but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**

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# Unit 10: World History 1900- Today Part II

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 4**  
Length: **3 weeks**  
Status: **Published**

## Standards

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**Topic of this unit: Cold War/ Decolonization and Post WW II Era- Asia, Middle East, South Pacific, Africa/ Post WW II Era- Latin America, USA and Canada, Europe**

## Social Studies Standards

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SOC.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 (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.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.
SOC.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.
SOC.6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
SOC.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.
SOC.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.
SOC.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.
SOC.6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
SOC.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.
H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.6	Developments in social, economic, and political thought, including ideologies characterized as "-isms," such as socialism, liberalism, nationalism
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.2.1	The rise and functioning of the modern state in its various forms
H/SS.EH.2.2	Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence

H/SS.EH.2.3	The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
H/SS.EH.2.4	The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
H/SS.EH.2.5	The growth and changing forms of nationalism
H/SS.EH.2.6	Forms of political protest, reform, and revolution
H/SS.EH.2.7	Relationship between domestic and foreign policies
H/SS.EH.2.8	Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
H/SS.EH.2.9	War and civil conflict: origins, developments, technology, and their consequences
H/SS.EH.3.4	The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
H/SS.EH.3.5	The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
H/SS.EH.3.6	Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
H/SS.EH.3.8	Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.



## Writing Standards

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to relate to the rise of world threats to freedom and democracy so that in the long run they will react with plans in place to preserve their freedoms and democratic ways of life.

### Concepts

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### Essential Questions

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- How is dictatorship easier for a leader than democracy?
- How would you have brought the two superpowers together to solve their differences.
- Is it worth the trouble for the international community to help third world nations?
- Were non-aligned nations better off or worse off in the Cold War?
- What can be done on a regular basis to stop future genocides?
- What challenges do poor nations face besides economics?
- What does a Cold War mean to you?
- What worries do you have in the world you are facing?
- Why is democracy better for the people than dictatorship?

## **Understandings**

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Students will understand that:

There are political and economic differences that lead to conflict- directly and indirectly.

Superpower nations have an effect on lesser nations.

International organizations exist to maintain peace and create human rights policies.

Decolonization leads to both new opportunities and challenges for developing nations.

The transition from dictatorship to democracy can have many obstacles for the nations effected.

Revolutions require a majority consensus of opinion.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

The definition of the Cold War and the effects it had around the globe.

The reasons for the fall of communism around the globe.

The definition of decolonization and where and why it took place.

The challenges of decolonization on the post-WW II era.

Why nations had difficulties transitioning from dictatorships to democracies.

The numerous genocides of the 20th Century and reasons behind them.

Modern challenges of international organizations and nations.

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## **Skills**

Students will be able to:

Analyze the events that took place around the world from 1900 to today with the aid of notes and research.

Engage in critical thinking discussions about the role of politics, economics, social status, and cultural/religious changes during the time frame.

Write a Document Based Question (DBQ) Essay with a prompt to corroborate, qualify, or modify that there were various ways people around the world ended colonial rule.

Write a Long Essay with a prompt to corroborate, qualify, or modify that the Decolonization Movement benefitted developing nations.

Read and interpret primary and secondary sources for taking A.P. level quizzes.

Create a computer graphic relating to the Cold War.

Write a short written answer describing reasons for the fall of communism both in Europe and in Africa.

Do an extensive study guide for a unit ten test.

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## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

Internet research to discuss and evaluate key topics and graphic visuals

Analyze primary and secondary sources for A.P. level quizzes

Coopertaive Learning activity

Extensive study guide as a test review for unit ten

Graphic organizer on Cold War events

Compare maps prior to and after the fall of communism

### **School Summative Assessment Plan**

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Quizzes according to A.P. Standards and formats

DBQ Essay Writing with a prompt to either corroborate, qulaify, or modify that there were various ways that people ended colonialism in their lands

Long Essay Writing with a prompt to either corroborate, qualify, or modify that the Decolonization Movement benefitted developing nations

Test with multiple chouce and short written question asking reasons for the fall of communism in both Europe and in Africa

### **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Master Notes and Power Points

### **Supplementary Resources**

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"Africa and Asia in the Era of Independence"- Addison Wesley Longman

"Latin America- Reaction and Revolution in the 20th Century"- Addison Wesley Longman

Excerpts from the "Marshall Plan"- George Marshall

Excerpts from the "Truman Doctrine"- Harry Truman

Excerpts from the Brezhnev Doctrine"- Leonid Brezhnev

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **• Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **• One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **• Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their

materials are within their ability to grasp the language.

- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Students research and count the numbers of deaths from communist governments and analyze reasons for those high numbers**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - The Space Age competition between the USA and USSR during the Cold War studied**

**SOCIAL STUDIES - Students understand the struggle for civil rights around the globe in this unit**

**WORLD LANGUAGES - Review of how European languages now dominate some non-European regions of the world since colonialism**

**VISUAL/PERFORMING ARTS - Students view aspects of modern dance, music, and theater**

**APPLIED TECHNOLOGY - Artificial intelligence of the future is debated in a cooperative setting**

**BUSINESS EDUCATION - New trends in the business world explored on the Internet by students**

**GLOBAL AWARENESS - Emphasis on civil rights and women's rights as part of this unit**

## **Learning Plan / Pacing Guide**

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### **A.P./ Gifted:**

#### **Week 1: Topic: Cold War**

**Write a Long Essay on how colonized people achieved independence**

**Primary and secondary source quiz as per A.P. Standards**

**Graphic organizer created by students on Cold War events**

#### **Week 2: Topic: Decolonization and Post WW II in Asia, Mid-East, South Pacific, and Africa**

**DBQ Essay on Decolonization**

**Primary and secondary source quiz as per A.P. Standards**

#### **Week 3: Topic: Post WW II Era in Latin America, USA and Canada, and Europe**

**Students work on study guide for the unit test**

**Cooperative setting debating artificial intelligence**

**Test with multiple choice and short written question on the fall of communism**

**IEP Allowances- Same subject matter but with hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**





# Unit 11: World History Final and National Exam Review

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 4**  
Length: **3 weeks**  
Status: **Published**

## Standards

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### Final Exam and National Exam Review

## Social Studies Standards

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SOC.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 (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.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.
SOC.6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.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.
SOC.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).
SOC.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.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.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.
SOC.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
SOC.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.
SOC.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.
SOC.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.

SOC.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.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
SOC.6.2.12.CS1	The Emergence of the First Global Age: Global Interactions and Colonialism: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.
SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.
SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.
SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.
SOC.6.2.12.CS5	The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
H/SS.EH.1.1	Changes in religious thought and institutions
H/SS.EH.1.2	Secularization of learning and culture
H/SS.EH.1.3	Scientific and technological developments and their consequences
H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.6	Developments in social, economic, and political thought, including ideologies characterized as "-isms," such as socialism, liberalism, nationalism
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.1.8	The diffusion of new intellectual concepts among different social groups
H/SS.EH.1.9	Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual

H/SS.EH.1.10	Impact of global expansion on European culture
H/SS.EH.2.1	The rise and functioning of the modern state in its various forms
H/SS.EH.2.2	Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
H/SS.EH.2.3	The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
H/SS.EH.2.4	The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
H/SS.EH.2.5	The growth and changing forms of nationalism
H/SS.EH.2.6	Forms of political protest, reform, and revolution
H/SS.EH.2.7	Relationship between domestic and foreign policies
H/SS.EH.2.8	Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
H/SS.EH.2.9	War and civil conflict: origins, developments, technology, and their consequences
H/SS.EH.3.1	The character of and changes in agricultural production and organization
H/SS.EH.3.2	The role of urbanization in transforming cultural values and social relationships
H/SS.EH.3.3	The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
H/SS.EH.3.4	The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
H/SS.EH.3.5	The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
H/SS.EH.3.6	Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
H/SS.EH.3.7	The origins, development, and consequences of industrialization
H/SS.EH.3.8	Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

## Reading Standards

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g.,

	the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

## Writing Standards

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to relate the themes and concepts of the overall world history course and its topics to their lives to be better citizens in a proactive and positive way learning from what worked and what did not in history.

## Concepts

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## Essential Questions

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- How did industry change the world?
- How do civilizations develop?
- How does nationalism become a part of a nation's existence?
- How is diplomacy achieved?
- What are the best ways to resolve conflicts?
- What cultural features were essential for early civilizations?
- What factors constitute a government?
- What factors contribute to economic growth?
- What was religions role in state building?
- What were reactions to imperialistic motives?

## Understandings

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Students will understand that:

Interactions between humans and the environment- emphasizing demography, disease, migration, patterns of settlement, and technology.

Development and interaction of cultures- emphasizing religions, belief systems, philosophies, ideologies, science, technology, the arts, and architecture.

State building, expansion, and conflict- emphasizing political structures, forms of governance, empires, nations, nationalism, revolts, revolutions, and regional/ trans-regional/ global structures and organizations.

Creation, expansion, and interaction of economic systems- emphasizing agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism, socialism, and communism.

Development and transformation of social structures- emphasizing gender roles and relations, family and kinship, racial and ethnic constructions, and social and economic classes.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

The major topics of the course in a review for the final and national exams, and their political, economic, social, and cultural features with the time frames discussed in world history in six major periods-

12,000 BCE- 600 BCE

600 BCE- 600 CE

600 CE- 1450

1450-1750

1750-1900

1900- today

### **Skills**

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Students will be able to:

Analyze the events that took place around the world from 12,000 BCE until today with the aid of notes and research.

Practice Short Answer writing for the final/ national exams.

Practice Long Essay writing for the final/ national exams.

Practice DBQ Essay writing for the final/ national exams.

Practice multiple choice questions for the final/ national exams.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Analyze primary and secondary source documents.

Evaluate data from maps, charts, graphs, and diagrams to make decisions.

Practice writing according to A.P. standards.

Extensive study guide to do in preparation for the final/ national exams.

### **School Summative Assessment Plan**

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Test- final exam with 50 multiple choice questions and a LONG Essay with a writing prompt to either corroborate, qualify, or modify that global connections increased after 1450 leading to increased economic opportunities.

National Exam- Multiple choice questions, three short written answers, one long essay, and one DBQ essay.

### **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Notes and Power Points

### **Supplementary Resources**

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Additional outside resources-

Teacher prepared notes and A.P. Central prepared materials as a review for the final and national exams.

## **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

### **● Additional Support Videos**

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.



### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Restudy the contributions of major mathematicians from Ancient Greece, Ancient China, and the Ancient Middle East**

**ELA- Essay writing and primary / secondary source readings**

**SCIENCE - Restudy the Scientific Revolution and new sciences that developed in the 19th Century**

**SOCIAL STUDIES - Restudy the keys to state building the olitical, economic, social, and cultural influences**

**WORLD LANGUAGES - Restudy how the Phoenicians gave the world the first true alphabet**

**VISUAL/PERFORMING ARTS - Restudy the major art movements that coincided with historic developments**

**APPLIED TECHNOLOGY - Restudy the Agricultural and Industrial Revolutions**

**BUSINESS EDUCATION - Restudy three major economic systems- capitalism, socialism, and communism**

**GLOBAL AWARENESS - Restudy the major geographic regions of the world, and major political developments in each region**

### **Learning Plan / Pacing Guide**

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**A.P./ Gifted:**

**Week 1: Practice multiple choice questions and restudy key pieces of information from marking period 1**

**Week 2: Practice written short answer writing and restudy key pieces of information from marking period 2**

**Week 3: Practice essay writing and restudy key pieces of information from marking period 3**

**Take a practice Final Exam**

**IEP Allowances- Same subject but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**

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# Unit 12: World History Post- National Exam Unit

Content Area: **Social Studies**  
Course(s): **AP WORLD HISTORY**  
Time Period: **Marking Period 4**  
Length: **3 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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SOC.6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
SOC.6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
H/SS.EH.1.3	Scientific and technological developments and their consequences
H/SS.EH.1.4	Major trends in literature and the arts
H/SS.EH.1.5	Intellectual and cultural developments and their relationship to social values and political events
H/SS.EH.1.7	Developments in literacy, education, and communication
H/SS.EH.1.8	The diffusion of new intellectual concepts among different social groups
H/SS.EH.1.9	Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
H/SS.EH.2.1	The rise and functioning of the modern state in its various forms
H/SS.EH.2.5	The growth and changing forms of nationalism
H/SS.EH.3.4	The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
H/SS.EH.3.5	The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
H/SS.EH.3.9	Gender roles and their influence on work, social structure, family structure, and interest group formation
H/SS.EH.3.10	The growth of competition and interdependence in national and world markets
H/SS.EH.3.11	Private and state roles in economic activity

### Reading Standards

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

## Writing Standards

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

## Transfer Goals and Career Ready Practices

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## **Transfer Goals**

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Students will be able to explain reasons for the movements and ideas that are celebrated in the modern world so that they too can add their participation in years to come.

## **Concepts**

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## **Essential Questions**

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- Are international events worth it when the financial costs are too high?
- Based on this course, are there any career choices in your future?
- Globalism- Is it a threat to national identities and borders?
- How do you respond when presented with drifting political and religious philosophies?
- If something is secret and elitist can it be good?
- Nationalism- what are its positive attributes and what are its negative attributes.
- Why does culture always seem to be more fun to study than other areas of history?

## **Understandings**

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Students will understand that-

Political, economic, social, and cultural progress requires the national and world community to work together.

Many economic opportunities have consequences for the political, social, and cultural realms as well.

Advances in communications and transportation enable many societies to build and expand their influence and attain their goals.

Industry and agriculture are essential to the economy of a nation, and the happiness of its people.

Commercial enterprises bring long lasting economic opportunities.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

Modern day issues associated with national identities and global issues.

The importance of culture to a nation and its peoples' identity.

International organizations have varying goals, and to achieve those goals it takes time and money.

Secret societies have been accused of undue political and economic influence.

How politics and economics interact in society.

## **Skills**

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Students will be able to:

Analyze features of modern day nationalism through research and displayed in a power point presentation.

Write a detailed paper on the role of secret societies in politics and economics.

Produce research on poster boards with picture layouts relating to both women's movements and nationalism.

Engage in critical thinking discussions about the role of politics, economics, social status, and cultural/religious changes during the time frame.

Use internet or other sources to do a major project as cooperative groups each representing a different world city, and bidding for modern day Olympic Games in a presentation and debate format.

Research primary readings to do for an annotated bibliography.

Analyze the features of art movements in world history for a display in a power point.

Research other disciplines as they relate to world history- each turned in as an assignment - history and math/ history and physical education/ history and science.

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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Internet research and writing an annotated bibliography on a modern day issue in the world

Research and make two poster boards- one on women in world history and the other on national festivals

Power point of major art styles in the world

Across-the-disciplines assignments

Cooperative learning activity (Olympic Games Competition) with written and visuals elements to debate

## **School Summative Assessment Plan**

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Final test incorporating multiple choice and written sections

## **Primary Resources**

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World Civilizations by Peter Stearns

Instructor's Notes and Power Points

## **Supplementary Resources**

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Additional outside resources -

N/A for this post- National Exam unit as students look for their own primary and secondary sources for assignments

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

**Differentiated Instruction**

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**Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

**English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
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- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.



### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - A specific assignment involving research as to how math and history relate with a visual graphic needed.**

**ELA- Reading needed for research for this unit's assignments and written aspect as well**

**SCIENCE - A specific assignment involving research as to how science and history relate with a visual graphic**

**SOCIAL STUDIES - Women in world history incorporated into a poster board presentation by students**

**WORLD LANGUAGES - The Olympic assignment involving the demographics of languages as a consideration**

**VISUAL/PERFORMING ARTS - Power point on world art styles**

**APPLIED TECHNOLOGY - Debate new technologies used in society in the cooperative assignment**

**BUSINESS EDUCATION - The economic elements of the Olympics as part of the assignment**

**GLOBAL AWARENESS - The Olympics Assignment incorporating nations and ethnic identities**

### **Learning Plan / Pacing Guide**

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#### **A.P./ Gifted:**

**Week 1: Students work on world art styles power point**

Students work on assignments with history incorporated into math, physical education, and science

**Cooperative groups begin Olympics competition assignment with a host of requirements via rubric**

**Week 2: Students work on annotated bibliography after researching a modern issue in today's world**

**Students work on poster boards on women's history and nationalism topics**

**Students work on secret society assignment**

**Students continue to work on the cooperative Olympics assignment**

**Week 3: Olympics presentation and debates between groups**

**Final test with multiple choice and a written section**

**I.E.P. Allowances- Same subject matter but with hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.**