

Verona Public School District Curriculum Overview

Advanced Placement World History



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Supervisor:
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Curriculum Developed:
August 2015
April 2016

Board Approval Date:
April 12, 2016

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The focus of the AP World History course is on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. X CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training X F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● <u>Ways of the World</u> (Bedford Publishing) ISBN: 978-1-319-02272-3 	<ul style="list-style-type: none"> ● Andrea, Alfred and James Overfield. <i>The Human Record: Sources of Global History</i>, 8th edition. Volumes 1-2. Boston: Cengage Learning, 2016. ● Johnson, Jean and Donald. <i>The Human Drama</i>, Volumes 1-4. Princeton: Markus Wiener Publishers, 2011. ● Reilly, Kevin. <i>The West and the World: A History of Civilization</i>. Volumes 1-2. Princeton: Markus Wiener Publishers, 2012. ● Reilly, Kevin. <i>Worlds of History: A Comparative Reader</i>. Bedford St. Martin's Press, 2013.

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| | <ul style="list-style-type: none">● Standage, Tom. <u>A History of the World in 6 Glasses</u>. New York: Bloomsbury, 2005.● Achebe, Chinua. <u>Things Fall Apart</u>.● Coetzee, J.M. <u>Waiting for the Barbarians: A Novel</u>.● Kingsolver, Barbara. <u>The Poisonwood Bible</u>.● Myers, Tamar. <u>The Witch Doctor's Wife</u>.● Paton, Alan. <u>Cry, the Beloved Country</u>. |
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Advanced Placement World History

Unit One Title / Topic: Technological and Environmental Transformations, to 600 B.C.E

Unit Duration: 5 days

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English Language Arts Companion Standards

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

- analyze the significance of art and artifacts in understanding the values and organization of (especially "pre-writing") societies.

Enduring Understandings:

Students will understand that:

- People lived in small groups that structured social, economic and political activity
- Legal systems have sustained or challenged class, gender and racial ideologies.
- The development of specialized labor systems affected social hierarchies and gender equality.
- Early humans adapted to their environment by using tools and technologies.
- Early humans affected their environments. □

Essential Questions:

- How did the Neolithic Revolution affect human societies economically & socially?
- How did the increase of agriculture affect social structures?
- How and to what extent has human migration and settlement been influenced by the environment?
- How have environmental factors influenced human migrations and settlements?
- In what ways do the arts reflect innovation, adaptation and creativity of specific societies?
- How have conflicts, exchanges and alliances influenced the processes of state building, expansion and dissolution?

Students will know:

- Paleolithic vs. Neolithic
- migration, human migration
- Ice age
- Agricultural Revolution
- foundational civilizations- Mesopotamia, Babylonia, Egypt, Shang, Olmec, Chavin,
- pyramids
- wall decorations
- chariots
- iron weapons/compound bows
- record keeping: hieroglyphs, Hammurabi's code
- Hebrew monotheism/Vedic traditions/Zoroastrianism
- Book of the Dead, RigVeda or Gilgamesh
- domesticated animals by region- goats, sheep, water buffalo, llamas, camels
- hunter-forager
- patriarchy
- first religious ideas and uses
- divine regents
- Staple crops: wheat, maize (corn), barley, millet
- Irrigation, millet

Students will be able to:

- Locate on a map the areas of settlement and migrations
- Explain how art reflects the values of societies
- Analyze primary and secondary sources
- Substantiate claims by citing specific evidence
- Analyze how early humans used tools and technologies to establish communities and overcome geographic barriers to migration
- Identify differences and similarities between hunter-forager, pastoralist and settled agricultural societies
- Evaluate how the growth of agriculture transformed the social structures of early civilizations

Writing Skill focus: *Comparison* (Paleolithic and Neolithic societies),

Historical Thinking Skill (HTS) focus: *Causation*

Stage 2: Acceptable Evidence**Transfer Task**

Cave art of American Society- what does it say about what we do, what we value, how our society is structured?
Socratic Seminar

Unit Two Title / Topic: : Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

Unit Duration: 15 days

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English Language Arts Companion Standards

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RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

- compare and connect core beliefs of major religions, empires and understand the core social, political, economic, religious and intellectual characteristics of the classical civilizations.

Enduring Understandings:

Students will understand that:

- Religion provides a worldview and ethical codes
- Religion shapes and supports social structures
- Religion can be source of conflict
- Religion can be used to legitimize political authority
- States and empires enlarged in both size and power in the Classical Era
- Bureaucracies were created and run by various types of elites
- The growth of bureaucracy often led to conflict because empires struggled with each other to control resources
- Policies were developed to either include or exclude ethnic and religious minorities
- Cities played a large role in developing states and empires
- Empires often declined because they become too big, because of environmental factors or because of invasions

Essential Questions:

- How did religions help strengthen political, economic, and cultural ties within societies?
- How did religions promote a sense of unity?
- How did religions affect gender roles in their respective societies?
- How did humans' reliance on the natural world influence religion?
- How did art and culture develop to 600 CE?
- How did different societies' architectural styles develop?
- What is an "empire," and what were empires' common characteristics during the Classical Era?
- How have people adapted to their collective needs and environment?
- In what ways do the arts reflect innovation, adaptation and creativity of specific societies?
- How have conflicts, exchanges and alliances influenced the processes of state building, expansion and dissolution?
- How have economic systems and the development of ideologies, values and institutions influenced each other over time?

Students will know:

- The differences between the major core religions of Daoism, Confucianism, Judaism, Christianity, Hinduism, Buddhism, Zoroastrianism
- Reincarnation, caste system
- Belief systems reinforced patriarchy
- Greco-Roman philosophy
- Ashoka
- Confucianism- social harmony
- Daoism- "balance" and impact on Chinese culture and political system
- Christianity and Jesus of Nazareth
- Constantine, Greco-Roman tradition
- architecture of classical civilizations
- patriarchy
- shamanism, animism and ancestor veneration
- Empires: Persian, Qin and Han, Mauryan and Gupta, Phoenicia, Greek city-states, Hellenistic and Roman Empires, Mayan city-states and Teotihuacan, Moche (Andean), Chaco to Cahokia (North America)
- Bureaucracies
- development of imperial cities and fortifications, infrastructure (Constantinople, Alexandria, Persepolis, Chang'an)
- the Huns
- Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, Mediterranean sea lanes
- domesticated pack animals
- new technologies and maritime technologies
- changes in farming and irrigation techniques (qanat system);
- how religious traditions (Christianity, Hinduism and Buddhism) were transformed as they spread

Students will be able to:

- Understand and compare core beliefs of the primary religious traditions
- Explain and analyze the impact of core beliefs on social structures, ethical codes and political authority
- Understand and illustrate with historical examples *how* religion causes conflict
- Locate on a map the regions specifically occupied by specific religion
- Explain how religion impacts art/architecture
- Analyze primary and secondary sources
- Contextualize religions
- Analyze how bureaucracies in classical empires were more complex than foundational
- Analyze uses of infrastructure and military to protect imperial power and promote trade
- Explain how empires organize people and resources to promote the imperial project
- **Writing Skill Focus:**
- Write a *Comparison* essay using at least 3 of the key components of the AP rubric
- Write a *DBQ* using at least 3 of the key components of the AP rubric
- **Historical Thinking Skill Focus:** *Argumentation, Causation*

Stage 2: Acceptable Evidence**Transfer Task**

Use document analysis to answer the following: Why are Buddhism and Christianity considered to be universal (missionary) religions?

A Comparison Essay of the Two Great Religious Traditions: Varanasi and Jerusalem

Body sketch of Classical civilizations

DBQ- Han and Roman Empires

Unit Three Title / Topic: Regional and Interregional Interactions, c. 600 C.E. to c. 1450

Unit Duration: 30 days

Stage 1: Desired Results

Established Goals:

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- RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
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- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

- evaluate to what extent Muslim women are "oppressed" and/or decide whether ISIS has distorted or followed Islam's teachings.

Enduring Understandings:

Students will understand that:

- Concentrations of wealth and intensification of cross-cultural exchanges expanded
- Commercial networks expanded and became more scientifically evolved
- State formation demonstrated continuity and innovation at various levels of success.
- The expansion of Islam introduced the new concept of the Caliphate.
- Pastoral peoples in Eurasia built powerful yet distinctive empires. Many used a combination of the traditional with the new
- Changes in trade networks resulted from and stimulated increased productive capacity with implications for social and gender structures and environmental processes.
- Population growth and urbanization also strained environmental resources and caused demographic swings.
- New labor practices emerged including free and coerced labor.
- Societies used environmental knowledge to make technological adaptations

Essential Questions:

- What were the effects of migrations?
- How did the expansion of empires & trade networks affect the relationship between peoples inside vs. outside those "zones?"
- To what extent was human migration and settlement influenced by the environment?
- How were scientific and technological innovations adapted and transformed as they spread from one society or culture to another?
- In what ways do the arts reflect innovation, adaptation and creativity of specific societies?
- How did the development and/or distortion of Islam alter history?
- What continuities and changes have there been?
- What were the biological effects of post-classical trade?
- Why did some post-classical urban areas decline, while others prospered & grew?

Students will know:

- Trade routes and new trading cities: Venice, Timbuktu, Swahili city-states, Baghdad, Calicut, Mongols
- Characteristic of the Chinese Dynasties of Han, Sui, Tang and Song
- Prophet Muhammad and promotion of Islam
- Umayyad Caliphate and Abbasid Caliphate
- Distinctions between Sunni and Shi'ite
- "third- wave civilizations" in the Americas- Mississippi River Valley, Mesoamerica, Andes
- luxury goods (silk, porcelain, spices, exotic animals, slaves, precious metals/gems)
- new forms of credit and monetization: Hanseatic League
- expansion of empires (China, the Byzantine Empire, the Mongols, the Caliphates) and infrastructure
- Afro-Eurasian trade and communication
- Environmental adaptations: Arabs and Berbers-camels in the Sahara, Vikings and longships, or Central Asian- horses in the steppes
- Environmental impact of migrations of Bantu-speaking people and maritime activities of Polynesian people
- diffusion of languages (Turkic and Arabic or Bantu)
- diasporic communities (Muslim merchants in Indian Ocean region, Chinese merchant communities in Southeast Asia or Jewish communities in Med., Indian Ocean basin, along Silk Roads,
- Travelers: Ibn Battuta or Marco Polo,
- diffusion of literary, artistic and cultural traditions (Christianity throughout Europe, Neo Confucianism and Buddhism in East Asia, Spread of Hinduism and Buddhism in Southeast Asia, spread of Islam in Sub-Saharan Africa and Asia and influence of Toltec/Mexica and Incan traditions in Mesoamerica and Andean America),
- diffusion of scientific and technological innovation (Greek and Indian mathematics on Muslim scholars, return of Greek science and philosophy to Western Europe or spread of printing and gunpowder from East Asia to Islamic empires and Western Europe),
- diffusion of crops (bananas, new rice varieties, cotton, sugar and citrus- Dar al-Islam and Mediterranean basin)
- Agricultural and Industrial innovations (chinampa field systems, Waru waru agricultural techniques in Andes, the horse collar)
- mit'a system in the Inca empire,

Students will be able to:

- Locate on a map the "third- wave empires," trading cities and routes, diffusion patterns of religions, goods and pathogens
- Explain how religion impacts art/architecture
- Analyze primary and secondary sources
- Contextualize religions
- Analyze how bureaucracies in classical empires were more complex than foundational
- Analyze uses of infrastructure and military to protect imperial power and promote trade
- Explain how empires organize people and resources to promote the imperial project
- **Writing Skill Focus:**
 - · *Comparison* essay using most of the key components of the AP rubric
 - · *DBQ* essay using all of the key components of the AP rubric
 - · Prewriting for the "Change and Continuity Over Time" essay
- **Historical Thinking Skills focus:**
 - · Periodization, Argumentation and Contextualization

- peasant revolts in China or Byzantine Empire,
- foot binding in Song China

Stage 2: Acceptable Evidence

Transfer Task

Identify various changes and continuities over time and complete CCOT outline and prewriting for “the Umma in History”

Comparison essay on Bantu and Polynesian migrations

Cities project

DBQ on ISIS

Outside reading analysis- Choice of books: Jack Weatherford’s *Genghis Khan and the Making of the Modern World* or *The Secret History of the Mongol Queens*.

Unit Four Title / Topic: Global Interactions, c.1450 - c. 1750

Unit Duration: 30 days

Stage 1: Desired Results

Established Goals:

NJCCCS: (Social Studies)

6.2.12.A.1.a-Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.B.1.a-Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.B.1.b-Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.a-Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.2.12.C.1.b-Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society

6.2.12.C.1.c-Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.C.1.d-Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa

6.2.12.C.1.e-Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.D.1.a-Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.

6.2.12.D.1.b- Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.c-Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.d-Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict

- 6.2.12.D.1.e-** Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- 6.2.12.D.1.f-** Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
- 6.2.12.A.2.a-** Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
- 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)
- 6.2.12.B.2.a-** Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
- 6.2.12.C.2.a-** Relate the development of more modern banking and financial systems to European economic influence in the world.
- 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.
- 6.2.12.D.2.b-** Determine the factors that led to the Reformation and the impact on European politics.
- 6.2.12.D.2.c-** Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance
- 6.2.12.D.2.d-** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.D.2.e-** Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

New Jersey Student Learning Standards for English Language Arts Companion Standards

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

- analyze how innovations and changing patterns of wealth affected empire building and transoceanic voyaging.

Enduring Understandings:

Students will understand that:

- Interconnections of Eastern and Western hemispheres increased because of transoceanic voyaging
- Changing long-distance trade patterns affected the global economy and the spread of cultural and religions
- New regional centers and financial centers were established
- Germs affected indigenous peoples of the Americas
- Global exchange of crops and animals altered agriculture diets and populations
- Major changes occurred in agricultural labor, the systems locations, processes of manufacturing and social structures
- Political and economic centers shifted.
- Empires expanded and conquered peoples around the world but often had

Essential Questions:

- What were the overall effects of this change in global interconnectedness?
- How did the global trade network after 1500 CE affect the pre-existing regional trade networks?
- Did the Atlantic trading system leave more of a positive or negative legacy on history?
- How did settlers' action affect the Americas environmentally?
- How did the Columbian Exchange affect the spread of religions?
- What continuities and changes have there been?
- To what extent was human migration and settlement influenced by the environment?
- How were scientific and technological innovations adapted and transformed as they spread from one society or culture to another?

difficulties incorporating culturally, ethnically and religiously diverse subjects and administrating widely dispersed territories.

- Agents of the European powers worked their way into existing trade networks and the formation of European empires consisting of mostly interconnected trading posts.
- Empires around the world tried to centralize their power
- New states were created in West and Central Africa

- In what ways do the arts reflect innovation, adaptation and creativity of specific societies?
- How have political, economic, cultural and demographic changes affected social structures over time?
- How, by whom, and in what ways have social categories, roles and practices been maintained or challenged over time?

Students will know:

- European monopoly companies that took silver from Spanish colonies,
- mercantilism,
- the Atlantic system,
- epidemics (smallpox, measles and influenza) and unintentional transfer of vermin like mosquitoes and rats
- American foods (potatoes, maize and manioc) and cash crops (sugar and tobacco) grown primarily on plantations with slave labor and were mostly exported to Europe and the Middle East,
- domesticated animals (horses, pigs and cattle) brought to Americas by the Europeans and foods (okra and rice) were brought by African slaves,
- impact of agriculture on physical environment in the Americas,
- expanded the spread of religion and belief systems (Sufi practices, Reformation, development of Sikhism),
- expansion of literacy
- Little Ice Age contributed to changes in agricultural practices and the contraction of settlements,
- intensification of forced labor systems (cotton textile production in India, silk textile production in China, development of frontier settlements in Russian Siberia),
- The Columbian Exchange,
- plantation economy,
- differences in slave labor (chattel slavery, indentured servitude, encomienda and hacienda systems, Spanish adaptation of Inca mit'a system),
- restructuring of ethnic, racial and gender hierarchies- new elites such as (Manchus in China, Creoles in Sp. America, European gentry, urban commercial entrepreneurs in major port cities),
- challenges faced by existing elites (zamindars in the Mughal Empire, nobility in Europe, daimyo in Japan),
- gender and family restructuring (smaller size of European families and dependence of European men on Southeast Asian women for conducting trade).
- rulers used religious ideas(European notion of divine right),art and monumental architecture (European palaces such as Versailles or Mughal mausolea and mosques, such as the Taj Mahal, Qing imperial portraits) to legitimize their rule,
- states used people for their economic contributions but limited their ability to challenge the authority of the state (Ottoman treatment of non-Muslim

Students will be able to:

- Locate on a map period 4 empires and diffusion patterns of religions, goods and pathogens
- Explain how religion impacts art/architecture
- Analyze primary and secondary sources
- Contextualize religions, cultural and intellectual developments and innovations
- Analyze the role of bureaucracies in empires
- Analyze uses of infrastructure and military to protect imperial power and promote trade
- Explain how empires organize people and resources to promote the imperial project
- **Writing Skill Focus**
- Write a Comparison essay using all of the key components of the AP rubric
- Write a timed-DBQ using all of the key components of the AP rubric
- Write a "Change and Continuity Over Time" essay with most of the components of the AP rubric
- **Historical Thinking Skill Focus:**
- Causation and Contextualization

subjects, Manchu policies toward Chinese, Spanish and Portuguese creation of racial classification system in the Americas- mestizo, mulatto and creole),

- recruitment and use of bureaucratic elites or military professionals (Chinese examination sys. or salaried samurai),
- increased use of gunpowder, cannons and armed trade
- increased size and power of land empires (Manchu, Mughal, Ottoman and Russian),
- European states established new maritime empires in the Americas (Portuguese, Spanish, Dutch, French and British),
- competition over trade routes- piracy, Thirty-years war or Ottoman-Safavid conflict,
- examples of local resistance (food riots, samurai revolts)

Stage 2: Acceptable Evidence

Transfer Task

Pirates of the Caribbean project- How did piracy in the Caribbean challenge state consolidation and expansion?

Unit Five Title / Topic: Industrialization and Global Integration, c.
1750- c. 1900

Unit Duration: 36 days

Stage 1: Desired Results

Established Goals:

NJCCCS:

(Social Studies)

6.2.12.A.2.a- Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.

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).

6.2.12.C.2.a- Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.A.3.a- Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

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

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

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

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

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

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

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

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

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

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

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

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

6.2.12.D.3.c- Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12.D.3.d- Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12.D.3.e- Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

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- WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

- Analyze the factors that lead to revolutions and their effects
- Analyze how historic and modern imperialism has impacted the current state of affairs in affected countries

Enduring Understandings:

Students will understand that:

- Industrialization altered the production of goods around the world which had far-reaching effects on the global economy
- Modern empire building increased
- New ideas about nationalism, race, gender, class and culture developed
- Imperialism increased with strengthening control over colonies
- Enlightenment thought inspired an intense period of revolution and rebellion against existing governments sometimes leading to the formation of new states and development of new ideologies.
- Migration patterns changed dramatically and the number of migrants increased.
- The development of transoceanic empires and a global capitalist economy.
- Migration had a large impact on the sending and receiving societies and presented challenges to governments in fostering national identities □

Essential Questions:

- How did Industrialization affect seemingly unrelated fields like social structures, culture, (arts, religion, literature) & the economy?
- How did the Industrial Rev influence world trade overall?
- How did intellectuals explain, & industrialists legitimize the economic changes of the Industrial Rev
- Why do new economic, social, cultural, and political philosophies and movements evolve or develop?
- What is the price of progress?
- What are the results of technological innovations on a local and global scale?
- How do economic changes impact social, political, and cultural institutions?
- Why does change occur?
- How does perspective alter one's concept of truth?
- What does the economy respond to?
- What role does race play in imperialism?
- Why do countries expand?
- What are the positive and negative impacts of imperialism for the affected country?
- How does access to natural resources predicate national behavior?
- How are cultures impacted by the colonial experience?

Students will know:

- The Industrial Revolution and factory system encouraged new patterns of trade, increased need for raw materials such as cotton, rubber, palm oil, sugar, wheat, meat, guano and metals,
- impact of rise of Europeans led to decline of Middle Eastern and Asian countries share in global manufacturing (textile production in India and Egypt),
- new commodities contributed to the expansion of the global economy in the 19th century (opium, cotton and Palm oil),
- development of extensive mining centers (gold and diamond mines in S. Africa),
- development of new economic ideas such as capitalism and classical liberalism (Adam Smith and John Stuart Mill),
- proliferation of large-scale transnational business (i.e. United Fruit Company or HSBC- Hong Kong and Shanghai Banking Corp),
- developments in communication,
- responses to global capitalism- Utopian Socialism and Anarchism, Qing China and Ottoman Empire led reforms such as (Self-Strengthening Movement and Tanzimat movement),
- State-sponsored industrialization (Meiji reforms and development of factories in Tsarist Russia),
- expansion of suffrage in Britain,
- impact of industrialization on family
- Relationships between specific European states and existing colonies-British in India, Dutch in Indonesia, decline of Spanish and Portuguese influence,
- European states that established empires in Africa (GB in West Africa, Belgium in the Congo),
- Establishment of settler colonies (British in southern Africa, Australia and New Zealand, French in Algeria),
- Examples of economic imperialism (British and French and Opium Wars, British and United States investing in Latin America),
- Tokugawa Japan and the emergence of Meiji Japan,
- examples of direct resistance (Zulu kingdom),
- Social Darwinism as a justification for imperialism
- Enlightenment philosophers such as Voltaire, Montesquieu, Locke, Rousseau
- Revolutionary documents (American Declaration of Independence, French Dec. of Rights of Man and Citizen and Bolivar's Jamaica Letter,

Students will be able to:

- Analyze primary documents that depict how European nations viewed Indian nations.
- Compare and contrast the differences in how certain countries dealt with imperialism.
- Analyze the role of Feudalism during the Age of Imperialism.
- Interpret primary documents
- Analyze how Imperialism often causes the emergence of Nationalism and later leads to new political systems and eventually the independence of nations.
- Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
- Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
- Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
- Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
- Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914

Writing Skill Focus:

- Perfecting the *DBQ* and *Comparison* essay
- Writing a *CCOT* essay with all components of the rubric

Historical Thinking Skill Focus: Argumentation and Patterns of

Continuity

and Change Over Time

- Challenges to existing notions of social relations- expanded suffrage, abolition of slavery and end to serfdom,
- Nationalistic movements in (Germany, Italy, Philippines or Argentina),
- Challenges to imperial governments (Marathas to the Mughal Sultans or Taipings to the Manchus of the Qing dynasty),
- American revolution, Haitian Revolution and Latin American independence movements,
- slave resistance in the Americas (establishment of Maroon societies in the Caribbean or Brazil or North American slave resistance),
- anti-colonial movements (Indian revolt of 1857 or Boxer rebellion in Qing China),
- rebellions influenced by diverse religious ideas (the Ghost Dance in the US or Xhosa Cattle Killing Movement in Southern Africa),
- spread of transnational ideologies and solidarities such liberalism, socialism and communism,
- feminism and increased women's suffrage (Wollstonecraft's Vindication, Olympe de Gouges's Declaration)
- changes in food production and improved medical conditions,
- global rise in populations,
- significant global urbanization of the 19th century (examples of migrants- Italian industrial workers in Argentina),
- reasons migrants relocated (either manual laborers or specialized professions),
- coerced and semi-coerced labor migration such as Chinese and Indian indentured servitude,
- development of ethnic enclaves- Indians in East and Southern Africa, the Caribbean and Southeast Asia
- regulation of immigrants in receiving societies (Chinese Exclusion Acts or the White Australia Policy)

Stage 2: Acceptable Evidence

Transfer Task

Create a Do's/Don't list of how to start a revolution and avoid a revolution from both the perspective of a leader and its people
 Outside reading Historical Fiction on Imperialism book analysis

Unit Six Title / Topic: Accelerating Global Change and Realignment,
c. 1900 to the Present

Unit Duration: 40 days (8-10 for review)

Stage 1: Desired Results

Established Goals:

NJCCCS:

(Social Studies)

6.2.12.A.4.a- Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

6.2.12.A.4.b- Compare the rise of nationalism in China, Turkey, and India.

6.2.12.A.4.c- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12.A.4.d- Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.B.4.a- Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

6.2.12.B.4.b- Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.B.4.c- Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.

6.2.12.B.4.d- Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

6.2.12.C.4.a- Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12.C.4.b- Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.C.4.c- Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.C.4.d- Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period

6.2.12.D.4.a- Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I

6.2.12.D.4.b- Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

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

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

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

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

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

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

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

- 6.2.12.D.4.j-** Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k-** 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.
- 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).
- 6.2.12.A.5.b-** Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
- 6.2.12.A.5.c-** Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.A.5.d-** Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
- 6.2.12.A.5.e-** Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- 6.2.12.B.5.a-** Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- 6.2.12.B.5.b-** Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.B.5.c-** Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
- 6.2.12.B.5.d-** Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
- 6.2.12.B.5.e-** Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.C.5.d-** Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.g-** Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.D.5.a-** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.D.5.b-** Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
- 6.2.12.D.5.c-** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d-** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate
- 6.2.12.A.6.a-** Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b-** Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c-** Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d-** Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.C.6.a-** Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
- 6.2.12.C.6.b-** Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c-** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d-** Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries
- 6.2.12.D.6.a-** Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

6.3.12.D.20 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

New Jersey Student Learning Standards for English Language Arts Companion Standards

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

- Analyze the impact of colonialism and industrialization
- Hypothesize how the course of wars would have differed had the democracies acted earlier, and, ultimately, synthesize effective strategies for political leaders to act upon
- Analyze the deployment or restraint of nuclear arms in furtherance of diplomacy.
- Analyze how the stability of the Middle East impacts global economic, social, and political interests.

Students will understand that:

- Rapid advances in science altered the understanding of the universe and the natural world and led to the development of new technologies, unprecedented population growth and environmental concerns at local, regional and global levels
- Challenges to the power structure and political order in the beginning of the 20th century.
- New states were created because of challenges to political stability (internally and externally), religious and ethnic conflicts, secessionist movements, economic dependency and legacies of colonialism
- New institutions of global governance emerged and continued to develop throughout the century.
- Scientific breakthroughs, new technologies and increasing levels of integration changed relationships between humans and the environment and the frequency of political conflict contributed to global developments in which people crafted new understandings of society, culture and historical interpretations□

Essential Questions:

- How did science affect humans' conception of the natural world in the 20th century?
- How did humans' relationship to the environment change in the 20th century?
- What new energy technologies affected the 20th century?
- What caused some of the major demographic changes in the 20th century?
- Why does armed conflict occur?
- What are the roots of genocide and race-based ideologies?
- When can war be ended?
- Will there ever be peace?
- How can weapons of mass destruction be both positive and negative?
- Why has the Middle East historically been contested territory?
- What are the ongoing effects of colonialism?
- How do occurrences in specific regions impact the global system?

Students will know:

- New modes of transportation,
- the Green Revolution,
- medical innovations (polio vaccine, antibiotics, the scientific heart),
- energy technologies such as petroleum and nuclear power,
- fundamental changes to the relationship people have to the environment (deforestation, desertification, increased consumption of the world's fresh water and clean air),
- climate change,

Students will be able to:

- Explain the rise of fascism and spread of communism in Europe and Asia.
- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews.
- Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- Determine how geography impacted military strategies and major turning points during World War II.
- Explain the effects of the Treaty of Versailles on the outbreak of WWII

- diseases associated with poverty (malaria, cholera or tuberculosis),
- Scientific innovations and conflict led to demographic shifts.
- Emergent epidemic diseases (1918 influenza pandemic, ebola, HIV/AIDS),
- diseases associated with changing lifestyles (diabetes, heart disease or Alzheimer's),
- more effective forms of birth control,
- improved military technology such as (tanks, airplanes, atomic bomb)
- new military tactics (trench warfare, firebombing),
- wartime casualties (Nanjing, Hiroshima)
- Collapse of Ottoman, Russian and Qing empires because of internal and external factors such as (political and social discontent, technological and economic stagnation and military defeat),
- negotiated independence movements (India),
- Independence through armed struggle (Algeria and Vietnam from France or Angola from Port.),
- nationalist leaders and parties (Indian National Congress or Ho Chi Minh),
- regional, religious and ethnic movements challenged both colonial rule and inherited imperial boundaries (Muhammad Ali Jinnah in British India),
- transnational movements united people across national boundaries (communism, Pan-Arabism or Pan-Africanism),
- movements to redistribute land and resources,
- redrawing of colonial boundaries led to population displacement and resettlements (India/Pakistan or Zionist movement),
- migrations of former colonial subjects (Algerians to France, South Asians to Britain, Filipinos to the US),
- genocide or ethnic violence (Armenians in Turkey during and after WWI, Tutsi in Rwanda in the 1990s, Holocaust in WWII),
- WWI and WWII as "total wars,"
- ideologies used,
- varied sources of global conflict,
- shift of global balance of economic and political power after WWII and Cold War,
- Cold War produced new military alliances,

- 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).
- Interpret primary source materials including journals and letters
- Identify key settlements on a map
- Use maps to analyze key social, political, and economic trends in settlements
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

Writing Skill Focus: Perfecting all three long-essay types using all rubric components

Historical Thinking Skill Focus: Perfecting all components of Short-Answer questions using all 9 Historical Thinking Skills

- those who challenged war (Picasso in his Guernica or the antinuclear movement during the Cold War),
- examples of non-violence (Gandhi, Nelson Mandela),
- Non-Aligned Movement (anti-apartheid movement in South Africa, participants in the global uprisings of 1968),
- responses that intensified conflict (military dictatorships in Chile, Spain and Uganda),
- movements that used violence (IRA, al-Qaeda)
- responses to economic challenges of the 20th century were varied- SU and China using communism to control national economies (5 year plans or Great Leap Forward),with the Depression, governments took a more active role in economic life (New Deal or Fascist corporatist economy),
- government's guiding economic life (Nasser-Egypt)
- governments encouraging free-market policies (Chile under Pinochet, China under Deng Xiaoping or GB under Margaret Thatcher),

Stage 2: Acceptable Evidence

Transfer Task:

end of apartheid

“Since Independence” case studies

Global culture project

Modern Indian caste system and/or patriarchy - CCOT essay