AP World History: Modern
Grades 11 & 12
Full Year

Course Overview

In Advanced Placement World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course views evidence of the past within six themes that students explore throughout the course in order to make connections among historical developments in different times, places and populations: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

This course meets the state graduation requirement in World History/Cultures and prepares students for intermediate and advanced college courses by making demands equivalent to those of a full-year, introductory college course. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP World History: Modern Exam.

New Jersey Student Learning Standards
The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

The Emergence of the First Global Age: Global Interactions and Colonialism
6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.GeoGE.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.GeoGE.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.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.GeoGE.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.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, 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.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.HistoryCC.1.c: 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.HistoryCC.1.d: 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.HistoryCC.1.e: 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.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

6.2.12.CivicsPR.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 / Islamic empires of the Middle East and North Africa.

6.2.12.CivicsPR.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.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.

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

6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.

6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.

6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.

6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.

6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

6.2.12.EconGI.3.c: 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.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.

6.2.12.HistoryCC.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.HistoryUP.3.a: 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.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Half-Century of Crisis and Achievement: The Era of the Great Wars

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians,

6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

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

6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

6.2.12.EconEM.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.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.HistoryCC.4.b: 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.HistoryCC.4.c: 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.HistoryCC.4.d: 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.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."

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6.2.12.HistoryCC.4.h: 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.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, andrescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.

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

6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

The 20th Century Since 1945: Challenges for the Modern World

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

6.2.12.HistoryCC.5.a: 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.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).

6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.HistoryCC.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.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.HistoryCC.5.d: 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.HistoryCC.5.e: 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.HistoryCC.5.f: 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, Middle East).

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6.2.12.HistoryCC.5.g: 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.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
6.2.12.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Contemporary Issues
6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

Civics, Government, and Human Rights
6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Geography, People, and the Environment
6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental Organizations.

Economics, Innovation, Technology
6.3.12.EconGE.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.

History, Culture, and Perspective
6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

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Technology Standards

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

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9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.
9.1.12.EG.2: Explain why various forms of income are taxed differently.
9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
9.1.12.PB.1: Explain the difference between saving and investing.

Career Ready Practice

CRP2. Apply appropriate academic and technical skills.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

English Language Arts
- 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.
- 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).

Units of Study

Unit 1: The Global Tapestry (c. 1200 to c. 1450) *(~15 classes)*
- In what ways did Muslim states and empires encourage both intellectual innovation and transfers of technology across their trade networks?
- How and why did the emergence of Hindu and Buddhist states in South Asia and Southeast Asia demonstrate continuity, innovation, and reactions to the diversity of the societies they governed?

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- In what ways did Hinduism, Islam, and Buddhism continue to shape the societies of South Asia and Southeast Asia?
- How and why did different systems of governance develop in various Mesoamerican societies as a method of responding to the issues that faced the region at the time?
- In what ways did the formation of African states demonstrate continuity and innovation as they expanded their regions of control over time?
- In what ways did the beliefs and practices of Christianity, Judaism, and Islam affect and shape European society over time?
- How and why did Europe become politically fragmented? What were the effects of decentralization on the social systems that developed in the region?
- In what ways did agriculture impact the various social systems in Europe between c. 1200 to c. 1450?

Unit 2: Networks of Exchange (c. 1200 to c. 1450) *(~15 classes)*
- In what ways did societies develop and innovate within their economic systems to respond to the growth of networks of exchange across Afro-Eurasia?
- In what ways did the expansion of the Mongol khanates impact the political governance from East & Central Asia to the Middle East?
- In what ways did the expansion of the Mongols across Asia influence the transfer of both technology and cultures?
- In what ways did the expansion of empires, including the Mongols, influence trade as both existing and new groups of people became part of wider trade networks?
- In what ways did the wants and needs of the societies across the trade region have an effect on the growth of the Indian Ocean network of exchange?
- In what ways did interregional contacts between the various states in the wider Indian Ocean trade network have on the various cultures across the region?
- In what ways did knowledge of the environment aid in the expansion and intensification of the networks of exchange between 1200 - 1450 CE?
- In what ways did the growth of the Mali empire in West Africa impact Afro-Eurasia trade and communication as the expansion of the Trans-Saharan trade route connected more societies?
- What technological factors led to the growth of the Trans-Saharan trade routes and in what ways did those technologies encourage the expansion of both the volume and geographic reach of trade?
- In what ways did interactions between societies result in the spread of knowledge and cultures across Afro-Eurasia between 1200 & 1450?
- In what ways did the diffusion of agriculture and biological pathogens impact the societies that interacted along the Afro-Eurasian trade routes?

Unit 3: Land-Based Empires (c. 1450 to c. 1750) *(~15 classes)*
- How, why, and where did land based empires develop and expand between 1450 and 1750?
- What methods did different rulers use to legitimize and consolidate their power over their land-based empires between 1450 to 1750?
- In what ways did religious beliefs continue and change over time within Europe, the Middle East, and South Asia between 1450 to 1750?
- Compare political and cultural developments and maritime expansion in 15th century China and Europe.
- Compare European expansion into the Indian Ocean with the traditional roles of the Chinese, Indian and Muslim merchants there over the centuries.
- What was the global impact of the Columbian Exchange?
- Analyze the global silver trade and its role in the global economy.
- Why was the Mediterranean Ocean less important as a trade zone during this time period?

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- Analyze the development of the Atlantic Slave Trade And its role in the creation of a unified Atlantic network of exchanges.
- What are some of the major continuities between this time period (Unit 3) and the previous time period (Unit 2)? What would account for the continuities?
- To what extent did technological and cultural developments within human societies result in the "globalizing" of communication and exchange networks between 1450 and 1750.

Unit 4: Transoceanic Interconnections (c. 1450 to c. 1750) *(~14 classes)*
- In what ways did cross-cultural interactions result in the diffusion of technology and how the technology influences trade?
- In what ways did political states play a role in the expansion of maritime trade and what were their motivations?
- What were the economic causes that drove the maritime exploration of the European nations and in what ways were these nations affected?
- What led to the Columbian Exchange and in what ways did it affect both the Eastern and Western hemispheres?
- In what ways did the expansion of maritime empires create global trade systems that increased political influence of various states?
- In what ways did the expansion of the trade networks create changes and continuities in both economic and labor systems around the globe from 1450 to 1750?
- In what ways did slavery labor systems change and stay the same as trade networks expanded between 1450 and 1750?
- In what ways did rulers use economic strategies to both maintain and consolidate their power between 1450 and 1740?
- In what economic ways did the trade networks change and stay the same between 1450 to 1750?
- Between 1450 and 1750, how did the expansion of maritime empires politically, economically, and culturally affect societies impacted by that expansion?
- In what ways did the expansion of maritime empires cause similarities and differences in religious beliefs between the Old World and New World between 1450 to 1750?
- In what ways did both internal and external resistance to state power arise from social, political, and economic challenges at the local levels between 1450 to 1750?
- Between 1450 and 1750, in what ways did social hierarchies change or stay the same as a result of the expansion of trade networks?

Unit 5: Revolutions (c. 1750 to c. 1900) *(~14 classes)*
- In what ways was the Enlightenment a result of a series of events and ideas that led to a redefinition of political, economic, and social systems in the Early Modern World?
- In what ways did the Enlightenment help to reinforce and /or redefine the social structures of societies?
- In what ways were the causes and the effects of revolutions between 1750 and 1900 similar and different?
- In what ways did the Industrial Revolution impact both humans and the environment between 1750 - 1900?
- In what ways did the methods of production change over time and what areas are best known for using technology effectively?
- In what ways did humans use existing and discovery of new resources to shape transportation, communication, and energy to bring economic and societal change over time after 1750?
- In what ways did the Industrial Revolution cause economic strategies of states other than the U.S. and Great Britain to change and what were the effects between 1750 to 1900?

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- In what ways did the shift from mercantilism to capitalism affect the economic systems located around the world between 1750 - 1900?
- In what ways did societies change (reform) politically, economically, and socially as a result of the pressures of industrialization on people and urbanization population shifts?
- In what ways did changes occur in existing social structures and standards of living in both industrialized regions and places used for the acquisition of resources for industry?

Unit 6: Consequences of Industrialization (c. 1750 to c. 1900) *(~15 classes)*
- What ideologies did European countries use to justify their imperialist policies within their own countries and in the conquered regions?
- In what ways did imperial powers consolidate power and expand conquered territory around the globe between 1750 to 1900?
- In what ways did indigenous peoples resist European imperial conquests between 1750 and 1900?
- In what ways did the development of an imperialistic global economy impact agriculture and the environment in order to extract or grow raw materials for crops and resources for manufacturing?
- In what ways did the imperialist countries manipulate the trade systems to gain distinct economic advantages over the non-Western regions of the world?
- In what ways did the growth of an industrialized economy influence migration patterns to ensure that enough workers were present in places that needed them?
- In what ways did the growth of an industrialized economy influence the use of various labor systems to ensure that enough workers were present in places that needed them?
- In what ways were migrants and their families impacted and how did these migrants cop

Unit 7: Global Conflict (c. 1900 to the present) *(~15 classes)*
- What internal and external factors led to the collapse of old empires and the rise of new political states after 1900?
- What political forces were at work that contributed to the climate that led to the start of World War I?
- In what ways did the various combatants in World War I use Total War strategies as a way to conduct warfare at home and on the battlefield?
- In what ways did political states respond to the economic challenges that occurred in their countries after World War I?
- In what ways did territorial possessions by imperialist states continue from before 1900 and in what ways did those territorial possessions change after 1900?
- What factors led to the start of World War II and what were the results of the war on both the Axis and Allied powers in Europe, Africa, & Asia?
- In World War II, what were the similarities and differences in the methods used by combatants at home and on the battlefields in order to gain an advantage over their enemies?
- What factors led to certain states implementing policies that led to mass atrocities and what were the results of the genocides that occurred after 1900?

Unit 8: Cold War and Decolonization (c. 1900 to the present) *(~15 classes)*
- What were the major factors that helped to set the stage for the realignment in the balance of power between East and West after the end of World War II?
- What factors led to the sharp divides between the Western Democracies and the Eastern Communist states and how did these factors set in motion a larger series of events?
- What ways were used by the United States and the Soviet Union to solidify their alliances and play on the fears created by the possibility of conflict during the Cold War?

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- In what ways did China's history drive the shift towards communism and what programs did the Chinese Communist Party (CCP) initiate to respond to the needs of the population?
- In what ways did the realignment of power into East and West affect the distribution of resources around the globe? What benefits and challenges arose as a result of this realignment?
- Where and in what ways did various peoples around the globe rally nationalist identities into independence movements after 1900?
- How and why did political forces cause shifts in boundaries of countries and provide a catalyst that encouraged certain migration patterns between colonized peoples and colonizers?
- In what ways did governments of newly founded states adopt similar economic programs from their previous colonial masters and in what ways did they change the economic programs in the development of their respective nations?
- What ways did various states or peoples use to resist existing colonial powers and, in the process, secure legitimacy for their ideological movements?
- What key factors contributed to the end of the Cold War and a redefining of the relationships between the West and the former Soviet Union/ Russia & China?

Unit 9: Globalization (c. 1900 to the present) *(~12 classes)*
- In what ways did the development of new technologies shape the ways people lived and interacted in the world after 1900?
- In what ways did diseases play a role through geography, interaction between various peoples, and medical developments in the world after 1900?
- In what ways has human activity contributed to environmental changes after 1900 and what steps are being taken to correct situations to achieve sustainability?
- In what ways do the first half (c 1900- c 1950) and second half of the 20th century (c 1950 - the present) show continuities and changes over time in the global economic systems?
- In what ways did race, social status, gender roles, and environmental issues remain the same and in what ways did each change over time from 1900 to the present?
- In what ways did the forces of globalization provide both benefits and consequences that shaped various cultures around the world after 1900?
- In what ways have groups and individuals, who are not convinced that globalization is good, demonstrate their displeasure with cultural & economic pressures of a more interconnected world?
- In what ways did the nations of the world find opportunities to work together in attempts to deal with world issues?

Learning Objectives/Discipline Standards of Practice

Learning Objectives:
- Students will understand what history is
  - History is a discipline of inquiry and analysis of the evidence of the past to create useful understandings of the human experience.
- Students will understand how history is practiced
  - The historical practice creates historical understandings through an active process of posing insightful questions of the past, finding, analyzing and synthesizing historical evidence and sources, and drawing defensible conclusions based on evidence (interpretation).
- Students will understand what critical thinking is
  - Critical thinking is the process of analyzing and evaluating our thinking in order to improve it.

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- ○ Thinking consists of separate steps and processes. Paying attention to the separate steps and processes of thinking and understanding how they work improves our thinking.
- Students, alone and in groups, will be able to:
  - Engage in Chronological Thinking
    - ○ Construct timelines of the events occurring during major eras.
    - ○ Explain how major events are related to one another in time.
  - Engage in Spatial Thinking
    - ○ Select and use various geographic representations to compare information about people, places, regions, and environments.
    - ○ Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
  - Engage in Critical Thinking
    - ○ Compare and contrast differing interpretations of current and historical events
    - ○ Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
  - Engage in Presentation Skills
    - ○ Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

College Board Historical Thinking Skills
Developments and Processes
- Identify and explain a historical concept, development, or process.
Sourcing and Situation
- Analyze sourcing and situation of primary and secondary sources.
Claims and Evidence in Sources
- Analyze arguments in primary and secondary sources.
Contextualization
- Analyze the context of historical events, developments, or processes.
Making Connections
- Using historical reasoning processes(comparison, causation, continuity and change) analyze patterns and connections between and among historical developments and processes.
Argumentation
- Develop an argument.

College Board Reasoning Processes
- Comparison
- Causation
- Continuity and Change

Discipline Standards of Practice:
- Developing Questions and Planning Inquiry
  - ○ Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
  - ○ Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of

primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- Seeking Diverse Perspectives
  - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- Developing Claims and Using Evidence
  - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- Presenting Arguments and Explanations
  - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- Engaging in Civil Discourse and Critiquing Conclusions
  - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- Taking Informed Action
  - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Instructional Resources and Materials
Whole class resources have been identified with an asterisk.

Teachers may assign, recommend, and make available supplemental instructional resources and materials in the form of book excerpts, articles, essays, data-sets, video clips, maps, charts photographs, art, music and web-based materials book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials in connection with lessons throughout the year. Instructional and reference materials to support student learning in the discipline of history are recommended by the College Board and the Social Studies Department and are included in Units of Study outlines.

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The instructional materials vary in order to explore course content and essential questions while meeting the learning needs of students.

Resources - Textbook
- Strayer, Robert W., *Ways of the World: A Brief Global History with Sources.* Boston: Bedford/St. Martin's, 2011.
  - College Board - AP Classroom
  - Exemplary Primary Source Archives
  - Choices Program of Brown University
  - Internet Archive
  - German Propaganda Archive of Calvin University
  - Internet History Sourcebooks Project of Fordham University
  - Library of Congress
  - National Archives of the United Kingdom
  - The Oriental Institute of the University of Chicago
  - Seventeen Moments in Soviet History archive of Society Documents of Michigan State University
  - Stanford History Education Group
  - World History for Us of the UCLA Department of History
  - Visualizing Cultures from the Massachusetts Institute of Technology
- Exemplary Secondary Sources
  - Amnesty International
  - Asia for Educators Weatherhead East Asia Institute of Columbia University
  - Big History Project
  - CrashCourse
  - Facing History and Ourselves
  - Howard University Center for African Studies
  - Institute for Curriculum Services
  - Intelligence Squared
  - Khan Academy
  - Natural History Magazine from the American Museum of Natural History
  - National Geographic
  - Smithsonian Magazine
  - ProQuest
  - TED-Ed
  - United Nations
  - Yale Center for The Study of Globalization

Assessment Strategies
Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.

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- Project-Based representations, drawings, image collages and sketched representations of definitions and concepts.
- Formative assessment utilizing the College Board's My AP Classroom unit Progress Checks.
- Quizzes and tests consisting of question types and scoring guidelines consonant with the College Board's Advanced Placement exam in World History: Modern including multiple choice and free response questions.