

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: AP WORLD HISTORY

Born on: August, 2016
Previous Revision: July, 2020
Current Revision: July, 2023
Board Approval: 8/28/23

Course Description: In AP 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 provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/modifications are found at the end of the document.

AP World History: Modern
Unit 1: The Global Tapestry
Time Allotted: Approximately 5 Weeks
New Jersey Student Learning Standards (NJSLS)
<p>NJSLS Social Studies: 6.2.8.HistoryUP.3.c; 6.2.8.CivicsPI.4.a; 6.2.8.GeoHE.4.a; 6.2.8.EconNE.4.a; 6.2.8.HistoryCC.4.f; 6.2.12.HistoryCC.2.b; 6.2.8.HistoryCC.4.b; 6.2.8.HistoryCC.4.d; 6.2.8.HistoryCC.4.g; 6.2.12.HistoryCC.2.b; 6.2.12.EconGE.2.a</p> <ul style="list-style-type: none"> • College Board: 1.1.A; 1.1.B; 1.1.C; 1.2.D; 1.2.E; 1.2.F; 1.3.G; 1.3.H; 1.4.I; 1.5.J; 1.6.K; 1.6.L; 1.6.M; 1.7.N • ELA Literacy in History: RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.10 • ELA Writing in History: WHST.9-10.10

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
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<ul style="list-style-type: none">- How did geography, climate, and disease shape the development of societies in Afro-Eurasia during the time period 1200-1405?- How did societies in the Americas respond to the specific environmental conditions that they faced?- How can I support an argument through the use of specific pieces of historical evidence?- How can I connect political/social/technological developments to environmental change?- How do religious beliefs impact economic developments in human societies?- How does the Silk Road serve as an example of a network of exchange in Afro-Eurasia?- How do demographic and technological changes in Afro-Eurasia foreshadow similar changes in the Americas?	<ul style="list-style-type: none">- Explain the effects of Chinese cultural traditions and innovations on Afro-Eurasia over time.- Explain the causes and effects of the rise of Islamic states over time.- Explain how systems of belief and their practices affected society in the time period 1200-1450.- Explain how and why states in the Americas developed in the time period 1200-1450.- Explore the causes and effects of growth of networks of exchange after 1450.- Explain the environmental effects on the various networks of exchange in Afro-Eurasia from 1200-1450.	<ul style="list-style-type: none">- Silk Road trading simulation- Create a flow chart that identifies and describes the political, economic, and cultural changes that occurred in Eurasia as a result of the Mongol Empire.- Close read Bernal Diaz del Castillo's description of Tenochtitlan. Highlight evidence supporting Castillo's claim that Tenochtitlan was a larger, more impressive city than could be found in Europe.- Evaluate the effects of Islam on Silk Road trading notes by examining primary sources (e.g. the travels of Ibn Battuta).- Using an individual artifact, such as a Spanish astrolabe, trace the course of an idea or technology from India through the Islamic World to Europe.- Classroom debate on the positive or negative impact of the Mongols on Afro-Eurasian society in the	<ul style="list-style-type: none">- Quarterly Assessment: Mini-AP Exam using practice Document Based Questions/Short Answer Questions/Long Essay Questions, and Stimulus Based Multiple Choice Questions (as provided by the College Board)
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- What are the cultural consequences of interconnection among Afro-Eurasian and American societies?
- How do travel narratives such as those written by Ibn Battuta and Marco Polo serve as reliable or unreliable sources?
- What are the environmental consequences of economic exchange between societies?
- How can physical artifacts serve as historical evidence?
-

time period. This debate can focus on technologies diffused as a result of their conquests.

- Examine the environmental causes that led to the Black Death in Europe, and how this demographic catastrophe affected society.
- Build an argument about the importance of Chinese technology/ideas to East Asia using specific historical evidence.

<p>Resources/Materials</p>	<ul style="list-style-type: none"> - Primary Sources (Medieval): https://sourcebooks.fordham.edu/sbook.asp - Primary Sources (Early Modern): https://sourcebooks.fordham.edu/mod/modsbook.asp - East Asia Resources and Information: http://afe.easia.columbia.edu/ - AP Classroom (resources and test banks): https://apclassroom.collegeboard.org/34/home 		
<p>Interdisciplinary Connections</p>	<p>NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSAR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p>21st Century Life and Careers</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<p>Technology Standards</p>	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>		
<p>Modifications</p>			
<p>Multilingual Learners</p>	<p>Special Education</p>	<p>At-Risk</p>	<p>Gifted and Talented</p>

<ul style="list-style-type: none"> ● Provide directions in written and verbal form. ● Modify primary sources and provide glossaries where necessary. ● Provide note-taking guides when necessary. ● Assign a native language partner. 	<ul style="list-style-type: none"> ● Extended time on test and written assessments. ● Word banks and reduced multiple choice when necessary. ● Opportunity to type, rather than write, written assignments. 	<ul style="list-style-type: none"> ● Incorporate student choice ● Include culturally relevant illustrative examples throughout course ● Provide peer mentoring to improve techniques 	<ul style="list-style-type: none"> ● Connect class topics to current events by discussing articles in major national newspapers ● More in-depth analysis of a primary source reading/historical artifact ● Master skills relevant to AP exam by writing own question/topic
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<p>AP World History: Modern</p>
<p>Unit 2: Global Interactions (1450-1750)</p>
<p>Time Allotted: Approximately 7 Weeks</p>
<p>New Jersey Student Learning Standards (NJSLS)</p>
<ul style="list-style-type: none"> • NJSLS Social Studies: 6.2.8.GeoHE.4.b; 6.2.8.GeoHE.4.c; 6.2.8.GeoHE.4.d; 6.2.8.GeoGI.4.a; 6.2.8.GeoSV.4.a; 6.2.8.HistoryCC.4.a; 6.2.12.HistoryCC.1.e; 6.2.12.CivicsPR.2.b; 6.2.12.HistoryCC.2.a; 6.2.12.HistoryCC.2.c; 6.2.12.HistoryCC.1.a; 6.2.12.GeoPP.1.a; 6.2.12.GeoSV.1.a; 6.2.12.GeoGE.1.c; 6.2.12.GeoGE.1.b; 6.2.12.HistoryCC.1.b; 6.2.12.HistoryCC.1.d; 6.2.12.GeoPP.2.a; 6.2.12.HistoryCC.1.c; 6.2.12.HistoryCC.1.f; 6.2.12.GeoSV.1.a; 6.2.12.HistoryCC.1.g; 6.2.12.HistoryCC.1.e; 6.2.12.GeoGE.1.a; 6.2.12.GeoGE.1.d • College Board: 2.1.A; 2.2.B; 2.2.C; 2.2.D; 2.3.E; 2.3.F; 2.3.G; 2.4.H; 2.4.I; 2.5.J; 2.6.K; 2.7.L

- ELA Literacy in History: RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.6; RH.9-10.10
- ELA Writing in History: WHST.9-10.1A; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9- 10.10



Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
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<ul style="list-style-type: none">- Why was the Colombian Exchange a decisive moment in world history?- What changes allowed empires to consolidate their power in the period 1450-1750?- How did the New World's plantation economy create new economic systems?- How can states use architecture, culture, and religion to centralize their power?- How did contact between Europe and the Americas change both cultures?- How did ideas and technologies spread back and forth across the Atlantic?	<ul style="list-style-type: none">- Explain the causes of the Colombian Exchange and its effects on the Eastern and Western Hemispheres.- Explain the process of state building among various empires and states in the period from 1450-1750.- Explain developments in systems of slavery in the period from 1450-1750.- Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450-1750.- Explain how rulers used a variety of religious, political, and social methods to consolidate power in empires between 1450-1750.	<ul style="list-style-type: none">- Organized class debate on the most important impacts of the Colombian Exchange and whether it was a net positive or net negative for the world.- Virtual tours of imperial palaces such as Versailles or the Winter Palace- Close reading of primary sources on slavery, such as <i>The Interesting Narrative of the Life of Olaudah Equiano</i>- Examining European-produced maps of the world and discussing continuities and changes between how the world was perceived before and after the discovery of the Americas- Compare and contrast research on why Ming China did not expand into the Americas while the Europeans did	<ul style="list-style-type: none">- Quarterly Assessment: Mini-AP Exam using practice Document Based Questions/Short Answer Questions/Long Essay Questions, and Stimulus Based Multiple Choice Questions (as provided by the College Board)- Practice Document Based Question
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<p>Resources/Materials</p>	<ul style="list-style-type: none"> - Primary Sources (Early Modern): https://sourcebooks.fordham.edu/mod/modsbook.asp - East Asia Resources and Information: http://afe.easia.columbia.edu/ - AP Classroom (resources and test banks): https://apclassroom.collegeboard.org/34/home - Stanford History Education Group: https://sheg.stanford.edu/history-lessons?f%5B0%5D=topic%3A9#main-content#main-content - Americas Archive: https://scholarship.rice.edu/handle/1911/9219 - Historical World Boundaries Map: https://www.randymajors.com/p/worldmap.html
<p>Interdisciplinary Connections</p>	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSAR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>
<p>21st Century Life and Careers</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p>
<p>Modifications</p>	

Multilingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide directions in written and verbal form. ● Modify primary sources and provide glossaries where necessary. ● Provide note-taking guides when necessary. ● Assign a native language partner. 	<ul style="list-style-type: none"> ● Extended time on test and written assessments. ● Word banks and reduced multiple choice when necessary. ● Opportunity to type, rather than write, written assignments. 	<ul style="list-style-type: none"> ● Incorporate student choice ● Include culturally relevant illustrative examples throughout course ● Provide peer mentoring to improve techniques 	<ul style="list-style-type: none"> ● Connect class topics to current events by discussing articles in major national newspapers ● More in-depth analysis of a primary source reading/historical artifact ● Master skills relevant to AP exam by writing own question/topic

<p>AP World History: Modern</p>
<p>Unit 3: Revolutions and Consequences 1750-1900</p>
<p>Time Allotted: Approximately 5 Weeks</p>
<p>New Jersey Student Learning Standards (NJSLs)</p>
<p>NJSLs Social Studies: 6.2.12.HistoryCC.1.e; 6.2.12.CivicsPR.2.b; 6.2.12.HistoryCC.2.a; 6.2.12.HistoryCC.2.c 6.2.12.CivicsPR.2.a; 6.2.12.HistoryUP.2.a; 6.2.12.CivicsPD.3.a; 6.2.12.HistoryCC.3.a; 6.2.12.CivicsDP.3.a; 6.2.12.GeoGI.3.a; 6.2.12.EconGI.3.a; 6.2.12.EconET.3.a; 6.2.12.HistoryCC.3.a; 6.2.12.CivicsPI.3.a; 6.2.12. EconET.3.b; 6.2.12.CivicsDP.3.b 6.2.12.CivicsPR.2.a;</p>

6.2.12.HistoryUP.2.a; 6.2.12.CivicsPD.3.a; 6.2.12.HistoryCC.3.a; 6.2.12.CivicsDP.3.a; 6.2.12.GeoGI.3.a; 6.2.12.EconGI.3.a;
 6.2.12.EconET.3.a; 6.2.12.HistoryCC.3.a; 6.2.12.CivicsPI.3.a; 6.2.12. EconET.3.b; 6.2.12.CivicsDP.3.b

- College Board: 3.1.A; 3.2.B; 3.3.C; 3.4.D
- ELA Literacy in History: RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.10
- ELA Writing in History: WHST.9-10.1.A; WHST.9-10.2.D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.7; WHST.9-10.8; WHST.9-10.9; WHST.9-10.10



Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
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<ul style="list-style-type: none">- What were the causes and effects of the Industrial Revolution?- How did the Enlightenment impact the Atlantic Revolutions?-What are the causes and effects of the French, Haitian, American, and Latin American Revolutions?- What impact did the political revolutions have on the rise of feminism, abolitionism, and nationalism?- How did technology impact the newly industrialized world?- What are the causes of imperialism?- What are the various responses to imperialism?- What impact did the industrial age have on the Ottoman Empire, the Tokugawa Shogunate, and the Qing Dynasty?	<ul style="list-style-type: none">- Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.- Explain how the Enlightenment affected societies over time.- Explain causes and effects of the various revolutions in the period from 1750 to 1900.- Explain how environmental factors contributed to industrialization from 1750 to 1900.- Explain how technology shaped economic production over time.- Explain the development of economic systems, ideologies, and institutions and how they contributed to	<ul style="list-style-type: none">- Complete the <i>Urban Game</i> which demonstrates the causes and effects of the Industrial Revolution.- Enlightenment Salon/tea party with role play- Write an essay comparing and contrasting Atlantic Revolutions.- Have students engage in a <i>Shark Tank</i> activity to learn more about 19th century industrialization technology.- Engage in close readings of texts like <i>The Communist Manifesto</i>, <i>The Wealth of Nations</i>.- Have students debate the cause of the devastation that came during the Irish Potato Famine.- Jigsaw activity where students have to examine differing responses to imperialism.- Write historical bio poems on famous 19th century nationalists, abolitionists, and feminists.	<ul style="list-style-type: none">- Quarterly Assessment: Mini-AP Exam using practice Document Based Questions/Short Answer Questions/Long Essay Questions, and Stimulus Based Multiple Choice Questions (as provided by the College Board)
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<ul style="list-style-type: none">- How did neocolonialism impact Latin America?- How did a historical development or process relate to migrations during this time period?	<p>change in the period from 1750 to 1900.</p> <ul style="list-style-type: none">- Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.- Explain how industrialization caused change in existing social hierarchies and standards of living.- Explain the extent to which industrialization brought change from 1750 to 1900.- Compare processes by which state power shifted in various parts of the world from 1750 to 1900.- Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900	<ul style="list-style-type: none">- Socratic Seminar discussion on the people <i>The United Fruit Company</i> by Pablo Neruda.- Compare and contrast the Chinese, Japanese, and Ottoman Empire's attempts at modernization essay.	
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	<ul style="list-style-type: none">- Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.- Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.- Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.- Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.- Explain how and why new patterns of migration affected society from 1750 to 1900.		
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	<p>- Explain the relative significance of the effects of imperialism from 1750 to 1900.</p>		
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<p>Resources/Materials</p>	<ul style="list-style-type: none"> - <i>The Communist Manifesto</i> - <i>AMSCO World History</i> textbook - <i>Ways of the World</i> textbook by Strayer - Primary Sources (Enlightenment) Primary Sources https://sourcebooks.fordham.edu/mod/modsbook10.asp - East Asia Resources and Information: http://afe.easia.columbia.edu/ - AP Classroom (resources and test banks): https://apclassroom.collegeboard.org/34/home - Stanford History Education Group: https://sheg.stanford.edu/history-lessons?f%5B0%5D=topic%3A9#main-content#main-content - Americas Archive: https://scholarship.rice.edu/handle/1911/9219 - Historical World Boundaries Map: https://www.randymajors.com/p/worldmap.html
<p>Interdisciplinary Connections</p>	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSAR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>21st Century Life and Careers</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p>Modifications</p>	

Multilingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide directions in written and verbal form. ● Modify primary sources and provide glossaries where necessary. ● Provide note-taking guides when necessary. ● Assign a native language partner. 	<ul style="list-style-type: none"> ● Extended time on test and written assessments. ● Word banks and reduced multiple choice when necessary. ● Opportunity to type, rather than write, written assignments. 	<ul style="list-style-type: none"> ● Incorporate student choice ● Include culturally relevant illustrative examples throughout course ● Provide peer mentoring to improve techniques 	<ul style="list-style-type: none"> ● Connect class topics to current events by discussing articles in major national newspapers ● More in-depth analysis of a primary source reading/historical artifact ● Master skills relevant to AP exam by writing own question/topic

AP World History: Modern
Unit 4: Global Conflict and the Modern World 1900-Present
Time Allotted: Approximately 10 Weeks
New Jersey Student Learning Standards (NJSL)
6.2.12.HistoryCA.4.a; 6.2.12.HistoryCC.4.a; 6.2.12.GeoSP.4.a; 6.2.12.GeoGI.4.a; 6.2.12.HistoryCA.4.b; 6.2.12.EconEM.4.a; 6.2.12.HistoryCA.4.c; 6.2.12.CivicsPI.4.a; 6.2.12.HistoryUP.4.a; 6.2.12.HistoryCC.4.c; 6.2.12.GeoSP.4.b; 6.2.12.HistoryCC.4.g;

AP World History: Modern			
Unit 4: Global Conflict and the Modern World			
1900-Present			
6.2.12.HistoryCC.4.b; 6.2.12.HistoryCC.4.h; 6.2.12.HistoryCC.4.e; 6.2.12.HistoryUP.4.b; 6.2.12.CivicsHR.4.a; 6.2.12.CivicsPI.4.b; 6.2.12.HistoryUP.4.c; 6.2.12.HistoryCC.4.d; 6.2.12.HistoryCC.4.f 6.2.12.HistoryCA.4.b; 6.2.12.HistoryCC.5.a; 6.2.12.HistoryCC.4.d; 6.2.12.HistoryCC.4.f; 6.2.12.HistoryCC.5.f; 6.2.12.HistoryCC.5.h; 6.2.12.HistoryCC.5.e; 6.2.12.HistoryCC.5.c; 6.2.12.HistoryCC.5.a; 6.2.12.HistoryCC.5.b; 6.2.12.EconET.5.a; 6.2.12.EconET.5.b; 6.2.12.GeoGI.5.a; 6.2.12.GeoSV.5.a 6.2.12.CivicsPI.5.a; 6.2.12.CivicsHR.5.a; 6.2.12.EconGE.5.a; 6.2.12.HistoryCC.5.d; 6.2.12.HistoryCC.5.g; 6.2.12.CivicsPI.6.a; 6.2.12.CivicsHR.6.a; 6.2.12.CivicsHR.6.b; 6.2.12.GeoPP.6.a; 6.2.12.EconGE.6.a; 6.2.12.EconGE.6.c; 6.2.12.HistoryCC.6.a; 6.2.12.HistoryCC.5.b; 6.2.12.GeoPP.5.a College Board: 7.1.A; 7.2.B; 7.3.C; 7.4.D; 7.5.E; 7.6.F; 7.8.H; 7.9.I ELA Literacy in History: RH.9-10.1; RH.9-10.2; RH.9-10.3; RH.9-10.4; RH.9-10.5; RH.9-10.6; RH.9-10.7; RH.9- 10.8; RH.9-10.9; RH.9-10.10 ELA Writing in History: WHST.9-10.4; WHST.9-10.9; WHST.9-10.10			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)

<ul style="list-style-type: none">- Was WWI the inevitable result of a contentious Europe or the result of incompetent leadership?- How can you compare the rise of communism in Russia with the rise of communism in China?- What are the cultural, political, and economic consequences of WWI?- What are the artistic manifestations of the Age of Anxiety?- What are the overarching causes of WWII?- How did the Nazis gain political power?- What are the 8 stages of genocide and how are they seen in 20th century atrocities (i.e. Armenia, Holocaust, Cambodia, Rwanda etc)?- Was the Cold War inevitable?	<ul style="list-style-type: none">- Explain how internal and external factors contributed to change in various states after 1900.- Explain the causes and consequences of World War I.- Explain how governments used a variety of methods to conduct war.- Explain how different governments responded to economic crisis after 1900.- Explain the continuities and changes in territorial holdings from 1900 to the present.- Explain the causes and consequences of World War II.- Explain similarities and differences in how governments used a	<ul style="list-style-type: none">- Comparative essay on the impact of WWI on different regions.- Analyze WWI poetry from the <i>Lost Generation</i> and artwork- Treaty of Versailles simulation- Analyze primary sources that outline the rise of the Nazi Party- Timeline activity citing the causes of WWII- Close study of the Nuremberg Trials through various defendants.- Map out Cold War hotspots- Jigsaw/Presentations on various 20th century genocides- Close read of documents regarding the struggle for the Holy Land.- Read <i>Persepolis</i> to understand the Iranian Revolution.- Read and watch texts/footage about 9/11 and analyze the historical context	<ul style="list-style-type: none">- Quarterly Assessment: Mini-AP Exam using practice Document Based Questions/Short Answer Questions/Long Essay Questions, and Stimulus Based Multiple Choice Questions (as provided by the College Board)
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<ul style="list-style-type: none"> - What continuities and changes can we observe regarding global trade? - What role did nationalism play in the 20th century conflicts? - How did the 20th century conflicts promote technological innovation? To what extent were these innovations productive or destructive? - How have international organizations responded to rising conflict? 	<p>variety of methods to conduct war.</p> <ul style="list-style-type: none"> - Explain the rise of communism and its similarities and differences in Russia and China, specifically. - Explain the various causes and consequences of mass atrocities in the period from 1900 to the present. - Explain the historical context of the Cold War after 1945. - Explain the causes and effects of the ideological struggle of the Cold War. - Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War. - Explain the causes and consequences of 	<p>of the event through timeline analysis of the Middle East.</p> <ul style="list-style-type: none"> - Presentations on current day world problems – Disease, Climate Change, Terrorism, Water access (etc.) 	
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	<p>China's adoption of communism.</p> <ul style="list-style-type: none">- Explain the causes and effects of movements to redistribute economic resources.- Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.- Explain the economic changes and continuities resulting from the process of decolonization.- Explain the causes of the end of the Cold War.- Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.- Explain how the development of		
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	<p>new technologies changed the world from 1900 to present.</p> <ul style="list-style-type: none">- Explain how environmental factors affected human populations over time.- Explain how social categories, roles, and practices have been maintained and challenged over time.- Explain how and why globalization changed culture over time.- Explain the various responses to increasing globalization from 1900 to present.		
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AP World History: Modern	
Unit 4: Global Conflict and the Modern World 1900-Present	
Resources/Materials	<ul style="list-style-type: none"> - <i>AMSCO World History</i> textbook - Primary Sources: https://sourcebooks.fordham.edu/mod/modsbook57.asp - East Asia Resources and Information: http://afe.easia.columbia.edu/ - AP Classroom (resources and test banks): https://apclassroom.collegeboard.org/34/home - Stanford History Education Group: https://sheg.stanford.edu/history-lessons?f%5B0%5D=topic%3A9#main-content#main-content - Americas Archive: https://scholarship.rice.edu/handle/1911/9219 - Historical World Boundaries Map: https://www.randymajors.com/p/worldmap.html
Interdisciplinary Connections	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSAR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>

AP World History: Modern			
Unit 4: Global Conflict and the Modern World 1900-Present			
21st Century Life and Careers	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.		
Modifications			
Multilingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide directions in written and verbal form. ● Modify primary sources and provide glossaries where necessary. ● Provide note-taking guides when necessary. ● Assign a native language partner. 	<ul style="list-style-type: none"> ● Extended time on test and written assessments. ● Word banks and reduced multiple choice when necessary. ● Opportunity to type, rather than write, written assignments. 	<ul style="list-style-type: none"> ● Incorporate student choice ● Include culturally relevant illustrative examples throughout course ● Provide peer mentoring to improve techniques 	<ul style="list-style-type: none"> ● Connect class topics to current events by discussing articles in major national newspapers ● More in-depth analysis of a primary source reading/historical artifact ● Master skills relevant to AP exam by writing own question/topic

List of Accommodations and Modifications

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Special Education Accommodations/Modifications (I.E.P. Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near the door
	Seat student near high performing student for informal partner pairs
	Seat student near positive role model
	Seat student away from disruptive/distracting student(s)
	Set a designated study space in the room
Instructional Activities	Provide guided notes and/or copies of notes
	Provide students with summaries if applicable
	Repeat and clarify directions if needed to ensure comprehension.
	Allow students to choose partners or work independently, when needed
	Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.
Independent Practice & Assignments	Allow extra time to complete tasks without penalty
	Reduce reading/math/writing level of assignments
	Require fewer correct responses to achieve grade
	Allow computer printed/electronic assignments
	Simplify complex written directions
	Do not penalize for handwriting/spelling

	Allow flexible grading on scoring rubric
	Include word banks if helpful.
	Bold, highlight, or underline instructions.
	Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.
	Reduce quantity of sections on an assessment
	Shorten wording of questions.
	Allow use of notes or formula pages on assessments.
	Revise wording or vocabulary choice to enhance comprehension.
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.
	Allow for extra time when needed. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow open book/notes for exams
	Give frequent short quizzes instead of lengthy exams
	Give exams/test items orally

	Give students their own copy of assessments that they can write on
	Allow extra time for assessments (specific to I.E.P.)
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Allow student to asses on paper, if regularly schedule for computer-based testing
Organizational Skills	Provide a table of contents for notebook/binder; conduct a weekly clean-up
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room/short breaks
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	504 Plan Accommodations/Modifications (504 Specific)
Physical Arrangement of	Allow for preferential seating
	Seat student near the teacher/presentation

Room	Seat student near high performing student for informal partner pairs
Instructional Activities	Provide guided notes and/or copies of notes
	Provide student with summaries, if applicable
Independent Practice & Assignments	Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.
	Reduce homework/classwork, when appropriate
Assessments	Allow use of notes or formula pages on assessments.
	Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
Organizational Skills	Provide a table of contents for notebook/binder
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room break, if needed
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	At Risk Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Use mental models to building understanding through familiar contexts
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
	Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to	

	support auditory learners
	Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups
Assessments	Provide study guides and support outside of class time to review before assessments (common time or after school)
	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
Provide choices of questions or choices of projects depending on the student's strengths	

	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear
	Implement a behavior management system

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Multilingual Learners Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.

	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups/ ML support
Assessments	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions

	Allow use of notes or formula pages on assessments in native language
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Gifted and Talented Accommodations/Modifications

Instructional Activities	Provide supplementary or lengthier readings
	Provide enrichment activities
Independent Practice & Assignments	Use inquiry-based practices and allow student opportunities to conduct additional research
	Provide supplementary or lengthier readings with higher-level questions
	Provide assignment choices that require more detail and deeper understanding
Assessments	Provide additional questions that prompt extensions of understanding
	Require research for projects; in a specified format
	Provide assessment choices that require more detail and deeper understanding

Career Options for Jobs that Involve Social Studies

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

Career Information for Jobs that Involve Social Studies

Sociologists

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

Historians

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

Postsecondary Teachers

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

Anthropologists and Archeologists

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

Political Scientists

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

Market Research Analysts

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.