



Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Social Studies
Course: AP World History
Grade(s): 12

Course Overview

Modern is a full year survey course meant to be the equivalent of a freshman college course and can earn students college credit. This course will cover the evolution of cross-cultural global contacts and examine the way in which the world's major civilizations have interacted since 1200 C.E. The AP World History: Modern course requires students to engage with the dynamics of continuity and change across the historical periods included in the course. Students will analyze cause and effect relationships and will engage in comparisons across cultures and time periods.

Students in the AP program do a considerable amount of reading in both the principal text and supplemental materials. Most reading assignments will be on a college level. Evidence of this reading must be demonstrated through frequent and meaningful class discussions, cooperative-learning activities, and in class projects. Very often, students will be required to compare and analyze the viewpoints of historians. Reading material will also be assessed via a variety of methods to achieve mastery of AP-style multiple choice questions, the completion of AP style short answer questions, document based questions, and longer essay questions that will consider causation, comparison, or change over time. Throughout the course, formative and summative assessments will reflect the skills necessary for success on the AP World History Examination. Students in AP World History follow the suggested College Board curriculum-pacing guide which includes two weeks of review prior to the AP examination in May.

Research in depth is an activity that differentiates the AP program from regular history courses. Student research will be conducted outside of class and will culminate in a research project in May and June. Throughout the research process, students will be assisted in using technology to access and assess topic appropriate information. In addition, students will be expected to complete a number of 2-5 page analytical papers as in the form of Document Based Questions (DBQ's), Change Over Time (COT) essays and Comparison (C&C) essays on a variety of topics relevant to AP World History requiring outside research throughout the course. Students are required to complete a summer reading

assignment and project before the commencement of the course in order to review and prepare for thinking about the ‘Big Ideas’ of World History.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the [New Jersey Student Learning Standards](#).

Social Studies State Standards:

6.2.12.EconGE.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.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.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.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.EconGE.1.c: 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.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.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.EconGE.1.a: 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.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.EconGE.1.c: 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.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.

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

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.

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.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.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.EconGE.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.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.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.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.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.

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.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

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.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.”

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.c: 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.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.

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).

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.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.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.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.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.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.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

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.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.

Interdisciplinary Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Ready Practices

- CRP 1. Act as a responsible and contributing citizen and employee.
- CRP 2. Apply appropriate academic and technical skills.
- CRP 3. Attend to personal health and financial well-being.
- CRP 4. Communicate clearly and effectively and with reason.
- CRP 5. Consider the environmental, social and economic impacts of decisions.
- CRP 6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP 10. Plan education and career paths aligned to personal goals.
- CRP 11. Use technology to enhance productivity.
- CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates: (list only relevant ones)

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- [Diversity and Inclusion](#) (Grades K - 12)
- [Holocaust & Genocide Education](#) (Grades K - 12)
- [Amistad Act](#) (Grades K - 12)
- [Climate Change Education](#) (Grades K - 12)
- [Asian Americans and Pacific Islanders](#) (Grades K - 12)
- [History and Contributions of Individuals with Disabilities and LGBTQ persons](#)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

Students will be able to:

- Evaluate the extent to which environmental factors and geography influenced the development of political, social, and cultural systems across Eurasia, Africa, and the

Americas.

- Analyze and compare the strategies used by states to consolidate and legitimize political power, including religion, military force, administrative systems, monumental architecture, and cultural traditions.
- Evaluate the role of belief systems in shaping political authority, social hierarchies, cultural practices, and interactions among societies from c. 1200 to c. 1450.
- Compare the political structures of major states and empires and assess how rulers responded to challenges of governance, territorial expansion, and social control.
- Analyze the causes and consequences of continuity and change within major societies, including China, the Islamic world, Europe, South and Southeast Asia, Africa, and the Americas.
- Construct and defend a historically defensible argument using relevant and specific evidence to explain significant similarities, differences, and historical developments during the period c. 1200–1450.
- Evaluate the relative importance of political, economic, environmental, and technological factors in causing the expansion and intensification of the Silk Roads, Indian Ocean, and Trans-Saharan trade networks.
- Analyze and compare the extent to which different innovations in transportation, commercial practices, and state policies transformed patterns of interregional trade from c. 1200 to c. 1450.
- Assess the extent to which the expansion of trade networks contributed to the development and transformation of states, cities, and commercial centers across Afro-Eurasia.
- Evaluate how participation in major trade networks produced both continuity and change in the political, economic, social, and cultural structures of participating societies.
- Analyze the relationship between cross-cultural interaction and cultural diffusion, evaluating the extent to which trade facilitated the spread and adaptation of religions, technologies, scientific knowledge, artistic traditions, and cultural practices.
- Assess the short- and long-term consequences of increasing interregional connectivity, including demographic shifts, environmental change, the diffusion of crops, and the spread of epidemic diseases such as the bubonic plague.
- Construct and defend a nuanced historical argument using specific, relevant evidence and historical reasoning to evaluate the causes and consequences of expanding networks of exchange from c. 1200 to c. 1450.
- Analyze the causes and consequences of land-based imperial expansion from 1450–1750, including the roles of military technology, economic interests, geography, and state-building.
- Evaluate the methods rulers used to consolidate and maintain power, comparing strategies such as centralized administration, military expansion, taxation, and political alliances.
- Analyze how religious and belief systems were used to legitimize political authority, while evaluating the extent to which religion strengthened or challenged imperial rule.
- Evaluate how land-based empires responded to cultural and religious diversity,

comparing policies of tolerance, assimilation, accommodation, and persecution.

- Compare the methods and effectiveness of different land-based empires in maintaining political stability, using specific historical evidence from the Ottoman, Safavid, Mughal, Qing, and Russian Empires.
- Evaluate the extent to which maritime technologies, navigational knowledge, and cartographic innovations transformed European exploration and facilitated the development of sustained global connections.
- Analyze and evaluate the political, economic, religious, and technological factors that motivated European expansion, and assess their significance in the development of maritime empires.
- Evaluate the causes, processes, and consequences of European conquest and colonization in the Americas, with particular emphasis on Indigenous resistance, demographic decline, cultural transformation, and systems of exploitation.
- Analyze the ways expanding global trade networks and the Columbian Exchange reshaped economies, environments, populations, labor systems, and social hierarchies across different regions from 1450–1750.
- Compare the development and impact of European maritime empires, using specific historical evidence to evaluate how imperial competition reshaped global patterns of trade, migration, labor, and cultural exchange.
- Evaluate the extent to which Enlightenment thinkers challenged traditional systems of political authority and assess how concepts of natural rights, popular sovereignty, and individual liberty influenced revolutionary movements.
- Compare the causes, ideological foundations, methods, and outcomes of the American, French, Haitian, and Latin American Revolutions, and construct an argument evaluating the degree to which each revolution achieved meaningful political and social transformation.
- Analyze the emergence and spread of nationalism and evaluate how nationalist movements challenged multinational empires, promoted political unification, and reshaped concepts of sovereignty and citizenship.
- Evaluate the interconnected technological, economic, demographic, environmental, and geographic factors that caused the Industrial Revolution and explain why industrialization developed at different rates across regions.
- Analyze the effects of industrialization on social class, labor, urbanization, gender roles, and global economic relationships, and evaluate how effectively reform movements addressed the inequalities created by industrial capitalism.
- Synthesize the relationships among Enlightenment thought, political revolutions, nationalism, and industrialization to evaluate how these developments transformed systems of political authority, economic production, and social organization from c. 1750–1900.
- Evaluate the extent to which industrialization transformed the economic, technological, and military capabilities of states between 1750–1900, and analyze how these developments altered the global balance of power.
- Analyze the interconnected economic, political, technological, and ideological causes of European imperialism in Africa and Asia, and evaluate its short- and long-term consequences for imperial and colonized societies.
- Evaluate how Social Darwinism, nationalism, racial ideologies, and religious beliefs

were constructed and employed to legitimize imperial expansion, and assess the effectiveness of these ideologies in shaping imperial policies and public support.

- Compare the causes, strategies, and outcomes of resistance to imperialism, including armed rebellions, religious movements, accommodation, and emerging nationalist movements, and evaluate the factors that contributed to their success or failure.
- Analyze the causes, patterns, and consequences of global migration from 1750–1900, distinguishing among voluntary migration, indentured servitude, and coerced labor while evaluating their effects on demographic patterns, economies, cultures, and social hierarchies.
- Synthesize the relationships among industrialization, imperialism, ideology, resistance, and migration to evaluate how these forces contributed to the development of an increasingly interconnected and unequal global system during 1750–1900.
- Evaluate the interconnected political, economic, ideological, and social causes of World War I and World War II, and assess the extent to which these conflicts transformed global power structures and societies.
- Analyze how nationalism, imperialism, militarism, economic instability, and competing political ideologies contributed to the emergence and escalation of global conflicts between 1900 and 1945.
- Evaluate the methods used by totalitarian regimes to consolidate power and mobilize societies, and analyze the consequences of propaganda, state control, genocide, and mass violence on civilian populations.
- Compare the experiences and responses of different nations and regions to the world wars, the Great Depression, and political upheaval, evaluating how geography, economic conditions, political systems, and social structures shaped those responses.
- Analyze how the world wars weakened European imperial powers and contributed to decolonization, the emergence of new states, and the restructuring of global political and economic relationships after 1945.
- Evaluate the extent to which international organizations, particularly the United Nations, represented an effective response to the political, economic, and humanitarian consequences of global conflict after 1945.
- Synthesize the relationships among nationalism, imperialism, industrialization, political ideology, warfare, and decolonization to construct an argument about how global conflicts reshaped the modern world during the 20th century.
- Evaluate the political, ideological, economic, and geopolitical causes of the Cold War and analyze how tensions between the United States and Soviet Union developed into a global struggle for influence.
- Analyze how competing capitalist and communist ideologies, military alliances, economic programs, proxy wars, and nuclear deterrence shaped political, economic, and social developments across different regions of the world.
- Evaluate the causes, strategies, and consequences of decolonization in Africa, Asia, and the Middle East, including the roles of nationalism, indigenous resistance, European decline, and Cold War competition.
- Compare how different nations and regions responded to Cold War pressures and decolonization, evaluating the extent to which leaders and movements adopted,

rejected, or adapted competing political and economic ideologies.

- Analyze how Cold War rivalries and decolonization transformed global power structures, challenged traditional imperial systems, and reshaped international relations during the second half of the 20th century.
- Evaluate the extent to which newly independent states achieved political and economic sovereignty after decolonization, considering the continuing influence of foreign intervention, economic dependency, and global institutions.
- Synthesize the relationships among Cold War rivalry, decolonization, nationalism, economic ideology, and political instability to construct an argument explaining how these forces reshaped global societies and international relations from c. 1945–1991.
- Evaluate the extent to which advances in transportation, communication, medicine, and digital technology accelerated globalization after 1900 and transformed the movement of people, goods, capital, and information.
- Analyze how international organizations and global institutions—including the United Nations, World Bank, International Monetary Fund, and World Trade Organization—shaped political cooperation, economic policy, and relationships among states.
- Evaluate the economic, political, social, cultural, and environmental consequences of globalization, assessing both the opportunities it created and the challenges it generated for different societies.
- Compare how states, communities, and individuals in different regions responded to increasing global economic and cultural integration, including efforts to embrace, regulate, resist, or reshape globalization.
- Analyze the extent to which globalization contributed to economic growth and greater interconnectedness while simultaneously reinforcing inequality, economic dependency, cultural tensions, environmental challenges, and political conflict.
- Evaluate competing perspectives on globalization and construct an evidence-based argument about whether increased global integration has produced more significant benefits or disruptions for societies since 1900.
- Synthesize the relationships among technological innovation, international institutions, migration, trade, cultural exchange, and economic development to evaluate how globalization transformed global power structures and human societies in the modern era.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: The Global Tapestry (2 weeks)

- Why this periodization?
- How does the interaction between the environment and humans affect each other?
- How does the interaction between the environment and humans affect each other?

- How do economic systems develop and what did they depend on?
- How do societies organize themselves socially and what role do men and women play?
- How do cultures develop and what happens when they interact with each other?

Unit 2: Networks of Exchange (2 Weeks)

- How do cultures develop and what happens when they interact?
- How do political systems form, grow, change, and relate to each other?
- Why this periodization?
- How does the interaction between the environment and humans affect each other?

Unit 3: Land-Based Empires (3 Weeks)

- Why this periodization?
- How does the interaction between the environment and humans affect each other?
- How do cultures develop and what happens when they interact with each other?
- How do political systems form, grow, change, and relate to each other?
- How do economic systems develop and what did they depend on?
- How do societies organize themselves socially and what role do men and women play?

Unit 4: Trans-Oceanic Interactions (5 Weeks)

- How did new technologies and maritime innovations change global connections from 1450–1750?
- Why did European states expand overseas, and how did they establish and maintain their empires?
- How did the Columbian Exchange transform populations, economies, and environments around the world?
- How did European colonization and forced labor systems affect Indigenous peoples and Africans?
- To what extent did the expansion of global trade and maritime empires create a more interconnected world?

Unit 5: Revolutions c. 1750-1900 (6 Weeks)

- How did Enlightenment ideas inspire challenges to traditional political and social systems?
- Why did revolutions occur, and why did their outcomes differ?
- To what extent did the Atlantic Revolutions achieve their goals of liberty and equality?
- How did the Industrial Revolution transform economies, societies, and daily life?
- How did people and governments respond to the inequalities created by industrialization and capitalism?

Unit 6: Consequences of Industrialization c. 1750-1900 (3 Weeks)

- How did industrialization change the balance of power between nations from 1750 to 1900?
- Why did industrialized nations expand their empires, and what were the

consequences of imperialism?

- How did people and societies resist European imperialism?
- How were nationalism, Social Darwinism, and religion used to justify or challenge imperialism?
- How did industrialization and new transportation technologies affect global migration and urbanization?

Unit 7: Global Conflict c. 1900-Present (3 Weeks)

- What factors contributed to the outbreak of World War I and World War II?
- How did nationalism, imperialism, and political ideologies shape global conflicts?
- How did totalitarian governments and wartime policies affect people and societies?
- How did the world wars change the balance of global power?
- How did global conflicts contribute to decolonization and the creation of a new international order?

Unit 8: Cold War and Decolonization c. 1900-Present (3 Weeks)

- Explain the causes and major developments of the Cold War between the United States and Soviet Union.
- Analyze how Cold War competition affected governments, economies, and societies around the world.
- Explain the causes and processes of decolonization in Africa, Asia, and the Middle East.
- Compare the experiences and strategies of different nations and leaders during decolonization and the Cold War.
- Evaluate how the Cold War and decolonization transformed global power structures and international relations.

Unit 9: Globalization c. 1900-Present (2 Weeks)

- How have technological advances in transportation and communication transformed global connections?
- How has globalization affected economic development and inequality between and within nations?
- How have international organizations and multinational corporations shaped the modern global economy?
- How has increased cultural exchange influenced identities, traditions, and societies around the world?
- To what extent has globalization created greater cooperation and interconnectedness while also contributing to conflict and inequality?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

Required:

- Bulliet, Richard, Daniel, R. Headrick, David Northrup, Lyman L. Johnson, and Pamela Kyle Crossley. *The Earth and its Peoples: A Global History, 2nd Edition*. Boston: Houghton Mifflin, 2001.
- AP Classroom

Recommended:

- OER Project
- AP World History Course and Exam Description
- Heimler's History

Teacher Resources:

- The Travels of Ibn Battuta
- Journey to The Land of The Tartars
- Description of the World – Marco Polo
- Secret History of The Mongols
- Teacher AP Unit One Review Guide

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative Assessments:

- Quiz
- Do Nows
- Entrance/Exit Tickets

Summative Assessments:

- AP Style Multiple Choice Quizzes and Tests
- Document-Based Question (DBQ)

Benchmark Assessments:

- Homework
- AP Classroom Assessments
- OER Project AP World assignments

Alternative Assessments:

- Socratic Seminar
- Notebook Checks

Suggested Strategies for Modification & Differentiation

[Modifications Chart](#)