Wall Township Public Schools	Board Approval Date: August 18, 2026

Course Title: AP World: Modern (Grade 9)

Course Description: AP World History: Modern explores major global developments from c. 1200 to the present, focusing on patterns of continuity and change across regions and time periods. Students examine the rise and fall of empires, expanding trade networks, cultural exchanges, revolutions, industrialization, imperialism, global conflicts, and contemporary globalization. Through the analysis of primary and secondary sources, maps, data, and historical arguments, students develop critical thinking, writing, and evidence-based reasoning skills. The course prepares students for the AP Exam while fostering a deeper understanding of how interconnected historical processes have shaped today's world.

New Jersey Student Learning Standards

Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as provide the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set forth in the New Jersey Student Learning Standards.

2020 New Jersey Student Learning Standards for Social Studies

Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards — Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;

- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Period 1: 1200–1450 ***Unit 1: The Global Tapestry (Chapter 2)*** ***Unit 2: Networks of Exchange (Chapter 3)*** In Period 1 (1200–1450), students develop skills in analyzing primary and secondary sources, making comparisons across regions, and identifying patterns of continuity and change in global societies. In Unit 1, students examine the political, cultural, and social structures of major civilizations such as China, Dar al-Islam, Europe, and the Americas, focusing on how states governed and interacted with diverse populations. In Unit 2, students investigate global networks of exchange, including the Silk Roads, Indian Ocean trade, and trans-Saharan trade, emphasizing the movement of goods, ideas, technologies, and diseases. Overall, students learn to evaluate how interconnected regions shaped global development through trade, cultural diffusion, and state-building processes.	10–13
Period 2: 1450–1750 ***Unit 3: Land-Based Empires (Chapter 4)*** ***Unit 4: Transoceanic Interconnections (Chapters 5 & 6)*** In Period 2 (1450–1750), students develop historical thinking skills such as analyzing causation, comparison, and continuity and change while working with primary and secondary sources to understand global interactions. In Unit 3, students examine the rise and expansion of land-based empires including the Ottoman, Safavid, Mughal, and Qing Empires, focusing on governance, military organization, and cultural integration. In Unit 4, students analyze transoceanic interconnections such as European exploration, the Columbian Exchange, and the Atlantic slave trade, emphasizing the causes	10–13

and effects of global exchange and empire building. Overall, students learn how increased global contact reshaped political structures, economies, and societies through both land-based consolidation and ocean-based expansion.	
Period 3: 1750-1900 ***Unit 5: Revolutions (Chapters 7 & 8)*** ***Unit 6: Consequences of Industrialization (Chapters 9 & 10)*** In Period 3 (1750–1900), students develop historical thinking skills such as analyzing causation, continuity and change over time, and comparison using primary and secondary sources to evaluate global transformations. In Unit 5, students study political revolutions including the Enlightenment, Atlantic revolutions, and Latin American independence movements, focusing on how new ideologies reshaped governments and societies. In Unit 6, students examine the consequences of industrialization and imperialism, including global economic change, migration, social reform movements, and shifts in labor systems. Overall, students learn how revolutionary ideas and industrial growth reshaped political power, economic systems, and social structures across the world.	8–11
Period 4: 1900-2000 ***Unit 7: Global Conflicts (Chapter 11)*** ***Unit 8: Cold War & Decolonization (Chapter 12)*** ***Unit 9: Globalization (Chapters 13 & 14)*** In Period 4 (1900–2000), students develop historical thinking skills such as analyzing causation, continuity and change over time, and comparison using a wide range of primary and secondary sources to understand global conflict and transformation. In Unit 7, students examine global conflicts including World War I, World War II, and mass atrocities, focusing on causes, conduct of war, and political consequences. In Unit 8, students analyze the Cold War and decolonization, emphasizing ideological competition, independence movements, and shifts in global power structures. In Unit 9, students investigate globalization, including technological change, economic interdependence, cultural exchange, and environmental challenges, and evaluate how these forces reshape societies and international relations.	22–25
Period 5: 2000-Present Day (After The AP Exam) ***Unit 10: The Contemporary World*** In Period 5 (2000–Present, Post-AP Exam Contemporary World), students continue to strengthen historical thinking skills such as evaluating causation, analyzing continuity and change, and making global comparisons using contemporary sources, data, and case studies. In Unit 10, students examine	20–23

the modern world through globalization, focusing on technological innovation, global economic systems, environmental challenges, cultural exchange, and international cooperation and conflict. Students analyze how global interdependence has increased while also producing inequality, political tensions, and resistance movements. Overall, students apply historical thinking skills to understand how the contemporary world is shaped by rapid change, global connections, and ongoing challenges.	

Unit 1

Desired Results

Unit 1: The Global Tapestry

Unit Summary: The Global Tapestry unit examines major civilizations, empires, and societies across Africa, Asia, Europe, and the Americas. It focuses on political structures, social hierarchies, cultural developments, economic systems, and regional interactions before sustained global contact. Students should understand how societies developed independently yet became increasingly interconnected through trade and cultural exchange. Political authority, religion, and economic systems shaped regional development while long-distance connections laid the groundwork for later global interactions.

Learning Standards

College Board:

1A: Explain the systems of government employed by Chinese dynasties and how they developed over time.

1B: Explain the effects of Chinese cultural traditions on East Asia over time.

1C: Explain the effects of innovation on the Chinese economy over time.

1D: Explain how systems of belief andtheirpracticesaffected society in the period from c. 1200 to c. 1450

1E: Explain the causes and effects of the rise of Islamic states over time.

1F: Explain the effects of intellectual innovation in Dar al-Islam.

1G: Explain how the various belief systems and practices of South and Southeast Asia affected society over time.

1H: Explain how and why various states of South and Southeast Asia developed and maintained power over time.

1I: Explain how and why states in the Americas developed and changed over time.

1J: Explain how and why states in Africa developed and changed over time.

1K: Explain how the beliefs and practices of the predominant religions in Europe affected European society.

1L: Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.

1M: Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.

1N: Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.

NJSLS:

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.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 of 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.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.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.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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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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 of trade on the New World's economy and society.

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Climate Change:

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

Learning Targets

Unit Essential Questions:

1A – Systems of Government in China

- How did Chinese dynasties develop and maintain political power over time?
- In what ways did systems of governance change or remain consistent across Chinese dynasties?

1B – Chinese Cultural Influence

- How did Chinese cultural traditions shape societies in East Asia?
- Why were Chinese cultural practices adopted and adapted by neighboring regions?

1C – Economic Innovation in China

Unit Enduring Understandings:

1A – Systems of Government in China

- Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.

1B – Chinese Cultural Influence

- Chinese cultural traditions continued, and they influenced neighboring regions.
- Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.

• How did technological and economic innovations impact China's economy? • In what ways did innovation contribute to economic growth and social change? 1D – Belief Systems and Society • How did belief systems influence social structures and daily life between c. 1200 and c. 1450? • In what ways did religion shape political authority and social organization? 1E – Rise of Islamic States • What factors contributed to the expansion of Islamic states? • How did the growth of Islamic states transform political and cultural systems? 1F – Intellectual Innovation in Dar al-Islam • How did intellectual advancements in the Islamic world influence science, philosophy, and society? • Why was intellectual exchange significant in the development of Dar al-Islam? 1G – Belief Systems in South and Southeast Asia • How did major belief systems shape societies in South and Southeast Asia? • In what ways did religion influence political authority and cultural development in the region? 1H – State Power in South and Southeast Asia	1C – Economic Innovation in China • The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor. • The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing. 1D – Belief Systems and Society • Islam, Judaism, Christianity, and the core beliefs and practices of these religions continued to shape societies in Africa and Asia. 1E – Rise of Islamic States • As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity. • Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis. 1F – Intellectual Innovation in Dar al-Islam • Muslim states and empires encouraged significant intellectual innovations and transfers. 1G – Belief Systems in South and Southeast Asia

• How did states in South and Southeast Asia establish and maintain power? • What factors led to the growth or decline of political authority in these regions? 1I – State Development in the Americas • How did political states develop differently across Mesoamerica and the Andes? • What factors influenced continuity and change in American civilizations? 1J – State Development in Africa • How did African states develop and maintain power during this period? • What internal and external factors shaped political change in Africa? 1K – Religion and European Society • How did Christianity influence political, social, and cultural life in Europe? • In what ways did religious belief shape European institutions and identity? 1L – Political Decentralization in Europe • What caused political power to become decentralized in Europe? • What were the social and political consequences of decentralization? 1M – Agriculture and Social Organization in Europe	• Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia. 1H – State Power in South and Southeast Asia • State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia. 1I – State Development in the Americas • In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach. 1J – State Development in Africa • In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach. 1K – Religion and European Society • Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe 1L – Political Decentralization in Europe • Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.

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- How did agricultural practices shape European social structures?
- In what ways did economic systems influence hierarchy and daily life?

1N – Processes of State Formation

- How were processes of state formation similar and different across regions?
- What factors explain variation in how states developed between c. 1200 and c. 1450?

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1M – Agriculture and Social Organization in Europe

- Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.

1N – Processes of State Formation

- State formation and development demonstrated continuity, innovation, and diversity in various regions.
  - As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.
  - Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.
  - State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.
  - In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.
  - In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

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Vocabulary:

- Song dynasty
- China’s economic revolution
- Hangzhou

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- foot binding
- hangul
- bushido
- tribute system
- chu nom
- Srivijaya
- Madjapahit
- Angkor Wat
- Abbasid caliphate
- Seljuk Turkic Empire
- Ottoman Empire
- Constantinople
- jizya
- al-Andalus
- Swahili civilization
- West African civilization
- Mali
- trans-Saharan slave trade
- Timbuktu
- Byzantine Empire
- Ottoman seizure of Constantinople
- Kievan Rus
- Eastern Orthodox Christianity
- Western Christendom
- feudalism
- Roman Catholic Church
- European Renaissance
- Maya civilization
- Aztec Empire
- Inca Empire

Students will be able to:

- Identify and describe a historical context for a specific historical development or process.
- Identify and describe a historical concept, development, or process.
- Identify and describe a claim and/or argument in a text-based or non-text-based source.
- Identify the evidence used in a source to support an argument.
- Explain a historical concept, development, or process.
- Make a historically defensible claim.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*

1. Comparative Government Workshop (China, Europe, Dar al-Islam) – 1A, 1L, 1N

- Students analyze different systems (Chinese bureaucracy, European feudalism, Islamic governance).
- Create comparison charts or short presentations on how governments developed and maintained power.
- **AAPI:** Emphasize Chinese dynastic governance and Confucian influence.

2. Cultural Diffusion Mapping (East Asia & Beyond) – 1B, 1C

- Students map the spread of Chinese cultural traditions (Confucianism, writing, technology).
- Analyze how innovations (printing, gunpowder, agriculture) impacted economies.
- **DEI:** Highlight non-European contributions to global development.

3. Belief Systems Seminar (Global Religions) – 1D, 1G, 1K

- Students participate in a structured discussion on how religions (Buddhism, Islam, Hinduism, Christianity) shaped societies.
- Use primary sources or short readings to examine practices and social impact.
- **DEI:** Encourage respectful discussion of diverse belief systems.
- **LGBTQ+:** Reinforce inclusive classroom norms when discussing religion and social roles.

4. Islamic World Innovation Project – 1E, 1F

- Students research contributions from Dar al-Islam (medicine, math, astronomy).

- Create posters or digital presentations explaining causes/effects of Islamic expansion and intellectual growth.
- **DEI:** Highlight contributions of diverse scholars and regions within the Islamic world.

5. Regional Case Studies (South/Southeast Asia, Africa, Americas) – 1G, 1H, 1I, 1J

- Students investigate specific states (e.g., Khmer Empire, Mali, Aztec/Inca) and explain how they developed and maintained power.
- Use a jigsaw activity where groups teach each other.

6. Medieval Europe Simulation (Feudalism & Agriculture) – 1L, 1M

- Students role-play feudal society (lords, vassals, peasants) and explore how agriculture shaped social organization.
- Connect agricultural changes (three-field system) to population and economic growth.

7. Comparative Essay / DBQ Practice – 1N

- Students write a short essay comparing state formation across regions.
- Focus on similarities/differences and use evidence from multiple case studies.

8. Hispanic Heritage:

- **Iberian (Spanish and Portuguese) monarchs and explorers** beginning to expand overseas (late Unit 2 → early Age of Exploration transition).
- **Muslim, Christian, and Jewish communities in the Iberian Peninsula** under and after the Reconquista, which shaped Spanish identity before colonization.

Assessment Evidence
Formative Assessments: Ways of the World Chapter 2 AP Practice Questions, OER practice questions
Summative Assessments: Summer Assignment, Chapter 2 AP Practice Exam
Common Benchmark Assessments: Chapter 2 AP Practice Exam
Alternative Assessments: Chapter 2 DBQ questions

Core Instructional & Supplemental Materials
Ways of the World 5e by BFW Publishers
OER Project
AP World Modern: Course & Exam Description

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2: Networks of Exchange

Unit Summary: Between 600 and 1450, trade networks connected Eurasia, Africa, and the Americas. The Silk Roads linked China to the Mediterranean, spreading luxury goods, ideas, and Buddhism. Indian Ocean trade used monsoon winds and maritime technology to move bulk goods and spread Islam across East Africa, South Asia, and Southeast Asia. Trans-Saharan routes exchanged gold, salt, and supported West African empires like Mali. American civilizations like the Aztecs and Incas had regional trade networks for goods and tribute. These exchanges fueled economic growth, cultural diffusion, urbanization, technological innovation, and the spread of diseases such as the Black Death.

Learning Standards

College Board:

2A: Explain the causes and effects of growth of networks of exchange after 1200.

2B: Explain the process of state building and decline in Eurasia over time.

2C: Explain how the expansion of empiresinfluencedtradeand communication over time.

2D: Explain the significance of the Mongol Empire in larger patterns of continuity and change.

2E: Explain the causes of the growth of networks of exchange after 1200.

2F: Explain the effects of the growth of networks of exchange after 1200.

2G: Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.

2H: Explain the causes and effectsofthegrowthof trans-Saharan trade.

2I: Explain how the expansion of empiresinfluencedtradeand communication over time.

2J: Explain the intellectual and culturaleffectsofthevarious networks of exchange in Afro-Eurasiafromc.1200to c. 1450.

2K: Explain the environmental effects of the various networks of exchange in Afro-Eurasiafromc.1200to c. 1450.

2L: Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.

NJSLS:

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.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 of 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.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.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.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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, etc

.RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

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.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.

Holocaust & Amistad:

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 of trade on the New World's economy and society.

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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.

Learning Targets

Unit Essential Questions:

2A & 2E – Causes and Effects of Growth of Networks of Exchange After 1200

- What factors contributed to the dramatic growth of trade networks after 1200?
- How did the expansion of trade affect societies, economies, and political structures across Afro-Eurasia?
- In what ways did the movement of goods, ideas, and technologies reshape local and regional cultures?

2B – State Building and Decline in Eurasia

Unit Enduring Understandings:

2A & 2E – Causes and Effects of Growth of Networks of Exchange After 1200

- Trade networks expanded due to technological innovations, improved transportation, and increased demand for goods.
- Growth of trade fostered economic specialization, urbanization, and the rise of merchant classes.
- Exchanges facilitated the spread of ideas, technologies, religions, and cultural practices across regions.

• What internal and external factors contributed to the rise and fall of states and empires in Eurasia? • How did state formation and collapse impact trade, social organization, and cultural exchange? • How can comparisons between empires help us understand continuity and change over time? 2C & 2I – Expansion of Empires and Influence on Trade/Communication • How did empires facilitate or control trade and communication across vast territories? • What role did military conquest, diplomacy, and governance play in shaping economic networks? • How did imperial expansion create opportunities and challenges for local and global exchange? 2D – Significance of the Mongol Empire • How did the Mongol Empire connect previously isolated regions of Eurasia? • In what ways did Mongol rule promote both continuity and change in trade, culture, and governance? • How did Mongol policies and innovations impact the spread of ideas, technologies, and goods?	2B – State Building and Decline in Eurasia • Empires rose and fell due to a combination of military, political, economic, and environmental factors. • The formation and collapse of states influenced regional stability, trade, and cultural development. • Comparing different empires highlights patterns of continuity and change over time. 2C & 2I – Expansion of Empires and Influence on Trade/Communication • Empires created infrastructure and political stability that promoted long-distance trade and communication. • Conquest and governance facilitated economic integration but also created inequalities and resistance. • Imperial expansion helped spread cultural, religious, and technological innovations across regions. 2D – Significance of the Mongol Empire • The Mongols connected distant regions of Eurasia, creating a “Pax Mongolica” that enhanced trade and security. • Mongol rule enabled the rapid diffusion of goods, ideas, and technologies.

2F – Effects of Growth of Networks of Exchange • How did expanding trade networks influence urbanization, labor systems, and social hierarchies? • What cultural, intellectual, and technological changes resulted from increased exchange? • How did global connectivity affect environmental and economic systems? 2G & 2K – Environmental Factors and Effects on Trade • How did geography, climate, and natural resources shape the development of trade networks? • In what ways did human activity along trade routes affect the environment? • How did environmental factors constrain or enable trade, migration, and cultural diffusion? 2H – Growth of Trans-Saharan Trade • What drove the expansion of trans-Saharan trade, and what commodities were exchanged? • How did trade across the Sahara affect the political, economic, and cultural development of African societies?	• The empire illustrates both continuity of established trade networks and significant historical change in political control. 2F – Effects of Growth of Networks of Exchange • Expanded trade networks led to the growth of cities, new social hierarchies, and economic specialization. • Cultural, intellectual, and technological exchanges transformed societies across Afro-Eurasia. • Interconnectedness also had unintended consequences, such as the spread of disease and environmental pressures. 2G & 2K – Environmental Factors and Effects on Trade • Geography, climate, and natural resources shaped trade routes, transport methods, and settlement patterns. • Human interaction with the environment, including deforestation, irrigation, and overgrazing, impacted trade sustainability. • Environmental conditions could both enable and constrain the movement of goods, people, and ideas. 2H – Growth of Trans-Saharan Trade • The trans-Saharan trade expanded due to demand for gold, salt, and other commodities.

• What role did technology, transportation, and environmental conditions play in facilitating this trade? 2J – Intellectual and Cultural Effects of Networks of Exchange • How did trade networks contribute to the spread of religions, scientific knowledge, and technologies? • How did cultural interactions along trade routes shape art, literature, and educational systems? • In what ways did networks of exchange foster both cultural diffusion and local adaptation? 2L – Similarities and Differences Among Networks of Exchange • What common features did the Silk Roads, Indian Ocean, and Trans-Saharan trade share? • How did environmental, political, and technological factors produce differences between these networks? • How can comparing these networks help us understand global patterns of trade and cultural exchange?	• Trade fostered political centralization in West African empires such as Mali and Songhai. • Technology (like the camel saddle) and environmental knowledge enabled long-distance desert trade. 2J – Intellectual and Cultural Effects of Networks of Exchange • Trade networks facilitated the spread of religions, scientific knowledge, and technological innovations. • Cultural interactions along trade routes led to hybrid artistic, literary, and educational traditions. • Networks promoted both diffusion of ideas and local adaptation to diverse social and environmental contexts. 2L – Similarities and Differences Among Networks of Exchange • Silk Roads, Indian Ocean, and Trans-Saharan networks shared patterns of trade, cultural exchange, and urban development. • Environmental, technological, and political factors produced unique characteristics in each network. • Comparing networks reveals larger patterns of global connectivity, continuity, and change during this period.
Vocabulary: Silk Roads Dunhuang Temujin/Chinggis Khan Mongol world war Khubilai Khan	

Ming dynasty
Black Death
Sea Roads
Great Zimbabwe
Melaka
Zheng He
Sand Roads
Arabian camel
House of Wisdom
Crusades
American web
Chaco Phenomenon
pochteca

Students will be able to:

- Identify and explain the key factors (technological, economic, political) that led to the expansion of trade networks after 1200.
- Analyze the economic, social, and cultural effects of expanding trade networks across Afro-Eurasia.
- Explain the processes of state formation, expansion, and decline in Eurasian empires.
- Compare different empires to identify patterns of continuity and change over time.
- Explain how imperial expansion facilitated trade and communication across regions.
- Evaluate the role of political stability, infrastructure, and governance in supporting economic networks.
  Describe the impact of the Mongol Empire on trade, communication, and cultural exchange.
- Analyze the Mongol Empire's role in continuity and change within Afro-Eurasian networks.
- Assess the social, economic, and cultural consequences of expanded trade networks.
- Explain how increased connectivity influenced urbanization and social structures.
- Explain how geography and climate influenced the development of trade networks.
- Analyze the environmental impact of human activity along trade routes.
- Explain the causes of the expansion of trans-Saharan trade.
- Describe the political, economic, and cultural effects of trans-Saharan trade on African societies.
- Explain how trade networks facilitated the spread of religions, technologies, and ideas.
- Analyze the development of cultural exchange and syncretism across regions
- Compare and contrast major trade networks (Silk Roads, Indian Ocean, Trans-Saharan).

- Evaluate how environmental, political, and technological factors shaped each network differently.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*

1. Interactive Trade Network Simulation (Silk Roads, Indian Ocean, Trans-Saharan)

- Students role-play as merchants, rulers, or travelers exchanging goods, ideas, and technologies.
- Incorporate perspectives from **Asian societies (China, Southeast Asia)** and **African trade centers** to highlight AAPI and African contributions.
- Students track how geography and environment affect their routes and decisions.

2. Case Study Analysis: The Mongol Empire & Cultural Exchange

- Analyze primary/secondary sources on Mongol rule, trade, and communication.
- Include discussion of diversity within empires and the movement of different cultural groups.
- **DEI:** Highlight inclusion of diverse ethnic and cultural groups within Mongol territories.

3. Trans-Saharan Trade & African Kingdoms Inquiry Project

- Students investigate Mali, Songhai, and trade in gold/salt.
- Include perspectives on African innovation and leadership to support inclusive historical narratives.
- **DEI/AAPI:** Emphasize global interconnectedness beyond Eurocentric narratives.

4. Cultural Diffusion Gallery Walk

- Stations include religion (Islam, Buddhism), technology (compass, printing), and art forms spread via trade.
- Students analyze how ideas changed as they moved across regions.

5. Environmental Impact Mapping Activity

- Students map how geography (deserts, oceans, mountains) shaped trade routes and human interaction. Examine environmental consequences such as deforestation, disease spread, and resource use.

6. Hispanic Heritage:

Spanish and Portuguese monarchs (such as the rulers of Spain and Portugal) who funded and directed global exploration and colonization.

Explorers and conquistadors like Hernán Cortés and Francisco Pizarro, who were central to Spanish expansion in the Americas.

Indigenous peoples in the Americas who became part of Spanish and Portuguese colonial empires after conquest.

Mestizo populations that developed in Spanish America through cultural and biological mixing of Indigenous, European, and African peoples.

Colonial administrators and missionaries who helped establish Spanish and Portuguese rule in Latin America.

Assessment Evidence
Formative Assessments: Ways of the World Chapter 3 AP Practice Questions, OER practice questions
Summative Assessments: Chapter 3 AP Practice Exam
Common Benchmark Assessments: Chapter 3 AP Practice Exam
Alternative Assessments: Chapter 3 DBQ questions

Core Instructional & Supplemental Materials
Ways of the World 5e by BFW Publishers
OER Project
AP World Modern: Course & Exam Description

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3: Land-Based Empires

Unit Summary: Between 1450 and 1750, new and expanding empires reshaped global politics, trade, and culture. In Eurasia, the Ottoman, Mughal, Safavid, and Qing empires centralized authority, controlled trade routes, and promoted cultural and religious systems to legitimize power. In Europe, nation-states consolidated, and maritime empires like Spain and Portugal extended influence through exploration and colonization. These empires relied on military innovation, bureaucracy, and taxation to maintain control. Expansion facilitated cross-cultural encounters, the spread of religions, and global trade networks, while also generating conflict, slavery, and demographic changes. This era demonstrates how imperial growth increased global interconnection and transformed societies worldwide.

Learning Standards

College Board:

3A: Explain how and why various land-based empires developed and expanded from 1450 to 1750.

3B: Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.

3C: Explain continuity and change within the various belief systems during the period from 1450 to 1750.

3D: Compare the methods by which various empires increased their influence from 1450 to 1750.

NJSLS:

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).

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

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

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.

6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

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.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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress;

consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. 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.
Holocaust & Amistad 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).

Learning Targets	
Unit Essential Questions: 3A – Development and Expansion of Land-Based Empires (1450–1750) • What factors enabled the rise and expansion of land-based empires such as the Ottoman, Mughal, Safavid, and Qing? • How did geography, military technology, and economic resources influence the growth of these empires? • In what ways did expansion impact the societies, cultures, and economies under imperial control? 3B – Methods of Legitimizing and Consolidating Power • How did rulers use religion, ideology, and symbolism to legitimize their authority? • What administrative, military, and economic strategies were employed to maintain centralized control?	**Unit Enduring Understandings:** 3A – Development and Expansion of Land-Based Empires (1450–1750) • Land-based empires expanded through a combination of military strength, economic resources, strategic geography, and political organization. • Empire building affected social, cultural, and economic structures, fostering both integration and tension within and between societies. • Expansion was often driven by competition for resources, trade routes, and regional influence. 3B – Methods of Legitimizing and Consolidating Power • Rulers used religion, ideology, law, and symbolism to justify and reinforce their authority. • Bureaucratic administration, taxation, and military organization were essential tools for consolidating imperial control.

• How did legal systems, bureaucracy, and taxation reinforce imperial power? 3C – Continuity and Change in Belief Systems • How did major religions and belief systems adapt or change in response to imperial rule? • In what ways did rulers use religion to support their political agendas? • How did belief systems continue to influence social, cultural, and political life despite empire expansion? 3D – Comparing Methods of Expanding Influence • How did different empires expand their influence through diplomacy, military conquest, and trade? • What similarities and differences existed in the ways empires projected power across regions? • How did cultural, technological, and religious strategies complement military and economic methods of influence?	• Legitimacy was maintained through a combination of cultural, economic, and coercive strategies that reinforced central authority. 3C – Continuity and Change in Belief Systems • Belief systems adapted to political and social changes while continuing to shape daily life, governance, and culture. • Religion and ideology were both tools of social cohesion and instruments of political power. • Cross-cultural interactions led to syncretism, reform movements, and the diffusion of religious practices across empires. 3D – Comparing Methods of Expanding Influence • Empires expanded influence using a mix of military conquest, diplomacy, economic policies, and cultural or religious strategies. • Different empires employed similar methods adapted to local geography, culture, and political context. • Influence extended not only through territorial control but also through trade, knowledge exchange, and cultural diffusion.
Vocabulary: Hernán Cortés Great Dying Little Ice Age General Crisis Columbian exchange mercantilism mestizo mulattoes	

settler colonies
Russian Empire
yasak
Ming dynasty
Qing expansion
Ottoman Empire
devshirme
Safavid Empire
Mughal Empire
zamindars
Akbar
Aurangzeb
Songhay Empire
Pueblo Revolt

Students will be able to:

- Explain the factors that enabled the rise and expansion of land-based empires such as the Ottoman, Mughal, Safavid, and Qing.
- Analyze the effects of empire expansion on societies, cultures, and economies across different regions.
- Identify the role of geography, military technology, and economic resources in imperial growth.
- Describe the religious, ideological, and symbolic strategies rulers used to legitimize their authority.
- Explain how bureaucratic administration, taxation, and military organization consolidated power.
- Evaluate the effectiveness of cultural, economic, and coercive methods in maintaining imperial control.
- Explain how major religions and belief systems adapted or persisted in response to political and social changes.
- Analyze the role of religion and ideology in shaping governance, social order, and culture.
- Examine examples of religious syncretism and reform movements across empires.
- Compare the strategies used by different empires to expand influence, including military, diplomatic, economic, and cultural methods.
- Analyze similarities and differences in how empires projected power across regions.
- Explain how trade, knowledge exchange, and cultural diffusion extended imperial influence beyond territorial control.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*

1. Empire Expansion Timeline (3A)

- Students create a visual timeline showing the rise and expansion of the Ottoman, Mughal, Safavid, and Qing empires.
- Include major geographic regions, military campaigns, trade routes, and political milestones.
- **AAPI:** Highlight Qing and Mughal contributions and interactions with Asia-Pacific regions.

2. Methods of Legitimacy Analysis (3B)

- Students examine primary sources (edicts, portraits, coins, mosques/temples) to identify methods rulers used to legitimize power.
- Group discussion: Which strategies were most effective and why?
- **DEI:** Highlight diverse rulers and cultural contexts, including non-European perspectives.

3. Belief Systems and Change Graphic Organizer (3C)

- Students track continuity and change in religions such as Islam, Hinduism, Confucianism, and Christianity.
- Include adaptations, syncretism, and reform movements in response to political and social changes.
- **DEI:** Emphasize inclusive examples from diverse regions and communities.

4. Empire Influence Comparison (3D)

- Students create Venn diagrams or comparison charts showing how empires increased influence via military conquest, trade, diplomacy, and cultural/religious strategies.
- Include examples of global connections (e.g., Ottoman trade networks, Qing tribute system, Mughal art and administration).
- **DEI & AAPI:** Highlight cross-cultural examples and contributions from diverse societies.

5. Role-Playing Debate on Imperial Strategies (3A–3D)

- Students assume roles (rulers, merchants, religious leaders, peasants) and debate strategies for empire expansion and legitimacy.
- Discuss how belief systems and influence methods affected societies differently.
- **LGBTQ+ & DEI:** Foster respectful debate and multiple perspectives.

6. People With Disabilities:

- **Ottoman, Safavid, Mughal**: soldiers frequently survived warfare with permanent physical disabilities such as limb loss or mobility impairments.

7. Hispanic Heritage

- **Spanish and Portuguese monarchs** (such as the rulers of Spain and Portugal) who funded and directed global exploration and colonization.
- **Explorers and conquistadors** like Hernán Cortés and Francisco Pizarro, who were central to Spanish expansion in the Americas.
- **Indigenous peoples in the Americas** who became part of Spanish and Portuguese colonial empires after conquest.
- **Mestizo populations** that developed in Spanish America through cultural and biological mixing of Indigenous, European, and African peoples.
- **Colonial administrators and missionaries** who helped establish Spanish and Portuguese rule in Latin America.

Assessment Evidence
Formative Assessments: Ways of the World Chapter 4 AP Practice Questions, OER practice questions
Summative Assessments: Chapter 4 AP Practice Exam
Common Benchmark Assessments: Chapter 4 AP Practice Exam
Alternative Assessments: Chapter 4 DBQ questions

Core Instructional & Supplemental Materials
Ways of the World 5e by BFW Publishers
OER Project
AP World Modern: Course & Exam Description

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Desired Results

Unit 4: Transoceanic Interconnections

Unit Summary: This unit focuses on transoceanic interconnections from roughly 1450 to 1750, driven by European exploration and maritime expansion. Advances in navigation, along with motivations like trade, wealth, and the spread of religion, led to increased global interactions across the Atlantic, Pacific, and Indian Oceans. These connections resulted in major exchanges of goods, people, ideas, and diseases, most notably through the Columbian Exchange, which reshaped ecosystems and populations worldwide. At the same time, new global trade networks and labor systems, including slavery and coerced labor, transformed economies and societies across multiple continents.

Learning Standards

College Board:

4A: Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.

4B: Describe the role of states in the expansion of maritime exploration from 1450 to 1750.

4C: Explain the economic causes and effects of maritime exploration by the various European states.

4D: Explain the causes of the Columbian Exchange and its effectsontheEasternand Western Hemispheres.

4E: Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.

4F: Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.

4G: Explain changes and continuities in systems of slavery in the period from 1450 to 1750.

4H: Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.

4I: Explain the continuities and changes in networks of exchange from 1450 to 1750.

4J: Explain how political, economic, and cultural factorsaffectedsocietyfrom 1450 to 1750.

4K: Explain the similarities and differencesinhowvarious beliefsystemsaffected societies from 1450 to 1750.

4L: Explaintheeffectsofthe development of state power from 1450 to 1750.

4M: Explain how social categories, roles, and practices have been maintained or have changed over time.

4N: Explain how economic developments from 1450 to1750affectedsocial structures over time.

NJSLS:

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

6.2.12.CivicsPR.2.a: Compare the principal 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).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

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9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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opportunity to integrate climate change education.

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Holocaust & Amistad:

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.

Learning Targets	
Unit Essential Questions: 4A: How did cross-cultural interactions lead to the spread of technology, and how did this reshape global trade and travel? 4B: How and why did states support maritime exploration, and what did they hope to gain from it? 4C: What economic motivations drove European exploration, and what were its short- and long-term effects on global economies? 4D: What caused the Columbian Exchange, and how did it transform societies and environments in both the Eastern and Western Hemispheres?	**Unit Enduring Understandings:** 4A: Cross-cultural interactions spread technologies and knowledge, fundamentally transforming global trade and travel networks. 4B: State support was essential to maritime exploration, as governments funded voyages to expand power, wealth, and influence. 4C: Economic motivations such as the pursuit of wealth and resources drove European exploration, leading to the growth of global trade systems and economic imbalances.

4E: How did empires build and expand their power between 1450 and 1750, and what strategies made them successful? 4F: How did economic and labor systems change during this period, and what aspects remained the same? 4G: In what ways did slavery evolve from 1450 to 1750, and what continuities persisted across regions? 4H: How did rulers use economic policies and strategies to strengthen and maintain their power? 4I: How did global trade networks change during this period, and what continuities remained from earlier systems? 4J: How did political, economic, and cultural factors shape societies between 1450 and 1750? 4K: How did different belief systems influence societies, and what similarities and differences existed across regions? 4L: What were the effects of growing state power on societies and individuals? 4M: How and why did social hierarchies and roles change or remain stable during this period? 4N: How did economic changes impact social structures and class systems from 1450 to 1750?	4D: The Columbian Exchange permanently reshaped ecosystems, populations, and cultures through the widespread transfer of goods, diseases, and people. 4E: Empires expanded and maintained power through military strength, political organization, and control of resources and trade. 4F: Economic and labor systems evolved to meet the demands of global trade, while older systems persisted alongside new ones. 4G: Systems of slavery adapted to global economic demands, but continued to rely on coercion and exploitation across regions. 4H: Rulers used economic strategies, such as taxation and trade control, to consolidate and sustain their political power. 4I: Global trade networks expanded and became more interconnected, while still building on earlier exchange systems. 4J: Political, economic, and cultural forces interacted to shape societies and influence daily life. 4K: Belief systems played a major role in shaping social structures and cultural practices, with both shared and unique impacts across regions. 4L: The growth of state power influenced governance, social organization, and the relationship between rulers and subjects. 4M: Social hierarchies and roles both changed and persisted, reflecting economic developments and cultural traditions. 4N: Economic changes contributed to shifts in social structures, often increasing inequality while creating new social classes.

Vocabulary:
Chapter 5
Protestant Reformation
Martin Luther
Thirty Years' War
Counter-Reformation
Taki Onqoy
Jesuits in China
Wahhabi Islam
Wang Yangming
The Dream of the Red Chamber
Mirabai
Sikhism
Scientific Revolution
Copernicus
Galileo
Newton
European Enlightenment
Voltaire
Condorcet
Kaozheng

Chapter 6
Indian Ocean commercial network
trading post empire
Philippines
Manila
British East India Company
Dutch East India Company
"silver drain,"
piece of eight
Potosí
fur trade
"soft gold,"
transatlantic slave system

African diaspora
maroon societies / Palmares
signares
Dahomey
Benin

Students will be able to:

- Analyze how cross-cultural interactions led to the spread of technology and changes in trade and travel patterns from 1450 to 1750.
- Describe how states supported and promoted maritime exploration between 1450 and 1750.
- Evaluate the economic motivations for European maritime exploration and its economic consequences.
- Identify the causes of the Columbian Exchange and assess its effects on both the Eastern and Western Hemispheres.
- Analyze how empires and states expanded and built power during the period 1450 to 1750.
- Compare continuities and changes in economic and labor systems from 1450 to 1750.
- Assess how systems of slavery changed and remained consistent between 1450 and 1750.
- Evaluate how rulers used economic strategies to gain, strengthen, and maintain power from 1450 to 1750.
- Analyze how networks of exchange changed and remained consistent from 1450 to 1750.
- Assess how political, economic, and cultural factors shaped societies between 1450 and 1750.
- Compare similarities and differences in how belief systems influenced societies from 1450 to 1750.
- Assess the effects of growing state power during the period 1450 to 1750.
- Analyze how social categories, roles, and practices have changed or remained consistent over time.
- Evaluate how economic developments from 1450 to 1750 influenced social structures over time.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*

Interactive Trade Simulation (4A, 4I)
Students participate in a role-play of global trade networks (Silk Roads, Indian Ocean, Atlantic). They track goods, technologies, and cultural diffusion, then reflect on impacts across regions, including Asian and Pacific Islander societies.

Maritime Exploration Case Studies (4B, 4C)
Small groups analyze different states (Portugal, Spain, Ming China) and present motivations, funding, and outcomes using visuals or short presentations.

Columbian Exchange Mapping Project (4D)

Students create annotated maps showing movement of crops, animals, diseases, and people, including impacts on Indigenous populations and African societies.

Empire Comparison Chart (4E, 4L)
Students compare Ottoman, Safavid, Mughal, Qing, and European empires, focusing on governance, expansion, and cultural diversity.

Labor Systems Debate (4F, 4G)
Structured debate on systems such as indentured servitude, chattel slavery, and encomienda, emphasizing human impact and continuity/change.

Economic Strategy Role Analysis (4H, 4N)
Students examine how rulers used taxation, trade, or monopolies to maintain power and how this affected different social classes.

Cultural & Belief Systems Gallery Walk (4J, 4K)
Stations highlight religions and philosophies (Islam, Christianity, Confucianism, Indigenous beliefs), including AAPI perspectives and cultural blending.

Social Structure Case Study (4M)
Students investigate class, gender roles, and marginalized groups, including discussion of how identity shaped experiences historically.

AAPI Inclusion

- Integrate examples from Ming China, Tokugawa Japan, Southeast Asia, and Pacific Island societies.
- Highlight contributions and perspectives of Asian and Pacific Islander communities in trade and cultural exchange.

LGBTQ+ Inclusion

- Use inclusive language when discussing gender roles and social structures.
- Encourage discussions on how historical societies enforced or challenged gender norms.
- Provide optional reflection prompts on identity and societal expectations.

Hispanic Heritage:

- Simón Bolívar and José de San Martín (leaders of independence movements in Latin America)
- Indigenous and mestizo populations in newly independent Latin American states
- Mexican leaders and revolutionaries in the 19th century (e.g., Benito Juárez)

People with Disabilities

- Industrial workers who suffered injuries, chronic illness, or long-term physical disabilities due to factory labor
- Soldiers in wars and revolutions across Latin America and Europe who lived with permanent injuries
- Urban populations affected by disease and poor working conditions during industrialization.

Assessment Evidence
Formative Assessments: Ways of the World Chapter 5 & 6 AP Practice Questions, OER practice questions
Summative Assessments: Chapter 5 & 6 AP Practice Exam
Common Benchmark Assessments: Chapter 5 & 6 AP Practice Exam
Alternative Assessments: Chapter 5 & 6 DBQ questions

Core Instructional & Supplemental Materials
Ways of the World 5e by BFW Publishers
OER Project
AP World Modern: Course & Exam Description

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5: Revolutions

Unit Summary: This unit examines how Enlightenment ideas and growing inequalities sparked major revolutions between 1750 and 1900. Students study key movements such as the American, French, Haitian, and Latin American revolutions, focusing on their causes, outcomes, and global impact. The unit highlights how revolutionary ideals like liberty and equality spread, while also recognizing their limitations for marginalized groups. It also explores the rise of political ideologies like nationalism and liberalism. Overall, students analyze how revolutions reshaped governments and societies and helped shape the modern world.

Learning Standards

College Board:

5A: Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.

5B: Explain how the Enlightenment affected societies over time.

5C: Explaincausesandeffectsof the various revolutions in the period from 1750 to 1900.

5D: Explain how environmental factors contributed to industrialization from 1750 to 1900.

5E: Explain how different modes and locations of production have developed and changed over time.

5F: Explain how technology shaped economic production over time.

5G: Explain the causes and effects of economic strategiesofdifferentstates and empires.

5H: Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.

5I: Explain the causes and effectsofcallsforchanges in industrial societies from 1750 to 1900.

5J: Explain how industrialization caused change in existing social hierarchies and standards of living.

5K: Explain the extent to which industrialization brought change from 1750 to 1900.

NJSLS:

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.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.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 the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

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.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.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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, etc RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

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

Holocaust & Amistad:

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.

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**
5A – Intellectual and Ideological Context of Revolutions	5A – Intellectual and Ideological Context of Revolutions

• How did ideas and philosophies inspire people to challenge existing political and social systems? 5B – Impact of the Enlightenment • In what ways did Enlightenment thought shape the values, laws, and institutions of societies? 5C – Causes and Effects of Revolutions • What social, economic, and political factors sparked revolutions, and how did these revolutions change societies? 5D – Environmental Factors and Industrialization • How did geography, natural resources, and climate influence the rise and spread of industrialization? 5E – Modes and Locations of Production • How did different methods and sites of production evolve in response to technological and economic changes? 5F – Technology and Economic Production • How did innovations in technology transform production, trade, and labor systems? 5G – Economic Strategies of States and Empires • How did governments and empires use economic strategies to gain power, compete globally, and maintain control?	• Revolutions are shaped by prevailing ideas, philosophies, and critiques of authority, which provide frameworks for challenging political and social systems. 5B – Impact of the Enlightenment • Enlightenment ideas about reason, natural rights, and governance fundamentally influenced societal expectations, inspiring reforms and revolutionary movements. 5C – Causes and Effects of Revolutions • Political, social, economic, and cultural tensions drive revolutions, which produce both intended reforms and unintended consequences in global contexts. 5D – Environmental Factors and Industrialization • Geographic resources, climate, and access to raw materials create conditions that enable or limit industrial development and economic growth. 5E – Modes and Locations of Production • Methods and sites of production evolve over time, reflecting technological innovations, labor systems, and the needs of expanding markets. 5F – Technology and Economic Production • Technological innovations transform production, labor, and trade, reshaping societies and creating new economic opportunities and challenges. 5G – Economic Strategies of States and Empires

5H – Development of Economic Systems and Institutions • How did economic ideologies and institutions emerge, and what impact did they have on societies and global economies? 5I – Calls for Change in Industrial Societies • How did industrialization create social and political pressures for reform, and how were these demands addressed? 5J – Industrialization and Social Change • How did industrialization alter class structures, family life, and standards of living? 5K – Extent of Change from Industrialization • To what extent did industrialization transform societies, and what continuities persisted despite these changes?	• States and empires use economic policies strategically to gain wealth, maintain power, and compete globally, which affects domestic and international relations. 5H – Development of Economic Systems and Institutions • Economic ideologies and institutions—such as capitalism, socialism, and communism—emerge to address societal needs and influence patterns of growth and inequality. 5I – Calls for Change in Industrial Societies • Industrialization generates social and political pressures for reform, including labor movements, suffrage campaigns, and challenges to traditional hierarchies. 5J – Industrialization and Social Change • Industrialization reshapes class structures, family roles, urban life, and standards of living, creating both opportunities and social tensions. 5K – Extent of Change from Industrialization • While industrialization brings significant economic, social, and technological change, continuity persists in political structures, cultural practices, and social hierarchies.
Vocabulary: **Chapter 7** American Revolution Declaration of the Rights of Man and Citizen French Revolution Robespierre	

Napoleon Bonaparte
Haitian Revolution
Latin American revolutions
Hidalgo-Morelos rebellion
Tupac Amaru
Great Jamaica Revolt
abolitionist movement
nationalism
Vindication of the Rights of Woman
Elizabeth Cady Stanton
maternal feminism

Chapter 8
steam engine
British textile industry
middle-class society
ideology of domesticity
lower middle class
laboring classes
Karl Marx
Labour Party
socialism in the United States
Progressives
Russian Revolution of 1905
caudillos
Latin American export boom
Mexican Revolution
dependent development

Students will be able to:

5A – Intellectual and Ideological Context of Revolutions

- Analyze how Enlightenment ideas and philosophical debates influenced revolutionary movements across the Atlantic world from 1750 to 1900.

5B – Impact of the Enlightenment

- Evaluate the ways Enlightenment thought shaped political, social, and legal institutions over time.

5C – Causes and Effects of Revolutions

- Identify the social, economic, and political causes of revolutions and assess their short- and long-term effects.

5D – Environmental Factors and Industrialization

- Assess how geographic resources, climate, and access to raw materials contributed to industrialization between 1750 and 1900.

5E – Modes and Locations of Production

- Compare changes in production methods and the geographic locations of manufacturing across different regions and time periods.

5F – Technology and Economic Production

- Analyze how innovations in technology transformed economic production, labor systems, and trade networks.

5G – Economic Strategies of States and Empires

- Evaluate how states and empires used economic policies to gain wealth, maintain power, and compete globally.

5H – Development of Economic Systems and Institutions

- Compare the emergence of economic ideologies and institutions, such as capitalism, socialism, and communism, and their effects on societies.

5I – Calls for Change in Industrial Societies

- Investigate how industrialization prompted social and political movements for reform, including labor and suffrage campaigns.

5J – Industrialization and Social Change

- Assess how industrialization altered class structures, family roles, urban life, and standards of living.

5K – Extent of Change from Industrialization

- Evaluate the degree of societal transformation caused by industrialization while identifying areas of continuity.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*

Revolution and Enlightenment Simulation (5A, 5B, 5C)

- Students role-play leaders, philosophers, and citizens debating reforms and revolutionary ideals.
- Small groups create visual "cause and effect" maps connecting Enlightenment ideas to revolutions globally.

Industrialization Case Studies (5D, 5E, 5F)

- Students examine maps and primary sources to compare industrialization across Europe, the Americas, and Asia.
- Analyze the influence of geography, resources, and technology on production methods.

Economic Strategy & Ideology Debate (5G, 5H)

- Students debate the effectiveness of different economic strategies and systems (capitalism, socialism, communism) in achieving growth and equity.
- Use historical examples from multiple empires and regions, including Asian economies like Japan and India.

Social Change Projects (5I, 5J, 5K)

- Students research movements for labor rights, women's suffrage, or education reform, then present findings using multimedia or infographics.
- Comparative analysis of social hierarchies and living standards before and after industrialization.

Global Connections Gallery Walk

- Stations highlight the impact of revolutions and industrialization across cultures, including marginalized populations.
- Students reflect on continuity and change in social, political, and economic systems.

Asian American & Pacific Islander (AAPI) Inclusion

- Highlight industrialization and reform in Japan (Meiji Restoration) and Southeast Asia.
- Integrate contributions of AAPI inventors, laborers, and thinkers in economic and social change.

LGBTQ+ Inclusion

- Use inclusive language when discussing social hierarchies, gender roles, and family structures.
- Provide optional reflection prompts on how identity and social norms were challenged historically.

Diversity, Equity & Inclusion (DEI)

- Include marginalized perspectives, such as enslaved peoples, Indigenous communities, and women in revolutions and industrial societies.
- Compare effects of industrialization and economic strategies on different social and ethnic groups.
- Encourage critical thinking about systemic inequities and access to power during this period.

People with Disabilities:

- Industrial workers experiencing long-term injuries, amputations, and chronic illness due to unsafe labor conditions
- Soldiers from revolutions and imperial conflicts living with permanent physical disabilities
- Urban poor populations affected by disease, malnutrition, and limited medical care during industrialization

Hispanic Heritage:

- José Martí (Cuba) – writer and nationalist leader advocating independence from Spain
- Emiliano Zapata and Pancho Villa (Mexico) – leaders in the Mexican Revolution
- Latin American populations shaped by post-independence nation-building and inequality

Assessment Evidence
Formative Assessments: Ways of the World Chapter 7 & 8 AP Practice Questions, OER practice questions
Summative Assessments: Chapter 7 & 8 AP Practice Exam
Common Benchmark Assessments: Chapter 7 & 8 AP Practice Exam
Alternative Assessments: Chapter 7 & 8 DBQ questions

Core Instructional & Supplemental Materials
Ways of the World 5e by BFW Publishers
OER Project
AP World Modern: Course & Exam Description

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6: Consequences of Industrialization

Unit Summary: This unit explores how industrialization transformed societies economically, socially, and politically between 1750 and 1900. It examines urbanization, changing labor systems, and shifts in class structures, as well as impacts on daily life for men, women, and children. The unit analyzes the global spread of industrial technologies, competition for resources, and the rise of imperialism. It also investigates responses such as labor movements, social reforms, and the development of ideologies like socialism, communism, and nationalism. Overall, industrialization brought profound change while also highlighting and reinforcing social and economic inequalities.

Learning Standards

College Board:

6A: Explain how ideologies contributed to the development of imperialism from 1750 to 1900.

6B: Compare processes by which state power shifted in various parts of the world from 1750 to 1900.

6C: Explain how and why internal and external factors have influencedtheprocess of state building from 1750 to 1900.

6D: Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.

6E: Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.

6F: Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.

6G: Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.

6H: Explain how and why new patterns of migration affected society from 1750 to 1900.

6I: Explain the relative significanceoftheeffects of imperialism from 1750 to 1900.

NJSLS:

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.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.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.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.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.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 the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, etc

.RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

Climate Change:

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

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

6A – Ideologies and Imperialism • How did political, economic, and social ideologies justify and drive imperial expansion between 1750 and 1900? **6B – Shifts in State Power** • In what ways did state power increase, decline, or transform across different regions during this period? **6C – Internal and External Factors in State Building** • How did internal challenges and external pressures shape the processes of state building between 1750 and 1900? **6D – Environmental Factors in the Global Economy** • How did geography, natural resources, and climate influence the development of global economic networks? **6E – Economic Factors in the Global Economy** • How did trade, industrialization, and access to markets and resources drive global economic integration? **6F – Environmental Factors in Migration** • How did geographic and environmental conditions shape migration patterns during the 19th century? **6G – Economic Factors in Migration**	**6A – Ideologies and Imperialism** • Ideologies, such as nationalism, social Darwinism, and economic theories, motivated and justified imperial expansion, shaping political and social hierarchies globally. **6B – Shifts in State Power** • State power evolved differently across regions due to military, political, and technological developments, as well as internal reforms and external pressures. **6C – Internal and External Factors in State Building** • State formation and consolidation depended on both domestic conditions and interactions with other states, including trade, conflict, and diplomacy. **6D – Environmental Factors in the Global Economy** • Geographic resources, climate, and access to transportation routes influenced the development of global trade networks and industrial economies. **6E – Economic Factors in the Global Economy** • Industrialization, access to markets, and global trade reshaped economic systems and created interdependent economies worldwide. **6F – Environmental Factors in Migration**

• How did industrialization, labor demand, and global markets influence patterns of migration? **6H – Societal Impacts of Migration** • How did new patterns of migration affect social structures, communities, and cultural interactions? **6I – Consequences of Imperialism** • What were the political, economic, social, and cultural effects of imperialism, and which were most significant?	• Geography and environmental conditions affected where people migrated, influencing the distribution of labor and settlement patterns. **6G – Economic Factors in Migration** • Industrialization, labor demands, and economic opportunities drove migration, shaping both sending and receiving societies. **6H – Societal Impacts of Migration** • Migration transformed societies by altering labor systems, demographics, cultural exchanges, and social hierarchies. **6I – Consequences of Imperialism** • Imperialism had widespread political, economic, social, and cultural effects, producing both development and exploitation, with impacts that varied across regions and populations.
Vocabulary: **Chapter 9** Taiping Uprising Opium Wars Commissioner Lin Zexu unequal treaties informal empires self-strengthening Boxer Uprising Chinese revolution of 1911–1912 “the sick man of Europe” Tanzimat	

Young Ottomans
Sultan Abd al-Hamid II
Young Turks
Tokugawa Japan
Meiji Restoration
Russo-Japanese War

Chapter 10
scientific racism
civilizing mission
social Darwinism
scramble for Africa
settler colonies
Indian Rebellion of 1857–1858
Congo Free State
cultivation system
cash-crop production
female circumcision
Africanization of Christianity
Hinduism
Vivekananda
African identity
Edward Blyden
idea of “tribe”

Students will be able to:

6A – Ideologies and Imperialism

- Analyze how political, economic, and social ideologies, including nationalism and social Darwinism, motivated and justified imperial expansion.

6B – Shifts in State Power

- Compare the ways state power increased, declined, or transformed across different regions between 1750 and 1900.

6C – Internal and External Factors in State Building

- Investigate how internal challenges and external pressures influenced the processes of state formation and consolidation.

6D – Environmental Factors in the Global Economy

- Assess how geography, natural resources, and access to trade routes shaped global economic development.

6E – Economic Factors in the Global Economy

- Analyze how industrialization, trade networks, and access to global markets influenced the rise of interconnected economies.

6F – Environmental Factors in Migration

- Examine how geographic and environmental conditions affected migration patterns during the 19th century.

6G – Economic Factors in Migration

- Investigate how labor demands, industrialization, and economic opportunities shaped migration flows and settlement patterns.

6H – Societal Impacts of Migration

- Assess how new migration patterns transformed labor systems, demographics, cultural exchanges, and social hierarchies.

6I – Consequences of Imperialism

- Evaluate the political, economic, social, and cultural impacts of imperialism on colonized and colonizing societies.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*

Ideologies & Imperialism Case Studies (6A, 6I)

- Students analyze primary and secondary sources showing how nationalism, social Darwinism, and economic theories

justified imperial expansion.
- Small groups create visual presentations comparing the effects of imperialism on different regions, including Asian and Pacific Islander societies.

State Power & Building Simulation (6B, 6C)

- Students role-play government leaders managing internal challenges and external pressures to consolidate power.
- Use maps and historical documents to track shifts in state power and independence movements.

Global Economy and Industrialization Analysis (6D, 6E)

- Students create infographics showing how geography, natural resources, and industrialization shaped global trade networks.
- Comparative analysis of economic growth in Europe, Asia, and the Americas using charts and graphs.

Migration Mapping & Impact Study (6F, 6G, 6H)

- Students use maps to trace migration flows and examine push/pull factors, including labor migration and colonial movements.
- Group discussions and reflective journals analyze cultural exchanges, social changes, and demographic impacts.

Debate on Imperialism and Ethics (6I)

- Students debate the positive and negative impacts of imperialism from multiple perspectives, including colonized populations.
- Use historical evidence to support arguments on economic, social, and political consequences.

Asian American & Pacific Islander (AAPI) Inclusion

- Highlight imperialism and migration in Asian and Pacific Island societies, including labor contributions to global economies.
- Include case studies of Japanese, Chinese, and Southeast Asian responses to colonial pressures.

LGBTQ+ Inclusion

- Use inclusive language in discussions of social hierarchies, gender, and migration.
- Encourage reflection on how identity and societal norms were challenged historically, including labor roles and family

structures.

Diversity, Equity & Inclusion (DEI)

- Include marginalized perspectives in all activities, including Indigenous peoples, women, and enslaved or colonized populations.
- Examine inequities in access to resources, labor, and political power under imperialism and industrialization.
- Encourage critical thinking about the social and cultural impacts of global economic and political systems.

People with Disabilities:

- Colonized workers and laborers (mines, plantations, factories) who suffered chronic injury, illness, or permanent disability
- Victims of warfare and imperial conflict, including African resistance wars, the Scramble for Africa, and colonial uprisings
- Urban populations in imperial cities affected by disease, malnutrition, and unsafe working conditions

Hispanic Heritage:

- Latin American nations resisting European economic and political influence after independence (e.g., Mexico, Cuba, Central America)
- Cuban resistance movements under Spanish rule, including early nationalist activism
- Latin American elites and leaders navigating foreign economic control from Britain, France, and the United States
- Indigenous and mestizo populations across Latin America affected by land loss, labor exploitation, and imperial economic systems

Assessment Evidence
Formative Assessments: Ways of the World Chapter 9 & 10 AP Practice Questions, OER practice questions
Summative Assessments: Chapter 9 & 10 AP Practice Exam
Common Benchmark Assessments: Chapter 9 & 10 AP Practice Exam
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Unit 7

Desired Results

Unit 7: Global Conflict c. 1900 to the present

Unit Summary:

The period from c. 1900 to the present in AP World History focuses on global conflicts and their far-reaching impacts. Major events like World War I, World War II, and the Cold War reshaped political boundaries, economies, and international relations. These conflicts were driven by factors such as nationalism, imperialism, ideological differences, and competition for power. The era also saw the rise and fall of empires, decolonization, and the emergence of new nations. Overall, this period highlights how global warfare and tensions influenced modern political systems and global interconnectedness.

Learning Standards

College Board:

7A: Explain how internal and external factors contributed to change in various states after 1900.

7B: Explain the causes and consequences of World War I.

7C: Explain how governments used a variety of methods to conduct war.

7D: Explain how different governments responded to the economic crisis after 1900.

7E: Explain the continuities and changes in territorial holdings from 1900 to the present.

7F: Explain the causes and consequences of World War II.

7G: Explain similarities and differences in how governments used a variety of methods to conduct war.

7H: Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.

7I: Explain the relative significanceofthecausesof globalconflictintheperiod 1900 to the present.

NJSLS:

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th

century massacres in China.
6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.
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.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.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.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
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.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.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.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
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.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.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.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.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.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
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.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.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
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D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Holocaust:

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

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, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

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Learning Targets	
Unit Essential Questions: **7A:** How did internal and external factors shape the development and transformation of states after 1900? **7B:** What were the main causes of World War I, and how did its outcomes reshape the global order? **7C:** How and why did governments use different methods to mobilize resources and people during wartime? **7D:** How did governments respond differently to economic crises, and what were the impacts of those responses? **7E:** How and why did territorial boundaries and control change from 1900 to the present? **7F:** What were the primary causes of World War II, and how did its consequences affect the modern world?	**Unit Enduring Understandings:** **7A**: Internal factors like political instability and social unrest, along with external pressures such as war and foreign influence, drove significant changes in states after 1900. These forces often led to revolutions, reforms, or the collapse of existing governments. **7B:** World War I was caused by militarism, alliances, imperialism, and nationalism, and its consequences included massive loss of life, the fall of empires, and the redrawing of national borders, which set the stage for future conflicts. **7C:** Governments used methods such as propaganda, total war mobilization, conscription, and technological advancements to sustain large-scale warfare and maintain public support. **7D:** In response to economic crises like the Great Depression, governments adopted various strategies including New

7G: In what ways did governments' wartime strategies differ, and what factors influenced those differences? **7H:** What causes led to mass atrocities in the 20th and 21st centuries, and what have been their lasting effects? **7I:** Which causes of global conflict since 1900 have been most significant, and how do they compare in their impact?	Deal-style reforms, increased state intervention, or authoritarian control to stabilize their economies. **7E:** Territorial holdings shifted significantly after 1900 due to wars, decolonization, and nationalist movements, although some powerful nations maintained influence through indirect control and alliances. **7F:** World War II was caused by unresolved issues from World War I, economic instability, and the rise of totalitarian regimes; its consequences included widespread destruction, the Holocaust, and the emergence of the U.S. and USSR as superpowers. **7G**: Governments used similar wartime strategies like propaganda and mobilization, but differed in their use of ideology, levels of control over citizens, and treatment of occupied territories. **7H:** Mass atrocities were caused by factors such as extreme nationalism, racism, and political ideology, leading to consequences like genocide, displacement, and long-term global efforts to promote human rights. **7I**: The causes of global conflict since 1900 include political rivalries, economic tensions, and ideological differences, with their significance varying by context but often interconnected in leading to large-scale wars.
Vocabulary: **Chapter 11** World War I total war Treaty of Versailles	

Russian Revolution
Lenin
Stalin
collectivization of agriculture
Great Depression
fascism
Mussolini
Nazi Party
Hitler
Revolutionary Right (Japan)
World War II in Asia
World War II in Europe
Holocaust
communism in Eastern Europe
Ho Chi Minh
Chinese Revolution of 1949
Mao Zedong
Guomindang

Students will be able to:

7A: Analyze how internal dynamics and external pressures influenced political, social, and economic transformations in states after 1900.

7B: Evaluate the underlying causes of World War I and assess its short- and long-term global consequences.

7C: Examine the strategies governments employed to mobilize resources, populations, and technology for warfare.

7D: Assess the effectiveness of different governmental responses to economic crises after 1900.

7E: Trace and interpret patterns of continuity and change in territorial control from 1900 to the present.

7F: Investigate the key factors that led to World War II and analyze its global impacts.

7G: Compare and contrast the methods governments used to wage war and consider the factors that shaped these approaches.

7H: Analyze the causes of mass atrocities and evaluate their consequences on societies and global systems.

7I: Assess and prioritize the most significant causes of global conflicts from 1900 to the present, supporting conclusions with evidence.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

Asian American & Pacific Islander (AAPI) Inclusion

- Incorporate case studies from East and Southeast Asia (e.g., Japan's imperial expansion, China's internal conflicts, Pacific Islands in WWII).
- Highlight AAPI perspectives in global conflicts, including migration, colonization, and wartime experiences (e.g., Japanese American internment).
- Include primary sources from Asian leaders and communities to broaden perspectives beyond Eurocentric narratives.

LGBTQ+ Inclusion

- Use inclusive language when discussing gender roles, nationalism, and wartime societies.
- Acknowledge how wars and authoritarian regimes impacted individuals who did not conform to societal norms.
- Provide optional reflection prompts on how identity and belonging are shaped during times of conflict and crisis.

People with Disabilities:

- World War I and World War II veterans who experienced long-term physical disabilities (amputations, blindness, PTSD)
- Civilians injured during bombings, genocide, and mass violence
- Holocaust survivors and victims of Nazi persecution, including those with physical and cognitive disabilities targeted under Nazi eugenics policies

Hispanic Heritage:

- Mexican participation in global economic and political systems during the early 20th century
- Latin American nations navigating neutrality, alliance pressure, and economic ties during World War I and II
- Spanish Civil War context (Spain is Hispanic/Spanish-speaking and deeply tied to broader ideological conflict in Europe)

- Latin American soldiers, workers, and civilians affected by global war economies and migration patterns.

Unit 7 Stage 2 Assessment Evidence
Formative Assessments: Ways of the World Chapter 11 AP Practice Questions, OER practice questions
Summative Assessments: Chapter 11 AP Practice Exam
Common Benchmark Assessments: Chapter 11 AP Practice Exam
Alternative Assessments: Chapter 11 DBQ questions

Core Instructional & Supplemental Materials
Ways of the World 5e by BFW Publishers
OER Project
AP World Modern: Course & Exam Description

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8: Cold War and Decolonization c. 1900 to the present

Unit Summary: Unit 8 examines the global tensions of the Cold War and the widespread process of decolonization from 1900 to the present. It explores how ideological conflict between capitalism and communism shaped international relations, proxy wars, and political alliances. At the same time, colonized regions in Africa, Asia, and the Middle East sought independence, leading to the formation of new nations with varying political and economic systems. The unit also analyzes how these newly independent states navigated challenges such as political instability, economic development, and global influence. Overall, the period highlights the struggle for power, identity, and self-determination in a rapidly changing world.

Learning Standards

College Board:

8A: Explain the historical context of the Cold War after 1945.

8B: Explain the causes and effectsoftheideological struggle of the Cold War.

8C: Compare the ways in which the United States and the Soviet Union sought to maintaininfluenceoverthe course of the Cold War.

8D: Explain the causes and consequences of China's adoption of communism.

8E: Explainthecausesandeffects of movements to redistribute economic resources.

8F: Compare the processes by which various peoples pursued independence after 1900.

8G: Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.

8H: Explain the economic changes and continuities resulting from the processofdecolonization.

8I: Explain various reactions to existing power structures in the period after 1900.

8J: Explain the causes of the end of the Cold War.

8K: Explain the extent to which theeffectsoftheColdWar were similar in the Eastern and Western Hemispheres.

NJSLS Standards:

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.a: 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.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.HistoryCC.5.c: 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.d: 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.e: 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.HistoryCC.5.f: 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.g: 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.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, etc

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opportunity to integrate climate change education.

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D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

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

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

Holocaust & Amistad:

6.2.12.HistoryCC.5.f: 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.

Learning Targets	
Unit Essential Questions: **8A – Historical Context of the Cold War** ● What global conditions after World War II led to the emergence of the Cold War? **8B – Ideological Struggle of the Cold War**	**Unit Enduring Understandings:** **8A – Historical Context of the Cold War** ● The Cold War emerged from the political, economic, and ideological tensions following World War II, reshaping global power structures. **8B – Ideological Struggle of the Cold War**

• How did competing ideologies shape conflicts and relationships during the Cold War? **8C – U.S. and Soviet Influence** • In what ways did the United States and the Soviet Union attempt to expand and maintain global influence? **8D – China and Communism** • What factors led to the rise of communism in China, and how did it reshape the country and region? **8E – Redistribution of Economic Resources** • Why did movements emerge to redistribute wealth and resources, and what impacts did they have on societies? **8F – Paths to Independence** • How did different regions pursue independence, and why did these processes vary across the world? **8G – Political Changes and Their Effects** • How did political changes after 1900 reshape borders, populations, and national identities? **8H – Economic Effects of Decolonization** • How did newly independent nations navigate economic challenges and opportunities after decolonization?	• Competition between capitalism and communism influenced global conflicts, alliances, and policies throughout the Cold War era. **8C – U.S. and Soviet Influence** • Superpowers used political, military, economic, and cultural strategies to expand and maintain influence on a global scale. **8D – China and Communism** • The adoption of communism in China resulted from internal instability and external pressures, significantly altering regional and global dynamics. **8E – Redistribution of Economic Resources** • Movements to redistribute wealth emerged in response to inequality and led to significant political, social, and economic changes. **8F – Paths to Independence** • Decolonization occurred through diverse processes shaped by local conditions, global pressures, and leadership strategies. **8G – Political Changes and Their Effects** • Political transformations after 1900 reshaped national boundaries, population distributions, and the development of national identities. **8H – Economic Effects of Decolonization**

8I – Reactions to Power Structures • How did individuals and groups challenge or respond to existing political and social systems? **8J – End of the Cold War** • What factors contributed to the decline and eventual end of the Cold War? **8K – Global Effects of the Cold War** • To what extent were the impacts of the Cold War similar or different across regions of the world?	• Newly independent nations experienced both opportunities and challenges as they worked to develop stable and self-sufficient economies. **8I – Reactions to Power Structures** • Individuals and groups have consistently challenged existing power structures, leading to reform, resistance movements, and social change. **8J – End of the Cold War** • The Cold War ended due to a combination of economic pressures, political reforms, and shifting global dynamics. **8K – Global Effects of the Cold War** • The Cold War had varied impacts across regions, reflecting differences in political systems, economic development, and historical contexts.
Vocabulary: European Economic Community Marshall Plan Mao Zedong Great Leap Forward Cultural Revolution cold war North Atlantic Treaty Organization (NATO) Warsaw Pact Cuban missile crisis decolonization Indian National Congress Mohandas Gandhi	

Muslim League
globalization of democracy
Deng Xiaoping
Mikhail Gorbachev
Belt and Road Initiative
Israeli-Palestinian conflict
Iranian revolution
Syrian civil war

Students will be able to:

8A – Historical Context of the Cold War

- Analyze the political, economic, and ideological conditions that led to the emergence of the Cold War after 1945.

8B – Ideological Struggle of the Cold War

- Evaluate how competing ideologies shaped global conflicts, alliances, and international relations during the Cold War.

8C – U.S. and Soviet Influence

- Compare strategies used by the United States and the Soviet Union to extend and maintain global influence during the Cold War.

8D – China and Communism

- Analyze the causes and consequences of the rise of communism in China and its impact on regional and global dynamics.

8E – Redistribution of Economic Resources

- Assess movements aimed at redistributing economic resources and their effects on political and social structures.

8F – Paths to Independence

- Compare processes of decolonization across different regions and evaluate factors shaping varying paths to independence.

8G – Political Changes and Their Effects

- Analyze how political transformations after 1900 influenced territorial boundaries, demographic shifts, and nationalism.

8H – Economic Effects of Decolonization

- Evaluate economic continuities and changes resulting from decolonization and the emergence of newly independent states.

8I – Reactions to Power Structures

- Analyze various forms of resistance and reform movements in response to established political and social power structures.

8J – End of the Cold War

- Evaluate factors contributing to the decline and conclusion of the Cold War.

8K – Global Effects of the Cold War

- Compare regional variations in the political, economic, and social impacts of the Cold War.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*

Asian American & Pacific Islander (AAPI) Inclusion

- Include case studies on East and Southeast Asia during the Cold War (e.g., Vietnam War, Korean War, China under Mao, and postwar Japan).
- Highlight AAPI perspectives on decolonization, migration, and U.S. foreign policy, including refugee experiences from Vietnam, Laos, and Cambodia.
- Incorporate primary and secondary sources from Asian leaders, scholars, and civilians to broaden global perspectives beyond U.S.-Soviet narratives.

LGBTQ+ Inclusion

- Use inclusive language when analyzing Cold War societies, nationalism, and decolonization movements.
- Acknowledge how Cold War-era governments and postcolonial states often enforced restrictive social norms affecting

LGBTQ+ individuals.
- Provide reflective opportunities for students to consider how identity, belonging, and resistance are shaped under political ideologies and state power.

People with Disabilities:

- Civilian populations affected by Cold War proxy wars (Vietnam War spillover, Latin American civil conflicts, Afghan-Soviet War)

Hispanic Heritage:

- Cuba under Fidel Castro and the Cuban Revolution, a major Cold War flashpoint
- Nicaragua, Chile, and other Latin American states affected by Cold War proxy conflicts and U.S./Soviet influence
- Latin American revolutionary and political leaders responding to dictatorship, inequality, and foreign intervention
- Hispanic/Latino populations in the Americas impacted by migration, political repression, and economic restructuring

Assessment Evidence
Formative Assessments: Ways of the World Chapter 12 AP Practice Questions, OER practice questions
Summative Assessments: Chapter 12 AP Practice Exam
Common Benchmark Assessments: Chapter 12 AP Practice Exam
Alternative Assessments: Chapter 12 DBQ questions

Core Instructional & Supplemental Materials
Ways of the World 5e by BFW Publishers
OER Project
AP World Modern: Course & Exam Description

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 9

Desired Results

Unit 9: Globalization c. 1900 to the present

Unit Summary:

Unit 9 examines globalization from c. 1900 to the present and how it has increased global interconnectedness in economic, political, cultural, and environmental systems. It explores the growth of multinational corporations, international trade, and technological advancements that have shaped communication, production, and exchange. The unit also analyzes both the benefits and challenges of globalization, including economic inequality, cultural exchange and resistance, and environmental impacts. Students investigate how governments, organizations, and individuals respond to global issues such as climate change, migration, and terrorism. Overall, globalization has created a highly interconnected world while also generating new tensions and inequalities.

Learning Standards

College Board:

9A: Explain how the development of new technologies changed the world from 1900 to present.

9B: Explain how environmental factors affected human populations over time.

9C: Explain the causes and effects of environmental changes in the period from 1900 to present.

9D: Explain the continuities and changes in the global economy from 1900 to present.

9E: Explain how social categories, roles, and practices have been maintained and challenged over time.

9F: Explain how and why globalization changed culture over time.

9G: Explain the various responses to increasing globalization from 1900 to present.

9H: Explain how and why globalization changed international interactions among states.

9I: Explain the extent to which science and technology brought change in the period from 1900 to the present.

NJSLS Standards:

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.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.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

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.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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

Learning Targets	
Unit Essential Questions: **9A – Technology and Global Change** • How have technological innovations transformed communication, production, and daily life since 1900? **9B – Environmental Factors and Human Populations** • How have environmental conditions influenced where and how people live over time? **9C – Environmental Change** • What are the causes and consequences of environmental changes in the modern world? **9D – Global Economy** • How has the global economy changed and stayed the same in response to industrialization and globalization? **9E – Social Categories and Change** • How have social hierarchies, identities, and roles been maintained or challenged in a globalized world? **9F – Cultural Globalization** • How has globalization influenced cultural exchange, blending, and resistance? **9G – Responses to Globalization**	**Unit Enduring Understandings:** **9A – Technology and Global Change** • Technological innovation has been a major driver of global transformation, reshaping communication, production, transportation, and daily life. **9B – Environmental Factors and Human Populations** • Environmental conditions and changes influence population distribution, migration patterns, and human adaptation over time. **9C – Environmental Change** • Human activity and natural processes have both contributed to environmental change, producing significant global consequences. **9D – Global Economy** • The global economy has become increasingly interconnected while continuing to reflect inequalities and uneven development. **9E – Social Categories and Change** • Social hierarchies and identities have both persisted and evolved, as groups challenge or reinforce existing systems of inequality. **9F – Cultural Globalization**

• How have individuals, groups, and states responded to the opportunities and challenges of globalization? **9H – Global Interactions Among States** • How has globalization reshaped relationships and interactions between nations? **9I – Science, Technology, and Change** • To what extent have science and technology driven continuity and change in the modern world?	• Globalization has led to increased cultural exchange, hybridization, and resistance, shaping local and global identities. **9G – Responses to Globalization** • Individuals, groups, and states respond to globalization in diverse ways, including cooperation, adaptation, and resistance. **9H – Global Interactions Among States** • Globalization has intensified international interdependence, reshaping diplomacy, trade, and political relationships among states. **9I – Science, Technology, and Change** • Scientific and technological advances have driven both continuity and change, profoundly shaping modern global society.
Vocabulary: **Chapter 13** age of fossil fuels communication revolution economic globalization Asian Tigers Bretton Woods system transnational corporations World Trade Organization (WTO) North American Free Trade Agreement (NAFTA) consumerism export-processing zones (EPZs) service sector	

informal economy
one-child family policy (China)
Women's Department (USSR)
second-wave feminism
feminism in the Global South

Chapter 14
population explosion
Green Revolution
global urbanization
megacities
labor migration
influenza pandemic
HIV/AIDS
cultural globalization
religious fundamentalism
Hindutva
Islamic radicalism
Anthropocene era
Holocene era
climate change
second-wave environmentalism
Paris Climate Agreement

Students will be able to:

9A – Technology and Global Change

- Analyze how technological innovations have transformed communication, transportation, production, and daily life since 1900.

9B – Environmental Factors and Human Populations

- Assess the impact of environmental conditions and changes on human populations, settlement patterns, and migration.

9C – Environmental Change

- Evaluate the causes and consequences of environmental changes in the modern era, including human and natural influences.

9D – Global Economy

- Compare continuities and changes in the global economy, including trade networks, industrial development, and economic inequality.

9E – Social Categories and Change

- Analyze how social categories, identities, and hierarchies have been maintained, adapted, or challenged over time.

9F – Cultural Globalization

- Evaluate the ways globalization has shaped cultural exchange, hybridization, and cultural resistance.

9G – Responses to Globalization

- Investigate how individuals, groups, and states respond to globalization through adaptation, cooperation, and resistance.

9H – Global Interactions Among States

- Analyze how globalization has reshaped political, economic, and diplomatic relationships among states.

9I – Science, Technology, and Change

- Evaluate the extent to which scientific and technological advancements have driven continuity and change in the modern world.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*
Asian American & Pacific Islander (AAPI) Inclusion

- Incorporate case studies of globalization in East and Southeast Asia, including Japan's postwar economic growth, China's integration into global markets, and Pacific Islander experiences with climate change and migration.

- Highlight AAPI contributions to global science, technology, culture, and labor movements in a globalized economy.
- Use primary and secondary sources that center AAPI voices in discussions of migration, economic development, and cultural exchange.

LGBTQ+ Inclusion

- Use inclusive language when examining global social change, identity formation, and cultural globalization.
- Highlight how globalization has expanded visibility, advocacy, and human rights movements for LGBTQ+ communities in different regions.
- Provide opportunities for reflective discussion on how cultural exchange and media globalization influence identity and social norms.
- Ensure historical and contemporary examples include diverse gender and identity perspectives without stereotyping or erasure.

People with Disabilities:

- Global health disparities, where people with disabilities often face unequal access to healthcare, education, and technology

Hispanic Heritage:

- Mass migration from Latin America to the United States and Europe, shaping modern Hispanic/Latino communities globally
- Latin American economies participating in global trade networks (e.g., Mexico, Brazil, Argentina, Chile, Colombia)
- Cultural globalization, including Spanish-language media, music, and cultural influence worldwide (e.g., reggaeton, telenovelas)
- Labor migration and remittances from Hispanic/Latino populations as part of the global economy

Assessment Evidence
Formative Assessments: Ways of the World Chapters 13 & 14 AP Practice Questions, OER practice questions
Summative Assessments: Chapters 13 & 14 AP Practice Exam
Common Benchmark Assessments: Chapters 13 & 14 AP Practice Exams
Alternative Assessments: Chapters 13 & 14 DBQ questions

Core Instructional & Supplemental Materials
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AP World Modern: Course & Exam Description

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Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

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- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 10

Desired Results

Unit 10: The Contemporary World

Unit Summary:

Unit 10 examines the rapidly changing global landscape from 2000 to the present, shaped by accelerated globalization, technological innovation, and increasing political and economic interdependence. It explores how digital communication, social media, and advancements in science and technology have transformed daily life, economies, and global interactions. The unit also analyzes major global challenges such as climate change, terrorism, pandemics, and economic inequality, and how governments and organizations respond to them. Students evaluate the continued rise of multinational corporations and international institutions alongside growing nationalist and populist movements. Overall, the period highlights both the deepening connections and persistent tensions of an increasingly interconnected world.

Learning Standards

NJSLS Standards:

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.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.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

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.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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

- Analyze the causes of climate change, including industrial activity, deforestation, and increased carbon emissions since 2000.
- Evaluate the global environmental, economic, and social consequences of climate change on different regions and populations.
- Assess how rising sea levels, extreme weather events, and resource scarcity have impacted migration patterns and human settlement.
- Investigate the roles of international organizations, governments, and NGOs in addressing climate change through policy and cooperation.
- Compare how developed and developing nations differ in responsibility for and responses to climate change.
- Evaluate the effectiveness of global agreements such as the Paris Climate Accord in reducing environmental harm.
- Analyze how climate change has influenced global inequality, disproportionately affecting vulnerable populations and island nations.
- Assess the relationship between globalization and environmental sustainability in the contemporary world.

Genocide (Modern Global Context)

- Analyze the causes of modern genocides, including ethnic conflict, political instability, and extremist ideologies.
- Evaluate international responses to genocide, including intervention, peacekeeping efforts, and the role of organizations such as the United Nations.
- Assess the long-term social, political, and cultural impacts of genocide on affected populations and regions.
- Investigate how memory, memorialization, and education shape global understanding of genocides in the contemporary world.
- Compare patterns of mass atrocities in different regions and evaluate efforts to prevent future occurrences.

Amistad and Historical Memory / Justice

- Analyze the historical significance of the *Amistad* case in relation to global abolition movements and human rights discourse.
- Evaluate how legal systems have been used to challenge or reinforce systems of enslavement and inequality.
- Assess the role of resistance movements in shaping narratives of freedom, justice, and human rights over time.
- Investigate how historical events such as *Amistad* are remembered, interpreted, and represented in modern cultural and educational contexts.
- Compare historical and contemporary struggles for human rights and legal recognition across different societies.

Learning Targets	
Unit Essential Questions: **Technology, Globalization, and Change** • How have technological innovations shaped communication, culture, and global interaction in the contemporary world? **Global Interconnectedness** • In what ways has globalization increased cooperation, interdependence, and conflict among societies and states? **Inequality and Development** • How has globalization contributed to both economic growth and widening global inequalities? **Environmental Challenges**	**Unit Enduring Understandings:** **Technology and Global Change** • Technological innovation continues to transform communication, economies, culture, and daily life, accelerating global interconnectedness. **Globalization and Interdependence** • Globalization has created deep economic, political, and cultural interdependence among societies while also producing tensions and inequalities. **Economic Systems and Inequality** • The modern global economy generates both opportunity and uneven development, often widening gaps between and within regions. **Environment and Sustainability** • Environmental change, including climate change, is driven by human activity and requires

- How have modern societies responded to environmental challenges such as climate change and resource depletion?

Human Rights and Conflict

- How do genocide, mass atrocities, and human rights violations shape global responses and international law today?

Culture and Identity

- How has globalization influenced cultural identity, resistance, and exchange in different regions of the world?

Power and Global Systems

- How do international organizations, multinational corporations, and nation-states compete and cooperate in a globalized world?

Continuity and Change in the Modern World

- To what extent has the world become more interconnected, and what major continuities still persist?

coordinated global responses across nations and institutions.

Human Rights and Conflict

- Contemporary global history is shaped by ongoing struggles over human rights, including genocide prevention, justice, and international accountability.

Culture and Identity

- Globalization reshapes cultural identities through exchange, adaptation, and resistance, leading to both cultural blending and preservation efforts.

Power and Global Governance

- International organizations, states, and non-state actors interact in complex ways to address global challenges and maintain influence.

Continuity and Change in the Modern World

- Despite rapid change, enduring inequalities, conflicts, and power imbalances continue to shape the contemporary global system.

Vocabulary:

Globalization Vocabulary

- Globalization
- Interdependence
- Multinational corporation (MNC)

- Global supply chain
- Outsourcing
- Free trade
- Protectionism
- World Trade Organization (WTO)
- International Monetary Fund (IMF)
- World Bank

Technology & Communication

- Digital revolution
- Internet
- Social media
- Artificial intelligence (AI)
- Automation
- Information technology (IT)
- Cybersecurity
- Digital divide

Economics & Development

- Neoliberalism
- Capitalism
- Economic liberalization
- Industrialization (late/post-industrial)
- Economic inequality
- Developed vs. developing nations
- Urbanization
- Service economy

Environment & Climate

- Climate change
- Global warming
- Greenhouse gases

- Carbon footprint
- Sustainability
- Renewable energy
- Deforestation
- Environmental degradation

Politics & Conflict

- Terrorism
- War on terror
- Genocide
- Ethnic conflict
- Refugee crisis
- Human rights
- United Nations (UN)
- Non-governmental organization (NGO)

Culture & Society

- Cultural diffusion
- Cultural hybridization
- Cultural imperialism
- Migration
- Diaspora
- Identity politics
- Social media activism
- Global culture

Students will be able to:

Globalization & Interconnectedness

- Analyze how globalization has increased economic, political, and cultural interdependence among regions since 2000.

- Evaluate the role of multinational corporations, trade networks, and international organizations in shaping the modern global economy.

Technology & Communication

- Assess how digital technologies, including the internet and social media, have transformed communication, politics, and culture.
- Investigate the impact of technological innovation on work, education, and daily life in a globalized society.

Economics & Inequality

- Compare patterns of global economic growth and inequality between developed and developing regions.
- Analyze how globalization has created both opportunities for development and widening economic disparities.

Environment & Climate Change

- Evaluate the causes and consequences of environmental change, including climate change, on human societies and ecosystems.
- Investigate global responses to environmental challenges through international agreements and policy initiatives.

Human Rights, Conflict, & Society

- Analyze contemporary human rights issues, including genocide, terrorism, migration, and refugee crises.
- Assess how individuals and groups respond to political, social, and economic inequalities in the modern world.

Culture & Identity

- Evaluate how globalization has influenced cultural exchange, hybridization, and resistance movements.
- Analyze how identities are shaped and reshaped through global communication and migration.

Global Power & Governance

- Compare the roles of nation-states, international organizations, and non-state actors in addressing global issues.
- Assess how global power structures continue to evolve in response to modern challenges.

Continuity & Change in the Modern World

- Evaluate the extent to which globalization has transformed world systems while maintaining persistent inequalities and conflicts.

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*

Asian American & Pacific Islander (AAPI) Inclusion

- Incorporate case studies highlighting AAPI contributions to globalization, including technology industries, global trade networks, and cultural exchange through media and entertainment.
- Analyze contemporary migration patterns from Asia and the Pacific Islands, including labor migration, climate displacement, and diaspora communities.
- Use sources that highlight AAPI voices in climate activism, political movements, and international economics.

LGBTQ+ Inclusion

- Use inclusive language when analyzing globalization's impact on identity, culture, and human rights.
- Highlight the role of global communication and social media in advancing LGBTQ+ rights movements across different regions.
- Include case studies of how globalization has influenced both progress and resistance regarding LGBTQ+ rights in various societies.
- Provide reflective opportunities for students to analyze how identity and belonging are shaped in a globalized world.

Hispanic Heritage Inclusion

- Highlight Latin American and Caribbean perspectives on globalization, including trade agreements, migration to the U.S., and cultural diffusion.
- Examine the impact of globalization on Hispanic communities, including labor contributions, diaspora identity, and remittances.
- Incorporate case studies on issues such as NAFTA/USMCA, migration patterns, and environmental justice in Latin America.
- Include voices and sources from Hispanic leaders, activists, and scholars in discussions of global inequality and cultural change.

Diversity, Equity & Inclusion (DEI) Focus

- The center underrepresented voices in discussions of globalization, climate change, migration, and economic inequality.
- Encourage critical analysis of how global systems impact different regions and social groups unevenly.
- Promote culturally responsive learning that connects student identity to global trends and contemporary issues.
- Foster discussion on equity, access to resources, and global responsibility in addressing modern challenges.

People with Disabilities:

- **Global human rights movements**, including advocacy for disability rights and accessibility laws in many countries

Assessment Evidence
Formative Assessments: Globalization Impact Analysis Short Response Climate Change and Global Response Case Study Reflection Modern World Interconnections Concept Map Activity
Summative Assessments: Globalization in the Modern World Multimedia Research Project
Common Benchmark Assessments: The Contemporary World Unit Exam
Alternative Assessments: The Contemporary World DBQ questions

Core Instructional & Supplemental Materials
Ways of the World 5e by BFW Publishers
OER Project

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis.

In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning