

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

Advanced Placement World History - Modern Description:

AP World History: Modern is designed to be the equivalent of an introductory college or university survey course. Students will investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course is structured around six themes for students to explore historical developments over time and places: humans and environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technological innovation.

AP World History - Modern Units:

- Unit 0: Foundations: Recap of World History Prior to 1200
- Unit 1: The Global Tapestry (c. 1200-c. 1450)
- Unit 2: Networks of Exchange (c. 1200-c. 1450)
- Unit 3: Land-Based Empires (c. 1450-c. 1750)
- Unit 4: Transoceanic Interconnections (c. 1450-c. 1750)
- Unit 5: Revolutions (c. 1750-c. 1900)
- Unit 6: Consequences of Industrializations (c. 1750-c. 1900)
- Unit 7: Global Conflict (c. 1900 to present)
- Unit 8: Cold War and Decolonization (c. 1900 to present)
- Unit 9: Globalization (c. 1900 to present)

Subject: AP World History Modern	Grade: 11	Suggested Timeline: 2-3 Weeks
Unit Title: Unit 0: Foundations- Recap of world history before 1200		
Unit Overview/Essential Understanding: This foundational unit serves as a brief review of historical events before 1200 CE. Students will study such topics as: the movement of man out of Africa, the significance of the Neolithic Revolution, the development of core world religions, and the beginning of inter-regional trade routes. Activities and discussions focus on the earliest River Valley Civilizations and Classical Civilizations that serve as the foundation for the larger empires covered in later units. Students will explore these topics through reading primary and secondary sources, whole group discussions, and teacher-created activities.		
Essential Questions: <ul style="list-style-type: none"> • What is a civilization and how is it defined? • What is the significance of the Neolithic Revolution to mankind? 		
Unit Objectives: Students will be able to: <ul style="list-style-type: none"> • Define what is a “civilization.” • Explain who is “civilized” and how does the definition of “civilized” depend upon unique cultural factors that developed in different regions. • Explain the causes and consequences of new ways of living following the Neolithic revolution. • Explain the ways social, political, and cultural institutions increase in complexity with the movement from village life to city-states to empires. • Explain the interaction between settled and nomadic peoples. • Explain the consequences of regional trade networks. 		
<ul style="list-style-type: none"> • Focus Standards Addressed in this Unit: • 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying the context of events • 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships 		

- 8.1.12. C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
- 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.12. B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history
- 8.4.12. C - Evaluate how continuity and change have impacted the world today • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
- 8.4.12.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania
- CC.8.5.11-12.A - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- CC.8.6.11-12.A - Write arguments focused on discipline-specific content
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases
- CC.8.5.11-12.E - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole
- CC.8.5.11-12.F - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- CC.8.5.11-12.G - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CC.8.5.11-12.H - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
- CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Important Standards Addressed in this Unit:

- CC.8.6.11-12.F - 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
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
- CC.8.6.11-12.H - Draw evidence from informational texts to support analysis, reflection, and research
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Misconceptions:

- Students frequently fail to see commonalities between members of their own culture and members of unfamiliar cultures.
- Students are unfamiliar with the origins of present-day countries and cultures.
- Students have difficulty making connections between current events and the distant past.

Concepts/Content:

- Big Geography
 - Out of Africa migration
 - Paleolithic Era
 - Early stone tools and uses of fire
- Neolithic Revolution
 - Emergence of agriculture independently in Mesopotamia, Egypt, India, China and the Americas

Competencies/Skills

- 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

Description of Activities:

- Simulation: Paleolithic vs. Neolithic societies
- Chalk Talk- "What makes a civilization?"
- POSERS inquiry
- Worst Mistake Debate
- Introduction of primary and secondary source analysis



<ul style="list-style-type: none">- Pastoralism and new technologies- Traits of early civilizations included new social hierarchies, specialization of labor, religion, and legal systems● Development of Hinduism, Buddhism, Confucianism, Daoism, Judaism, Zoroastrianism, and Christianity● Major trade routes included Silk Roads, Indian Ocean, Trans-Saharan and Mediterranean route		
Assessments: <ul style="list-style-type: none">● Formative Assessment: Autopsy of an empire project, reading quizzes, discussion, teacher observation● Summative Assessment: Writing assessments- Short Answer Question (SAQ), unit exam		
Interdisciplinary Connections: <ul style="list-style-type: none">● This unit can be connected to AP Environmental Science, General Science, and 11th grade English.	Additional Resources: <ul style="list-style-type: none">● District approved textbook● Materials from College Board's AP Classroom● District approved materials● Library research materials● Teacher created materials	

Subject: AP World History Modern	Grade: 11	Suggested Timeline: 2-3 weeks
Unit Title: Unit 1: The Global Tapestry (c. 1200 to c. 1450)		
<p>Unit Overview/Essential Understanding: This unit covers the world's various societies and cultures that make up a 'global tapestry' following the classical era. Students will study the development of new governments and technology while analyzing the changes that occurred to existing institutions. This period sees the growth of old structures and the introduction of new societies around the world. Students will explore these topics through reading primary and secondary sources, whole group discussions, and teacher-created activities.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the 5 major world religions develop over time? • What is the political, cultural, and economic significance of Dar al-Islam? • How did states in the Eurasia, the Americas and Africa develop and change over time? 		
<p>Unit Objectives:</p> <ul style="list-style-type: none"> • Explain the systems of government employed by Chinese dynasties and how they developed over time. • Explain the effects of Chinese cultural traditions on East Asia over time • Explain the effects of innovation on the Chinese economy over time. • Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450. • Explain the causes and effects of the rise of Islamic states over time. • Explain the effects of intellectual innovation in Dar al-Islam. • Explain how the various belief systems and practices of South and Southeast Asia affected society over time. • Explain how and why various states of South and Southeast Asia developed and maintained power over time. • Explain how and why states in the Americas developed and changed over time. • Explain how and why states in Africa developed and changed over time. • Explain how the beliefs and practices of the predominant religions in Europe affected European society. • Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450. • Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450. • Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450. 		

Focus Standards Addressed in this Unit:

- 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying context of events
- 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.12. C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
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Important Standards Addressed in this Unit:

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Concepts/Content:

- Developments in East Asia:
-Song Dynasty

Competencies/Skills:

- Identify and describe a historical concept, development, or process

Description of Activities:

- H.I.P.P. analysis of primary and secondary source documents
- DBQ writing workshop

<ul style="list-style-type: none"> -Confucianism and Buddhism -Champa rise and Grand Canal ● Developments in Dar al-Islam <ul style="list-style-type: none"> -Spread into Africa and Asia -Advances in math, medicine, and literature ● Developments in South and Southeast Asia <ul style="list-style-type: none"> - Hinduism, Buddhism, Islam ● State Building in the Americas <ul style="list-style-type: none"> - Maya city-states -Inca -Chaco -Cahokia ● State-building in Africa <ul style="list-style-type: none"> -Great Zimbabwe -Ethiopia ● Developments in Europe <ul style="list-style-type: none"> -Christianity, Judaism, and Islam -Monarchies, feudalism, manorial system -Agricultural society-use of serfs 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Harkness discussions ● Teacher created lessons
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative: Teacher observations, in-class discussions, quizzes, SAQs 		

- Summative: Unit exam, teacher-created project, writing assessment: DBQ (Document Based Questions) or LEQ (Long Essay Question)

Interdisciplinary Connections:

- This unit can be connected to AP Environmental Science, General Science, and 11th grade English.

Additional Resources:

- District approved textbook
- Materials from College Board's AP Classroom
- District approved materials
- Library research materials
- Teacher created materials

Subject: AP World History Modern	Grade: 11	Suggested Timeline: 2-3 Weeks
Unit Title: Unit 2: Networks of Exchange (c. 1200 to c. 1450)		
<p>Unit Overview/Essential Understanding: New networks of exchange emerged in Afro-Eurasia between 1200 and 1450. Trade routes in the Indian Ocean, trans-Saharan desert, and Silk Roads provided an immense cultural, technological, and religious diffusion that produced long-lasting consequences. Students will explore these topics through reading primary and secondary sources, whole group discussions, and teacher-created activities.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the economic, political, and cultural effects of the various networks of exchange after 1200? • How did the growth and expansion of the Mongol Empire affect Afro-Eurasia during this time period? 		
<p>Unit Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Explain the causes and effects of the growth of networks of exchange after 1200. • Explain the process of state-building and decline in Eurasia over time. • Explain how the expansion of empires influenced trade and communication over time. • Explain the significance of the Mongol Empire in larger patterns of continuity and change. • Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450. • Explain the causes and effects of the growth of the trans-Saharan trade. • Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450. • Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450. • Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450. 		
<p>Focus Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying context of events • 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships • 8.1.12. C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research 		

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- CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Important Standards Addressed in this Unit:

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Concepts/Content:

- The Silk Roads
 - Bills of exchange, banking houses, use of paper money
 - Luxury goods like textiles and porcelain
- Mongol Empire
 - Mongol khanates replace empires

Competencies/Skills:

- Identify and describe a historical concept, development, or process
- Identify patterns among or connections between historical developments and processes
- Explain a historical concept, development, or process

Description of Activities:

- Trade Routes QR code scavenger hunt
- Trial of Genghis Khan
- DBQ practice
- LEQ workshop
- H.I.P.P. analysis of primary and secondary source documents
- Harkness discussions
- Teacher created lessons



<ul style="list-style-type: none"> -Pax Mongolia facilitates trade and technological innovation ● Exchange in the Indian Ocean <ul style="list-style-type: none"> -Diasporic communities -Technological and cultural transfers ● Trans-Saharan Trade Routes <ul style="list-style-type: none"> -Camel saddle and caravans aid trade; salt and gold -Expansion of empires in West Africa, like Mali ● Diffusion of culture and (Hinduism, Buddhism, Islam) and technology (gunpowder and paper from China) ● Diffusion of crops (rice, bananas) and pathogens (bubonic plague) 	<ul style="list-style-type: none"> ● Identify a source's point of view, purpose, historical situation, and/or audience ● Support an argument using specific and relevant evidence 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative: Teacher observations, in-class discussions, quizzes, SAQs ● Summative: Unit exam, teacher-created project, writing assessment: DBQ (Document Based Questions) or LEQ (Long Essay Question) 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● This unit can be connected to AP Environmental Science, General Science, and 11th grade English. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> ● District approved textbook ● Materials from College Board's AP Classroom ● District approved materials ● Library research materials ● Teacher created materials 	

Subject: AP World History Modern	Grade: 11	Suggested Timeline: 2-3 weeks
Unit Title: Unit 3: Land-Based Empires (c. 1450-1750)		
<p>Unit Overview/Essential Understanding: From 1450 to 1750, new land-based empires developed and expanded while empires in older civilization areas gained new strength from new technologies in weaponry. Basing their new power on "gunpowder," they still suffered from the old issues that had plagued land-based empires for centuries: defense of borders, communication within the empire, and maintenance of an army adequate to defend the large territory. By the end of the era, many were less powerful than the new sea-based kingdoms of Europe. Students will explore these topics through reading primary and secondary sources, whole group discussions, and teacher-created activities.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why did land-based empires develop and expand from 1450 to 1750? 		
<p>Unit Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Explain how and why various land-based empires developed and expanded from 1450 to 1750. • Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750. • Explain continuity and change within the various belief systems during the period from 1450 to 1750. • Compare the methods by which various empires increased their influence from 1450 to 1750. 		
<p>Focus Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying context of events • 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships • 8.1.12. C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research • 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history 		

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Concepts/Content:

- Empires Expand
 - Imperial expansion relied on gunpowder weapons, cannons, and armed trade
 - Manchu, Mughals, Ottomans, Safavids, Russia, and Songhai

Competencies/Skills:

- Explain a historical concept, development, or process
- Identify and describe a historical context for a specific historical development or process

Description of Activities:

- Autopsy of a Gunpowder Empire project
- SAQ, DBQ, and LEQ writing practice
- H.I.P.P. analysis of primary and secondary source documents
- Harkness discussions
- Teacher created activities

<ul style="list-style-type: none"> -Political and religious disputes led to rivalries and content ● Empires: Administration <ul style="list-style-type: none"> -Bureaucratic elites and/or military professionals emerge (devshirme, samurai) -Religious ideas (Mexica human sacrifice, European divine right) -Art and monumental architecture -Tax collection systems (Ottoman farming tax, Ming tax in currency) ● Empires: Belief Systems <ul style="list-style-type: none"> -Protestant Reformation -Political rivalries between the Ottoman and Safavid empires (Sunni v. Shia Islam divide) -Sikhism develops in South Asia 	<ul style="list-style-type: none"> ● Explain the point of view, purpose, historical situation, and/or audience of a source ● Support an argument using specific and relevant evidence 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative: Teacher observations, in-class discussions, quizzes, SAQs ● Summative: Unit exam, teacher-created project, writing assessment: DBQ (Document Based Questions) or LEQ (Long Essay Question) 		



Interdisciplinary Connections:

- This unit can be connected to AP Environmental Science, General Science, and 11th grade English.

Additional Resources:

- District approved textbook
- Materials from College Board's AP Classroom
- District approved materials
- Library research materials
- Teacher created materials

Subject: AP World History Modern

Grade: 11

Suggested Timeline: 5–6 Weeks

Unit Title: Unit 4- Transoceanic Interconnections (c. 1450 to c. 1750)

Unit Overview/Essential Understanding:

The expansion of maritime exploration from 1450 to 1750 and the trans-Atlantic trade created profound global effects. One of the most essential features of this time period is the integration of both hemispheres into the world's first truly global network of trade. New technologies and methods of financing enabled trans-Atlantic trade and altered previous patterns of exchange. The subsequent new encounters spread culture, religion, new foods, and disease across the globe. Demographic changes were volatile, with some areas experiencing drastic changes because of the introduction of new foods, while other regions, such as the Americas, were devastated by the introduction of new diseases. Students will explore these topics through reading primary and secondary sources, whole group discussions, and teacher-created activities.

Essential Questions:

- What were the economic causes and effects of maritime exploration?
- How did the Columbian exchange effect the Eastern and Western Hemispheres?

Unit Objectives:

Students will be able to:

- Explain how cross-cultural interaction resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.
- Describe the role of states in the expansion of maritime exploration from 1450 to 1750.
- Explain the economic causes and effects of maritime exploration by the various European states.
- Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.
- Explain the process of state building and expansion among various empires and states from 1450 to 1750.
- Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.
- Explain changes and continuities in systems of slavery from 1450 to 1750.
- Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.
- Explain changes and continuities in networks of exchange from 1450 to 1750.
- Explain how political, economic, and cultural factors affected society from 1450 to 1750.

- Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.
- Explain the effects of development of state power from 1450 to 1750.
- Explain how social categories, roles and practices have been maintained or have changed over time.
- Explain how economic developments from 1450 to 1750 affected social structures over time.

Focus Standards Addressed in this Unit:

- 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying context of events
- 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.12. C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
- 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.12. B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history
- 8.4.12. C - Evaluate how continuity and change have impacted the world today • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
- 8.4.12.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania
- CC.8.5.11-12.A - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- CC.8.6.11-12.A - Write arguments focused on discipline-specific content
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases
- CC.8.5.11-12.E - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole
- CC.8.5.11-12.F - Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
- CC.8.5.11-12.G - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CC.8.5.11-12.H - Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information
- CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Important Standards Addressed in this Unit:

- CC.8.6.11-12.F - 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
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
- CC.8.6.11-12.H - Draw evidence from informational texts to support analysis, reflection, and research
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CC.8.6.11-12.D - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Misconceptions:

- Students frequently fail to see commonalities between members of their own culture and members of unfamiliar cultures.
- Students are unfamiliar with origins of present-day countries and cultures.
- Students have difficulty making connections between current events and the distant past.

Concepts/Content:

- Technological Innovations
 - Ship designs: caravel, carrack, fluyt
 - Cross-cultural technology: lateen sail, compass, astronomical charts
- State supported and funded exploration
- Columbian Exchange
 - Exchange of plants, animals, diseases between the Americas and the Old World.
- Maritime Empires Established
 - European states develop maritime empires
 - African states like Asante engage in trade
 - New labor systems used; mit'a, slavery, encomienda, indentured servitude
 - Resistance from slaves and the indigenous population in the Americas
- Changing Social Hierarchies

Competencies/Skills:

- Explain how a historical development or process relates to another historical development or process
- Identify the evidence used in a source to support an argument
- Identify a source's point of view purpose, historical situation, and/or audience
- Identify and describe a claim and/or argument in a text-based or non-text-based source
- Explain how a specific historical development or process is situated within a broader historical context
- Explain how claims or evidence support, modify, or refute a source's argument
- Use historical reasoning to explain relationships among pieces of historical evidence

Description of Activities:

- Explorer Speed Dating
- Unit 4 Quilt Review
- SAQ, DBQ, and LEQ writing practice
- H.I.P.P. analysis of primary and secondary source documents
- Harkness discussions
- Teacher created activities



<p>-Elites began to confront strong monarchies</p>		
<p>Assessments:</p> <ul style="list-style-type: none">• Formative: Teacher observations, in-class discussions, quizzes, SAQs• Summative: Unit exam, teacher-created project, writing assessment: DBQ (Document Based Questions) or LEQ (Long Essay Question)		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• This unit can be connected to AP Environmental Science, General Science, 11th grade English, and library resource skills.	<p>Additional Resources:</p> <ul style="list-style-type: none">• District approved textbook• Materials from College Board's AP Classroom• District approved materials• Library research materials• Teacher created materials	

Subject: AP World History: Modern

Grade: 11

Suggested Timeline: 3-4 weeks

Unit Title: Unit 5: Revolutions (c. 1750-c. 1900)

Unit Overview/Essential Understanding:

Like the Neolithic Revolution that occurred 10,000 years before it, the Industrial Revolution dramatically transformed the way humans lived their lives to the degree that is hard to exaggerate. It is not difficult to define industrialization; it is merely using machines to make human labor more efficient and produce things much faster. However, as simple as this sounds, it brought about such sweeping changes that it virtually transformed the world, even areas in which industrialization did not occur. Also, in the late eighteenth century, many people changed their minds about what made authority legitimate. Rather than basing political authority on divine right, some advocated new ideas about how the right to rule was bestowed. Many Enlightenment thinkers wanted broader participation in government and leaders who were more responsive to their people. This led to rebellions and independence movements against existing governments and the formation of new nations around the world. Students will explore these topics through reading primary and secondary sources, whole group discussions, and teacher-created activities.

Essential Questions:

- What are the causes and effects of the Industrial Revolution?
- Why did revolutions occur throughout the Atlantic world from 1750 to 1900?

Unit Objectives:

Students will be able to:

- Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.
- Explain how the Enlightenment affected societies over time.
- Explain causes and effects of the various revolutions in the period.
- Explain how environmental factors contributed to industrialization from 1750 to 1900.
- Explain how different modes and locations of production have developed and changed over time.
- Explain how technology shaped economic production.
- Explain the causes and effects of economic strategies of different states and empires.
- Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period.
- Explain the causes and effects of calls for changes in industrial societies during the period.

- Explain how industrialization caused change in existing social hierarchies and standards of living.
- Explain the extent to which industrialization brought change from 1750 to 1900.

Focus Standards Addressed in this Unit:

- 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying context of events
- 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.12. C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
- 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.12. B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12. C - Evaluate how continuity and change have impacted the world today • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
- 8.4.12.D-Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania
- CC.8.5.11-12.A - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- CC.8.5.11-12.B- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- CC.8.6.11-12.A - Write arguments focused on discipline-specific content
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases
- CC.8.5.11-12.E - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

- CC.8.5.11-12.F - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- CC.8.5.11-12.G - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CC.8.5.11-12.H - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Important Standards Addressed in this Unit:

- CC.8.6.11-12.F - 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
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
- CC.8.6.11-12.H - Draw evidence from informational texts to support analysis, reflection, and research
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CC.8.6.11-12.D - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Misconceptions:

- Students frequently fail to see commonalities between members of their own culture and members of unfamiliar cultures.
- Students are unfamiliar with the origins of present-day countries and cultures.
- Students have difficulty making connections between current events and the distant past.

Concepts/Content:

- The Enlightenment
 - Importance of reason, reduced focus on religion, new political ideas
 - Preceded revolutions/rebellions
 - Reform movements (suffrage and abolition)
 - Emergent feminism
- Nationalism and Revolutions
 - New sense of unity/nationalism
 - Revolutions lead to new nation-states
 - Discontent with monarchies
 - American Revolution sets the model for others to follow
- Industrial Revolution
 - Proximity and access to water, coal/iron/timber
 - Urbanization
 - Access to foreign resources and capital
- Technology of Industrial Age
 - Machines, steam engines, fossil fuels increased the amount of available energy
 - Second industrial revolution leads to new methods after 1850

Competencies/Skills:

- Explain how a historical development or process relates to another historical development or process.
- Identify the evidence used in a source to support an argument
- Identify a source's point of view purpose, historical situation, and/or audience.
- Identify and describe a claim and/or argument in a text-based or non-text-based source.
- Explain how a specific historical development or process is situated within a broader historical context.
- Explain how claims or evidence support, modify, or refute a source's argument.
- Use historical reasoning to explain relationships among pieces of historical evidence.

Description of Activities:

- Enlightenment Speed Dating
- French Revolution Digital Breakout
- SAQ, DBQ, and LEQ writing practice
- H.I.P.P. analysis of primary and secondary source documents
- Harkness discussions
- Teacher created activities



<ul style="list-style-type: none"> • Economic Development and Innovations <ul style="list-style-type: none"> -Adoption of free trade policies and laissez faire capitalism • Reactions to Industrial Economy <ul style="list-style-type: none"> -Promotion of new political, social, urban, and educational reforms -Labor unions and workers movements -Discontent lead to ideas like those of Karl Marx • Society and the Industrial Age <ul style="list-style-type: none"> -New social classes emerge -Urbanization leads to pollution, poverty, crime, housing issues, etc. 		
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative: Teacher observations, in-class discussions, quizzes, SAQs • Summative: Unit exam, teacher-created project, writing assessment: DBQ (Document Based Questions) or LEQ (Long Essay Question) 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • This unit can be connected to AP Environmental Science, General Science, 11th grade English, History II and/or AP United States, and library research skills. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • Materials from College Board’s AP Classroom • District approved materials • Library research materials • Teacher created materials 	

Subject: AP World History: Modern	Grade: 11	Suggested Timeline: 2-3 weeks
Unit Title: Unit 6: Consequences of Industrialization (c. 1750 to c. 1900)		
Unit Overview/Essential Understanding: A new wave of imperialism swept over Asia, the Middle East, the Pacific, and Africa during the late 1700s and early 1800s. Seeking markets and raw materials and armed with industrial-era weaponry, the West's nations subjugated an unprecedented portion of the globe. Still, it carried steep moral and ethical prices. The harmful effects of warfare, racial prejudice, economic rapacity, and slavery are often felt today. By the end of the nineteenth century, the young United States overtook Europe in economic and military strength. New philosophies, scientific theories, and cultural movements called into question the values of the Western world. Students will explore these topics through reading primary and secondary sources, whole group discussions, and teacher-created activities. Essential Questions: <ul style="list-style-type: none">• What are the causes and effects of imperialism from 1750 to 1900?• How does the global economy develop during this time period?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Explain how ideologies contributed to the development of imperialism from 1750 to 1900.• Compare processes by which state power shifted in various parts of the world during the period.• Explain how and why internal and external factors have influenced the process of state-building from 1750 to 1900.• Explain how various environmental factors contributed to the development of the global economy during the period.• Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.• Explain how various economic factors contributed to the varied patterns of migration from 1750 to 1900.• Explain how and why new patterns of migration affected society from 1750 to 1900.• Explain the relative significance of the effects of imperialism during the period.		
Focus Standards Addressed in this Unit: 8.1.12. A-Evaluate patterns of continuity and rates of change over time, applying context of events.		

- 8.1.12. B-Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12. C-Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
- 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying context of events
 - 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
 - 8.1.12. C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
 - 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
 - 8.4.12. B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
 - 8.4.12. C - Evaluate how continuity and change have impacted the world today • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
 - 8.4.12.D-Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania
 - CC.8.5.11-12.A - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
 - CC.8.5.11-12.B- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
 - CC.8.6.11-12.A - Write arguments focused on discipline-specific content
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases
 - CC.8.5.11-12.E - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

- CC.8.5.11-12.F - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- CC.8.5.11-12.G - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CC.8.5.11-12.H - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Important Standards Addressed in this Unit:

- CC.8.6.11-12.F - 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
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
- CC.8.6.11-12.H - Draw evidence from informational texts to support analysis, reflection, and research
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CC.8.6.11-12.D - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Misconceptions:

- Students frequently fail to see commonalities between members of their own culture and members of unfamiliar cultures.
- Students are unfamiliar with origins of present-day countries and cultures.
- Students have difficulty making connections between current events and the distant past.

Concepts/Content:	Competencies/Skills:	Description of Activities:
<ul style="list-style-type: none"> • Rationales for Imperialism <ul style="list-style-type: none"> -Cultural, religious, and racial ideologies were used to justify imperialism • State Expansion <ul style="list-style-type: none"> -States gained more control over colonies Warfare and diplomacy were used in Africa -Settler colonies • Indigenous Response to State Expansion <ul style="list-style-type: none"> -Direct resistance and the creation of new states -Rebellions emerged, some influenced by religion (Ghost Dance) • Global Economic Development <ul style="list-style-type: none"> -Need for raw materials for factories as well as food led to more export • Economic Imperialism <ul style="list-style-type: none"> -Industrialized states practiced economic imperialism in Asia and Latin America -Trade game merchants and companies from Europe and 	<ul style="list-style-type: none"> • Identify patterns among or connections between historical developments and processes. • Explain how a historical development or process relates to another historical development or process. • Explain how a specific historical development or process is stated within a broader historical context. • Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source. • Explain how a specific historical development or process is situated within a broader historical context. 	<ul style="list-style-type: none"> • Mercantilism simulation • The Urban Game • SAQ, DBQ, and LEQ writing practice • H.I.P.P. analysis of primary and secondary source documents • Harkness discussions • Teacher created activities



<p>the US had economic advantage</p> <ul style="list-style-type: none">• Causes of Migrations<ul style="list-style-type: none">-Changes in demographics-New modes of transportation-Continued coerced labor• Effects of Migrations<ul style="list-style-type: none">-Most migrants were male, so women took on formerly male roles-Ethnic enclaves emerged-Some states rejected immigrants with racial prejudice		
<p>Assessments:</p> <ul style="list-style-type: none">• Formative: Teacher observations, in-class discussions, quizzes, SAQs• Summative: Unit exam, teacher-created project, writing assessment: DBQ (Document Based Questions) or LEQ (Long Essay Question)		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• This unit can be connected to AP Environmental Science, General Science, 11th grade English, History II and/or AP United States, and library research skills.	<p>Additional Resources:</p> <ul style="list-style-type: none">• District approved textbook• Materials from College Board's AP Classroom• District approved materials• Library research materials• Teacher created materials	



Subject: AP World: Modern	Grade: 11	Suggested Timeline: 2-3 weeks
Unit Title: Unit 7: Global Conflict (c. 1900 to present)		
Unit Overview/Essential Understanding: World War I, the global economic crisis, and World War II created a global conflict period at the beginning of the 20 th century. Through the use of historical documents, readings, and activities, students will determine the impacts of these global conflicts on people's lives around the world and a foreshadowing of the changes that are to come during the second half of the 20 th century. Students will explore these topics through reading primary and secondary sources, whole group discussions, and teacher-created activities. Essential Questions: <ul style="list-style-type: none">• How does the rise of nationalism contribute to global conflict?• What are the causes and consequence of World War I?• What are the causes and consequences of mass atrocities that have occurred throughout the globe since 1900?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Explain how internal and external factors contributed to change in various states after 1900.• Explain the causes and consequences of World War I.• Explain how governments used a variety of methods to conduct war.• Explain how different governments responded to economic crisis after 1900.• Explain the continuities and changes in territorial holdings from 1900 to the present.• Explain the causes and consequences of World War II.• Explain similarities and differences in how governments used a variety of methods to conduct war.• Explain the various causes and consequences of mass atrocities in the period from 1900 to present.• Explain the relative significance of the causes of global conflict during the period.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying context of events		

- 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.12. C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
- 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.12. B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12. C - Evaluate how continuity and change have impacted the world today • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
- 8.4.12.D-Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania
- CC.8.5.11-12.A - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- CC.8.5.11-12.B- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- CC.8.6.11-12.A - Write arguments focused on discipline-specific content
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases
- CC.8.5.11-12.E - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole
- CC.8.5.11-12.F - Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
- CC.8.5.11-12.G - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CC.8.5.11-12.H - Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

- CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Important Standards Addressed in this Unit:

- CC.8.6.11-12.F - 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
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
- CC.8.6.11-12.H - Draw evidence from informational texts to support analysis, reflection, and research
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- CC.8.6.11-12.D - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Misconceptions:

- Students frequently fail to see commonalities between members of their own culture and members of unfamiliar cultures.
- Students are unfamiliar with the origins of present-day countries and cultures.
- Students have difficulty making connections between current events and the distant past.

Concepts/Content:

- Shifting Power After 1900
-The West dominated the global political order
-Ottoman, Russian, and Qing empires collapsed

Competencies/Skills:

- Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these

Description of Activities:

- Genocides study activity
- World War II virtual tour
- H.I.P.P. analysis of primary and secondary source documents
- SAQ, LEQ, and DBQ practice

<ul style="list-style-type: none"> • Causes of WWI <ul style="list-style-type: none"> -Imperialist expansion -Competition for resources -Territorial and regional conflicts -Alliance system -Intense nationalism • Conducting WWI <ul style="list-style-type: none"> -First total war -New military technologies increased casualties • Economy in the Interwar Period <ul style="list-style-type: none"> -During the Great Depression governments became more active in economic life (New Deal) -Soviet Union controlled their economy through the Five-Year Plans • Unresolved Tensions after WW <ul style="list-style-type: none"> -Western and Japanese states maintained control over their colonies or gained more through conquest or treaties -Increasing anti-imperialist resistance • Causes of WWII <ul style="list-style-type: none"> -Unsustainable peace settlement after WWI -Global economic crisis 	<p>might limit the use(s) of a source.</p> <ul style="list-style-type: none"> • Explain how a specific historical development or process is situated within a broader historical context. • Explain the point of view, purpose, historical situation, an/or audience of a source. • Explain how a historical development or process relates to another historical development or process. • Explain how claims or evidence support, modify, or refute a source's argument. 	<ul style="list-style-type: none"> • Harkness discussions • Teacher created lessons
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<ul style="list-style-type: none">-Rise of fascist and totalitarian regimes• Conducting WWII<ul style="list-style-type: none">-Total war-Fascism and communism used to mobilize resources-New military technology (atomic bomb)• Mass Atrocities<ul style="list-style-type: none">-Extremist groups led to the destruction of specific populations (Holocaust in Germany against Jews, Armenian, Cambodian, Rwandan and Ukrainian Genocides)		
<p>Assessments:</p> <ul style="list-style-type: none">• Formative: Teacher observations, in-class discussions, quizzes, SAQs• Summative: Unit exam, teacher-created project, writing assessment: DBQ (Document Based Questions) or LEQ (Long Essay Question)		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• This unit can be connected to AP Environmental Science, General Science, 11th grade English, History II and/or AP United States, and library research skills.	<p>Additional Resources:</p> <ul style="list-style-type: none">• District approved textbook• Materials from College Board's AP Classroom• District approved materials• Library research materials• Teacher created materials	

Subject: AP World: Modern

Grade: 11

Suggested Timeline: 3-4 weeks

Unit Title: Unit 8: Cold War and Decolonization (c.1900 to present)

Unit Overview/Essential Understanding:

In this unit, students will explore the origins and historical context of the Cold War, the global events and proxy wars that took place during the Cold War, and the reasons why the Cold War finally ended. This unit also looks at the decolonization process throughout Africa and Asia and the struggles of those newly independent nations. Students will investigate these issues through reading primary and secondary sources, whole group discussions, and teacher-created activities.

Essential Questions:

- What are the origins and historical context of the Cold War?
- What are the effects of the Cold War?
- How did political changes from 1900 to the present effect lead to territorial, demographic and nationalist developments?

Unit Objectives:

Students will be able to:

- Explain the historical context of the Cold War after 1945.
- Explain the causes and effects of the ideological struggle of the Cold War.
- Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.
- Explain the causes and consequences of China's adoption of communism.
- Explain the causes and effects of movements to redistribute economic resources.
- Compare the processes by which various peoples pursued independence after 1900.
- Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.
- Explain the economic changes and continuities resulting from the process of decolonization.
- Explain various reactions to existing power structures in the period after 1900.
- Explain the causes of the end of the Cold War.
- Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

Focus Standards Addressed in this Unit:

- 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying context of events
- 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.12. C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
- 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.12. B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12. C - Evaluate how continuity and change have impacted the world today • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
- 8.4.12.D-Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania
- CC.8.5.11-12.A - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- CC.8.5.11-12.B- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- CC.8.6.11-12.A - Write arguments focused on discipline-specific content
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases
- CC.8.5.11-12.E - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole
- CC.8.5.11-12.F - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- CC.8.5.11-12.G - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

- CC.8.5.11-12.H - Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Important Standards Addressed in this Unit:

- CC.8.6.11-12.F - 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
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
- CC.8.6.11-12.H - Draw evidence from informational texts to support analysis, reflection, and research
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- CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Misconceptions:

- Students frequently fail to see commonalities between members of their own culture and members of unfamiliar cultures.
- Students are unfamiliar with the origins of present-day countries and cultures.
- Students have difficulty making connections between current events and the distant past.

Concepts/Content:

- Setting the Stage for the Cold War
 - Increasing anti-imperial sentiment contributed to

Competencies/Skills:

- Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these

Description of Activities:

- Cold War map activity
- H.I.P.P. analysis of primary and secondary source documents
- SAQ, LEQ, and DBQ practice

<p>the dissolution of empires and restructuring of states</p> <ul style="list-style-type: none"> • The Cold War <ul style="list-style-type: none"> -Two superpowers emerged- the democratic U.S. and the communist U.S.S.R -This led to a power struggle around the world • Effects of the Cold War <ul style="list-style-type: none"> -New military alliances (NATO and Warsaw Pact) -Nuclear proliferation -Proxy wars in Latin America, Africa, and Asia • Spread of Communism <ul style="list-style-type: none"> -Chinese communists seized power and controlled the economy through the Great Leap Forward -Land redistribution movements emerged in Africa, Asia, and Latin America • Decolonization <ul style="list-style-type: none"> -Nationalist leaders in Asia and Africa sought autonomy from imperialist rule -Some colonies became independent through negotiations, others through armed struggles • Newly Independent States 	<p>might limit the use(s) of a source</p> <ul style="list-style-type: none"> • Explain how a specific historical development or process is situated within a broader historical context. • Explain the point of view, purpose, historical situation, an/or audience of a source • Explain how a historical development or process relates to another historical development or process • Explain how claims or evidence support, modify, or refute a source's argument 	<ul style="list-style-type: none"> • Harkness discussions • Teacher created lessons
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<p>-New states were created when political boundaries were redrawn, which led to conflict or displacement (portioning of India and Israel)</p> <ul style="list-style-type: none">• Global Resistance to Established Power Structures<ul style="list-style-type: none">-Nonviolent protests were promotedMilitaries and states further intensified conflictSome movements used violence to achieve political aims (Al-Qaeda)• End of the Cold War<ul style="list-style-type: none">-Advances in U.S. military and technology, the U.S.S.R.'s failure in Afghanistan, economic weakness in communist countries led to the collapse of the U.S.S.R. and the end of the Cold War		
<p>Assessments:</p> <ul style="list-style-type: none">• Formative: Teacher observations, in-class discussions, quizzes, SAQs• Summative: Unit exam, teacher-created project, writing assessment: DBQ (Document Based Questions) or LEQ (Long Essay Question)		



Interdisciplinary Connections:

- This unit can be connected to AP Environmental Science, General Science, 11th grade English, History II and/or AP United States, and library research skills.

Additional Resources:

- District approved textbook
- Materials from College Board's AP Classroom
- District approved materials
- Library research materials
- Teacher created materials



Subject: AP World History: Modern	Grade: 11	Suggested Timeline: 2-3 weeks
Unit Title: Unit 9: Globalization (c. 1900 to present)		
<p>Unit Overview/Essential Understanding: The development of new technologies in communication and transportation make the world feel smaller and more interconnected. Advancements in medicine significantly impact populations worldwide; however, diseases associated with poverty in underdeveloped nations continue to threaten large human populations. Debates emerge about the impact of human activity on the environment and the geopolitical consequences of environmental changes. Students will explore these issues through reading primary and secondary sources, whole group discussions, and teacher-created activities.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• How has the development of new technologies changed the world since 1900?• What are the causes and effects of globalization?		
<p>Unit Objectives: Students will be able to:</p> <ul style="list-style-type: none">• Explain how the development of new technologies changed the world from 1900 to present.• Explain how environmental factors affected human populations over time.• Explain the causes and effects of environmental changes during the period.• Explain the continuities and changes in the global economy during the period.• Explain how social categories, roles, and practices have been maintained and challenged over time.• Explain how and why globalization changed culture over time.• Explain the various response to increasing globalization from 1900 to present.• Explain how and why globalization changed international interactions among states.• Explain the extent to which science and technology brought change in the period.		
<p>Focus Standards Addressed in this Unit:</p> <ul style="list-style-type: none">• 8.1.12. A - Evaluate patterns of continuity and rates of change over time, applying context of events		

- 8.1.12. B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
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Concepts/Content:

- Advances in Technology and Exchange
 - New modes of communication and energy technology
 - The Green Revolution

Competencies/Skills:

- Identify patterns among or connections between historical developments and processes.
- Explain how a historical development or process relates

Description of Activities:

- Read excerpts from *The History of the World in Six Glasses* by Tom Standage
- Globalization simulation
- AP Exam review activities

<ul style="list-style-type: none"> • Technological Advances and Limitations: Diseases <ul style="list-style-type: none"> -Diseases associated with poverty: malaria, tuberculous, cholera -Emergent epidemic diseases: 1918 influenza, Ebola, HIV/AIDS -Diseases, as well as medical advances, have a significant impact • Economics in the Global Age <ul style="list-style-type: none"> -Encouragement of free markets and economic liberation -Growth of knowledge economies, industrial production, and manufacturing • Calls for Reform and Responses <ul style="list-style-type: none"> -Rights-based discourses challenged previous dies on race, class, gender, religions, human rights, etc. -Women’s suffrage, end of apartheid -Movements protest inequality • Globalized Culture <ul style="list-style-type: none"> -Political and social changes of the 20th century led to changes in art and pop culture -Arts, entertainment, pop culture reflect globalized 	<p>to another historical development or process.</p> <ul style="list-style-type: none"> • Explain how a specific historical development or process is stated within a broader historical context. • Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source. • Explain how a specific historical development or process is situated within a broader historical context. 	
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<p>society (Bollywood, social media, Olympics) -Consumer culture becomes globalized (eBay, Coca-Cola)</p>		
<p>Assessments:</p> <ul style="list-style-type: none">• Formative: Teacher observations, in-class discussions, quizzes, SAQs• Summative: Unit exam, teacher-created project, writing assessment: DBQ (Document Based Questions) or LEQ (Long Essay Question)		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• This unit can be connected to AP Environmental Science, General Science, 11th grade English, History II and/or AP United States, and library research skills.	<p>Additional Resources:</p> <ul style="list-style-type: none">• District approved textbook• Materials from College Board's AP Classroom• District approved materials• Library research materials• Teacher created materials	