Course Description

Advance Placement World History is a one-year course of study that mirrors that of a college course in World History. Throughout the year, students will examine patterns in historical events, many of which revolve around the interactions between different human societies. To understand history, it is important to study not only the events that occur in time, but the methodology of those events. In Advance Placement World History, we will examine not only what happened, but also why it happened. We will look at historical continuity, along with change. Our studies will include the examination of world cultures, human institutions, the effects of new technologies, the environmental impact of human beings and world geography. It is my goal to give students the tools to obtain a score on their AP test, which could amount to credit for a 3-credit college course. Strong writing skills and advanced cognitive aptitude are required to succeed on the college level and it is for this reason that these skills will be emphasized in this course.
## AP World History

### PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>8000 B.C.E to 600 B.C.E Technological and Environmental Transformations. And Organization and Reorganization of Human Societies 600 B.C.E to 600 C.E.</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Regional and Transregional Interactions, 600 C.E. to 1450</td>
<td>6 Weeks</td>
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<td>Unit 3</td>
<td>Global Interactions, c. 1450-c. 1750</td>
<td>6 Weeks</td>
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<td>Unit 4</td>
<td>Accelerating Global Change and realignments, c. 1900 to the present</td>
<td>6 Weeks</td>
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<td>Unit 5</td>
<td>Global Trends</td>
<td>6 Weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
### Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>● Extra time for assigned tasks</td>
<td>● Extra Response time</td>
<td>● Precise step-by-step directions</td>
<td>● Teacher-made checklist</td>
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<tr>
<td>● Adjust length of assignment</td>
<td>● Have students verbalize steps</td>
<td>● Short manageable tasks</td>
<td>● Use visual graphic organizers</td>
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<tr>
<td>● Timeline with due dates for reports and projects</td>
<td>● Repeat, clarify or reword directions</td>
<td>● Brief and concrete directions</td>
<td>● Reference resources to promote independence</td>
</tr>
<tr>
<td>● Communication system between home and school</td>
<td>● Mini-breaks between tasks</td>
<td>● Provide immediate feedback</td>
<td>● Visual and verbal reminders</td>
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<tr>
<td>● Provide lecture notes/outline</td>
<td>● Provide a warning for transitions</td>
<td>● Small group instruction</td>
<td>● Graphic organizers</td>
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<td></td>
<td>● Reading partners</td>
<td>● Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Computer/whiteboard</td>
<td>● Extended time</td>
<td>● Consistent daily structured routine</td>
<td>● Individual daily planner</td>
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<tr>
<td>● Tape recorder</td>
<td>● Study guides</td>
<td>● Simple and clear classroom rules</td>
<td>● Display a written agenda</td>
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<tr>
<td>● Spell-checker</td>
<td>● Shortened tests</td>
<td>● Frequent feedback</td>
<td>● Note-taking assistance</td>
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<tr>
<td>● Audio-taped books</td>
<td>● Read directions aloud</td>
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<td>● Color code materials</td>
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## Enrichment

**Accommodate Based on Students Individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
**Grade: 11**  
**Unit: V**  
**3 Weeks**  
**Topic: Post Exam Global Trends**


**Standards:** CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.10

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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</thead>
</table>
| Examine the major historical events or big ideas in world history. Standard: RH.11-12.7, RH.11-12.10 | Why do we study history? How does the past impact our everyday lives? Why do most societies have a recorded history? | **Exam Cram Packets:** Annotate the cram packets in preparation of the upcoming exam.  
**Journal:** Over the course of the semester what has been the most effective study method?  
**Flashcards:** Review all 1200 terms associated with AP World. In pairs test peer knowledge. | **AP World Unit Reviews and Cram Packets:** [http://www.pascack.k12.nj.us/Page/8778](http://www.pascack.k12.nj.us/Page/8778)  
**AP World Review in 12 Minutes:** [https://www.youtube.com/watch?v=N1hr7C943ss](https://www.youtube.com/watch?v=N1hr7C943ss) | ELA: Compare and contrast Ancient Rome and the United States. |
<table>
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<tr>
<th>Appraise overall mastery of world history and preparation for the AP World History Exam. <strong>Standard:</strong> RH.11-12.2, 6.2.12.C.6.a</th>
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<tr>
<td><strong>Practice Exams:</strong> Students will be given a practice AP World Exams. The exam will contain 70 questions and take 55 minutes to complete.</td>
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<tr>
<td><strong>DBQ:</strong> Practice Writing the DBQ. As a class identify the point of view of each document. Write a 5-paragraph essay analyzing the documents.</td>
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<tr>
<td><strong>AP World Practice Exams:</strong> <a href="http://www.apppracticeexams.com/ap-world-history">http://www.apppracticeexams.com/ap-world-history</a></td>
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<tr>
<td><strong>Historical Thinking Skills:</strong> <a href="http://apcentral.collegeboard.com/apc/public/repository/WorldHistoryHistoricalThinkingSkills.pdf">http://apcentral.collegeboard.com/apc/public/repository/WorldHistoryHistoricalThinkingSkills.pdf</a></td>
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<th>Why are study skills necessary? How does preparation impact exam readiness?</th>
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<tr>
<td><strong>Film Review Project:</strong> Choose Compare and Contrast the film and actual event.</td>
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<tr>
<td>I. Your first task is to select a film</td>
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<td>II. Once you choose the film you are interested in, make sure you would also like to explore the historical event that the film portrays. You will be responsible for writing a 3-5 paper based on the film. You will be answering the following</td>
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<tr>
<td><strong>Film as Social and Cultural History:</strong> <a href="http://historymatters.gmu.edu/mse/film/socialhist.html">http://historymatters.gmu.edu/mse/film/socialhist.html</a></td>
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<tr>
<th>Identify and examine global trends, issues, or current events. <strong>Standard:</strong> RH.11-12.2, RH.11-12.7, 6.2.12.A.6.d, 6.2.12.B.6.a</th>
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<tr>
<td>How does mass media impact global perception of events? How has mass media impacted society? What is the impact of mass media and the entertainment industry on the portrayal of history?</td>
</tr>
<tr>
<td><strong>ELA:</strong> CCOT Essay How has globalization changed from the Silk Road to the Internet?</td>
</tr>
<tr>
<td><strong>ELA:</strong> What is meant by this quote? Write a one page reaction paper</td>
</tr>
<tr>
<td>“Those who don't know history are destined to repeat it.” -Edmund Burke</td>
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question: Compare and Contrast the film and actual event)
III. Once you have written the paper, you may do this next part with a partner if you choose. You will have 2 options for the technology part of the project

a) IMovie- After researching the period that your film portrays you will film a scene that you think exemplifies the event. This can be 2-3 minutes long.

b) PowerPoint- You may choose to prepare a power point in which you will teach the class.
Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.
http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
Unit V Vocabulary

1200 Terms
http://www.mrburnett.net/apworldhistory/keyterms/keyterms1200withdefinitions.htm

Choose 1

Unit Project (Suggested)

Decades Project: Working in pairs, students begin work on the CULTURAL DECADES PROJECT. Students research and present an analysis of the social, economic, technological and artistic trends of an assigned decade from 1920 – 1980. Students must complete the following:

A. 20 Page PowerPoint presentation on how the following impacted Americans during the decade assigned:
   a. Social trends (fashion, leisure, entertainment, sports, religion, interactions, etc.)
   b. Economic realities (what kind of jobs, housing, prosperity of average American, etc.)
   c. Technological developments (most significant impact on daily life)
   d. Artistic developments (art, music, literature, etc.)

Unit Project (Suggested)

Create a "Surviving AP World History" item. This could be:

- A Poster: including key tips, ideas, suggestions & of course the website link
- A Brochure: which highlights what advice you would give to a new student to the course (an insider's view)
- A Video: that can have multiple members of the class explaining what helped them and what they would have done differently. Think of it similar to some of the crash course videos or the vlogbrother videos that were posted on the site. You could also go for musical parody/video.
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<td>e.</td>
<td>Explanation of the cultural influence of and/or <strong>impact on minorities and women</strong>.</td>
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<td>f.</td>
<td>Commentary from at least <strong>2 historians</strong> on the cultural and/or economic changes in decade (any above)</td>
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<td>B.</td>
<td>Create an original <strong>Mock Cultural DBQ</strong> to share with class, including:</td>
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<td></td>
<td>a. A good essay prompt that related to culture</td>
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<td>b. At least 8 primary sources, including at least 2 visuals</td>
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<td>c. A DBQ “answer key” to what an answer should include</td>
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